

Reception Curriculum Overview 2022/23

	Autumn 1 (7 Weeks)	Autumn 2 (7 Weeks)	Spring 1 (6 Weeks)	Spring 2 (6 Weeks)	Summer 1 (5 Weeks)	Summer 2 (7 Weeks)
<b>Topics/Themes</b>	Autumn Harvest Marvellous Me	Festivals & Celebrations	Winter Chinese New Year	Spring The farm	Growing	Summer Under the sea. Caring for the environment.
<b>Key Texts</b>	<u>Ruby's Worry</u>	<u>Pumpkin Soup</u>	<u>Stickman</u>	<u>Three Billy Goats Gruff</u> (+Adaptation version)	<u>Jack and the Bean stalk</u> (+ Adaptation versions- <u>Jelly Bean Stalk/ Incredibly Mean S/talk</u>	Tiny whale in a fishy tale (Move with max).
<b>Non-Fiction</b>	<u>Whatever Next</u>	<u>Room on the Broom</u>	<u>Kippers</u> <u>Snowy Day</u>	<u>Farmyard Hullabaloo</u>	<u>Planting/ Growing</u>	<u>The Snail and the whale.</u>
<b>Rhyming /repetition story</b>	<u>Oi Dog!!</u>	<u>The Gun powder plot (Guy Fawkes)</u>	<u>Winter</u>	<u>At the Farm</u>	<u>The Monkey Puzzle</u>	<u>Commotion in the ocean</u>
<b>Poems/Rhymes</b>	<u>Goldilocks and the three bears</u> (+Adaptation version- <u>A chair for baby Bear</u> )	<u>A Row of Lights</u>	<u>The Great Race</u>	<u>A squash and a squeeze</u>	<u>Mad about Minibeasts!</u>	<u>Under the Sea/Aquarium</u>
<b>Traditional tales</b>	<u>Bears</u>	<u>Diwali</u>	<u>Chinese New Year</u>	<u>Spring</u>	<u>Millie the Millipede</u>	<u>Somebody Swallowed Stanley</u>
<b>Rich vocabulary</b>	<u>Autumn/ Harvest</u>	<u>The Gruffalo</u>	<u>What Colour is Love?</u>	<u>What the Ladybird Heard/Heard Next</u>		<u>Greta and the Giants</u>
<b>Other</b>	<u>Leaf Man</u>	<u>Christmas- The Nativity</u>				
<b>Diversity</b>		<u>The Colour Monster</u>				
<b>Role Play Possibilities:</b> <small>(*Potentially change with children's interests)</small>	The 3 Bears cottage	House decorated for 'celebration's (Bonfire night/Diwali/Christmas)  The Stable (Nativity)  Santa's Grotto/Workshop	Chinese Restaurant	Little cottage (from A squash and a squeeze)	The giants castle (Jack and the beanstalk)  Garden centre	A boat  Pirates
<b>RE</b>	<b>Being Special</b> Where do we belong?  <b>God/Creation</b> Why is the word 'God' so important to Christians?	<b>Incarnation</b> What makes every single person unique and precious?  <b>Incarnation</b> Why do Christians perform nativity plays at Christmas?	<b>Special Stories</b> Which stories are special and why?	<b>Salvation</b> How can we help others when they need it?  <b>Salvation</b> Why do Christians put a cross in an Easter garden?	<b>Special Stories</b> Which stories are special and why?	<b>God/Creation</b> How can we care for our wonderful world?  <b>Special Places</b> Which places are special and why?

<p><b><u>Personal, Social, Emotional Development</u></b> <b><u>(PSHE/RSE)</u></b></p>	<p><b>Rights and Responsibilities</b> Rules and Routines</p> <p><b>Personal Hygiene</b> Good hygiene practice (inc teeth)</p>	<p><b>Feelings and Emotions</b> Playing and working cooperatively</p> <p><b>Rights and Responsibilities</b> Turn taking and sharing</p>	<p><b>New beginnings</b> New Year goals</p> <p><b>Personal Safety</b> Recognising things that are not safe (including safe pedestrian)</p> <p><b>Online Safety</b> Keeping safe online</p>	<p><b>Environment</b> Belonging to a community – school, family etc.</p>	<p><b>Growing and Changing</b> Understanding Gender</p>	<p><b>Growing and Changing</b> Becoming independent/ resilience</p> <p><b>Healthy Lifestyle</b> Healthy food Exercise and sleep. Teeth (2)</p> <p><b>New beginnings</b> Transition to year 1</p>
<p><b><u>Physical</u></b> <b><u>Gross</u></b></p> <p><b><u>Fine motor skills:</u></b></p>	<p>Fundamental Skills – Locomotor (Movement)</p> <p>Gross motor movement</p> <p>Circle games</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>	<p>Fundamental Skills –Manipulative (Ball skills)</p> <p>Gross motor movement</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>	<p>Dance</p> <p>Gross motor movement</p> <p>Circle games</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>	<p>Gymnastics</p> <p>Gross motor movement</p> <p>Circle games</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>	<p>Apparatus</p> <p>Gross motor movement</p> <p>Team games</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>	<p>Sports Day</p> <p>Team games</p> <p><b>Daily adult focus-</b> Dough Disco, ball squeezes, touch fingers, handwriting etc</p> <p><b>Finger Gym -</b> Threading, beads, scissor /pencil control, tweezers, pegging etc- In continuous provision</p>
<p><b><u>Literacy/Writing</u></b></p>	<p>Mark making</p> <p>Name writing</p> <p>Sequencing stories/events</p>	<p>Retell in own words</p> <p>Initial sounds and end sounds</p> <p>Labelling pictures</p>	<p>Writing CVC words and simple captions</p> <p>Hand-writing-Bug Club</p>	<p>Attempts a sentence using a tricky word</p> <p>Hand-writing-Bug Club</p>	<p>Writes independent sentences.</p> <p>Hand-writing-Bug Club</p>	<p>Writes a sentence using digraphs and tricky words.</p> <p>Hand-writing-Bug Club</p>

<p><b>Phonics/ Reading</b></p> <p>(See Bug Club Planning)</p>	<p>Phase 1 All Aspects</p> <p>Phase 2 Blending/ Segmenting</p>	<p>Phase 2 Blending/ Segmenting</p>	<p>Phase 3 Blending/ Segmenting</p>	<p>Phase 3 Blending/ Segmenting</p>	<p>Phase 4 Blending/ Segmenting</p>	<p>Phase 3/4 Blending/ Segmenting</p>
<p><b>Mathematics</b></p> <p>(White Rose Planning )</p>	<p>Matching and Sorting</p> <p>Comparing amounts</p>	<p>Counting with 1:1 correspondence.</p> <p>Exploring composition of numbers to 3</p> <p>Representing numbers to 5</p> <p>One more/less to 5</p>	<p>Adding/subtracting (Number bonds of 5)</p> <p>Making pairs</p> <p>Exploring composition and comparing numbers to 5</p> <p>Representing numbers to 5</p> <p>One more/less to 5</p>	<p>Adding/subtracting (Number bonds of 10)</p> <p>Exploring composition and comparing numbers to 10</p> <p>Representing numbers to 10</p> <p>One more/less to 10</p>	<p>Counting on and back within 10 and beyond</p> <p>Adding 2 groups by counting on.</p> <p>Build and identify numbers to 20</p>	<p>Doubling</p> <p>Halving</p> <p>Sharing and grouping</p> <p>Even and Odds</p> <p>Problem solving</p>
	<p>Comparing size, mass and capacity</p> <p>Pattern</p>	<p>2D shape</p> <p>Time</p> <p>Positional Language</p>	<p>Compare mass and capacity (2)</p> <p>Length, height and time</p>	<p>3D shape</p> <p>Pattern (2)</p>	<p>Spatial reasoning</p>	<p>Spatial reasoning</p> <p>Patterns and relationships</p> <p>Problem solving</p>
<p><b>ICT/ Computing</b></p> <p>(Purple mash)</p>	<p>To be able to play on a touch screen game (iPad/IWB).</p> <p>Use <b>Simple City</b> - dragging and dropping to create an environment such as a park.</p>	<p>Know how to turn a range of technology on and off independently</p> <p>Use <b>2 paint program</b> Type name on work</p>	<p>Know some ways to keep safe online.</p> <p>Show some understanding of what personal information is and who you can share it with.</p> <p><b>Safer Internet Day</b></p> <p>Begin to use <b>2 Create a story</b> program (pictures and dictate words).</p>	<p>Understand how the internet can be used to find information using search engines.</p>	<p>Know how to use an i-pad to take photos (&amp; print them).</p> <p>To use <b>2 Create a story</b> program (pictures and word/caption labels).</p>	<p>Log in to a variety of software using a Username and Password.</p> <p>To use <b>2 Count</b> to create a graph</p>

<p><b>Understanding the World</b></p> <p><b>*Bold= investigation area</b></p>	<p><b>All about me/my family</b></p> <p>Seasonal Changes - <b>Autumn</b></p> <p><b>Senses</b></p> <p><b>Teeth</b></p>	<p>Guy Fawkes</p> <p>Fire Service (and other emergency services)</p> <p><b>Light and dark (inc shadows)</b></p> <p><b>Diwali (artifacts)</b></p> <p>Christmas</p>	<p>Seasonal Changes – <b>Winter</b></p> <p><b>Chinese New Year (artifacts)</b></p> <p><b>Rainbows, colour mixing</b></p>	<p>Seasonal Changes – <b>Spring</b></p> <p>New Life</p> <p><b>Magnets, mirrors and magnifiers</b></p>	<p><b>Planting/ Growing</b></p> <p><b>Life cycles</b></p> <p><b>Minibeasts</b></p>	<p>Seasonal Changes – <b>Summer</b></p> <p><b>Planting/ Growing</b></p> <p><b>Recycling</b></p> <p>Water Experiments</p>
<p><b>Expressive Arts and design-</b></p> <p><b>Food Tech</b></p> <p><b>Music</b></p>	<p><b>Vegetable Stamps (Printing)</b></p> <p><b>Soup / Bread</b></p> <p>Nursery Rhymes Body percussion Keeps a steady beat Taps rhythm/ Syllables</p>	<p><b>2Paint Fireworks (Digital Media)</b></p> <p><b>Diva lamps (Sculpture)</b></p> <p><b>Indian food tasting experience/ Make Indian Sweets (Ladoo)</b></p> <p><b>*Developing Curriculum</b></p>	<p><b>Junk Modelling Class dragon (Sculpture)</b></p> <p><b>Valentines Biscuits</b></p> <p><b>*Developing Curriculum</b></p>	<p><b>Textures –Winter collage on dark to light painted background (Collaging)</b></p> <p><b>Easter Nests</b></p> <p><b>*Developing Curriculum</b></p>	<p><b>Colour Mixing- Observational pictures of flowers (Painting / pastels)</b></p> <p><b>Cupcakes / healthy sandwich</b></p> <p><b>*Developing Curriculum</b></p>	<p><b>Threading (Textiles)</b></p> <p><b>Making smoothies</b></p> <p>Performing own music</p>
<p><b>Assessments</b></p>	<p>Observations</p> <p>Reception Baseline</p> <p>Gov Baseline</p>	<p>Observations</p> <p>Phase 2 Phonics Assessment</p> <p>i-Track</p>	<p>Observations</p>	<p>Observations</p> <p>Phase 3 Phonics Assessment</p> <p>i-Track</p>	<p>Observations</p>	<p>Observations</p> <p>End of Year Judgements</p> <p>i-Track</p>
<p><b>Possible Enhancements In the form of visits</b></p>	<p>Dentist- Oral health</p>	<p>Fire Brigade visit</p> <p>Visit from new mum / baby</p> <p>Post box- post letters to Santa</p>	<p>Oriental Museum, Durham- Chinese New Year</p> <p>Police visit</p>	<p>Farm / Animals- Visit</p>	<p>Botanical gardens, Durham</p>	<p>Tynemouth Aquarium</p> <p>St John's church visit</p>