

## Reception Curriculum Overview

### Autumn

### Spring

### Summer

#### Topic

#### Themes

#### Phonics

#### Maths - White Rose

#### Prime Area

#### Personal, Social and Emotional Development

	Autumn	Spring	Summer
<p><b>Topic</b></p> <p><b>Themes</b></p> <p><b>Phonics</b></p>	<p>Autumn 1 God's Work of Art!</p> <p>Autumn 2 Festivals &amp; Celebrations</p> <p>All about me Autumn Harvest</p>	<p>Spring 1 Frozen Planet</p> <p>Spring 2 Travel and Transport</p> <p>Wild Animals Polar Regions Winter time Weather</p> <p>Familiar Vehicles Emergency Vehicles How we travel on holiday Maps Directional Language</p>	<p>Summer 1 Growing and Lifecycles</p> <p>Summer 2 Under the Sea</p> <p>Growing - Humans Life cycles: Caterpillars into Butterflies Tadpoles into Frogs Seeds into flowers (Beans/Sunflowers)</p> <p>Sealife animals Beaches Holiday destinations and the wider world Beach - pollution Recycling</p>
	Jolly Phonics/Letters and Sounds Phase 3-4	Jolly Phonics/Letters and Sounds Phase 3-4	Jolly Phonics/Letters and Sounds Phase 3-5
	<p style="text-align: center;">Autumn 1</p> <p>Match, sort and compare Talk about measure and patterns</p> <p style="text-align: center;">Autumn 2</p> <p>It's Me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with four sides</p>	<p style="text-align: center;">Spring 1</p> <p>Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time</p> <p style="text-align: center;">Spring 2</p> <p>Building 9 and 10 Exploring 3D shapes</p>	<p style="text-align: center;">Summer 1</p> <p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Language of capacity</p> <p style="text-align: center;">Summer 2</p> <p>Visualise, build and map Make connections Consolidation</p>

### Development Matters - Ages 4-5 - Focus Objectives

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.

## Communication and Language

- Understand how to listen carefully and why listening is important.
  - Learn new vocabulary.
  - Use new vocabulary through the day.
  - Ask questions to find out more and to check they understand what has been said to them.
  - Articulate their ideas and thoughts in well- formed sentences.
  - Connect one idea or action to another using a range of connectives.
  - Describe events in some detail.
  - Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
  - Develop social phrases.
  - Engage in storytimes.
  - Listen to and talk about stories to build familiarity and understanding.
  - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
  - Listen carefully to rhymes and songs, paying attention to how they sound.
  - Learn rhymes, poems and songs.
  - Engage in non-fiction books.
  - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- 

## Physical Development

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing.
  - Progress towards a more fluent style of moving, with developing control and grace.
  - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
  - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
  - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
  - Combine different movements with ease and fluency.
  - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
  - Develop overall body-strength, balance, co-ordination and agility.
  - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
  - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
  - Develop the foundations of a handwriting style which is fast, accurate and efficient.
  - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.
  - Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene
- 

## Literacy

- Read individual letters by saying the sounds for them.
  - Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.
  - Read some letter groups that each represent one sound and say sounds for them.
  - Read a few common exception words matched to the school's phonic programme.
  - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
  - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
  - Form lower-case and capital letters correctly.
  - Spell words by identifying the sounds and then writing the sound with letter/s.
  - Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.
  - Re-read what they have written to check that it makes sense.
- 

## Maths

- Count objects, actions and sounds.
- Can Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

---

## Understanding the World

- 

- Talk about members of their immediate family and community.
  - Name and describe people who are familiar to them.
  - Comment on images of familiar situations in the past.
  - Compare and contrast characters from stories, including figures from the past.
  - Draw information from a simple map.
  - Understand that some places are special to members of their community.
  - Recognise that people have different beliefs and celebrate special times in different ways.
  - Recognise some similarities and differences between life in this country and life in other countries.
  - Explore the natural world around them.
  - Describe what they see, hear and feel whilst outside.
  - Recognise some environments that are different to the one in which they live.
  - Understand the effect of changing seasons on the natural world around them.
  - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- 



## Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.