# Reception Curriculum Overview

| Subject Area | Autumn Term | | Spring Term | | Summer Term | |
|---|---|---|---|---|---|---|
| **Characteristics of Effective Learning** | Three characteristics of effective teaching and learning are:<br>**-playing and exploring** - children investigate and experience things, and 'have a go'<br>**-active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements<br>**-creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things | | | | | |
| **Over Arching Principles** | Four guiding principles should shape practice in early year's settings. These are:<br>-every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured<br>-children learn to be strong and independent through **positive relationships**<br>-children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.<br>-Importance of **learning and development**. Children develop and learn at different rates. | | | | | |
| **Key Texts/Stimuli** | All About Me<br>Harvest | Autumn/ Christmas<br>Remembrance Day<br>Bonfire Night<br>Diwali | Under The Sea<br>Chinese New Year<br>Growing | Dinosaurs<br>Mother's Day<br>Easter | Mini-beasts<br>Life Cycles | People Who Help Us/ Superheroes |
| **Literacy** | Rhyme and repetitive chants<br>Descriptive writing<br>Name writing | Fiction/Non Fiction<br>Descriptive Writing<br>Greetings<br>Captions | Traditional Tales/Fairy tales<br>Captions, banners and labels<br>Instructions<br>Retell/Recount<br>Fiction and non-fiction<br>Rhyming<br>Adjectives | Greetings/Cards<br>writing<br>Captions/Labels<br>Lists<br>Rhyming<br>Recount/Retell | Captions/Labels<br>Sequencing<br>Recount/Retell<br>Recipe writing<br>Fiction and non-fiction | Descriptive writing<br>Character Descriptions<br>Sentence writing<br>Labels/Captions<br>Fiction and non-fiction |
| **Mathematics** | WRM<br>1:1 correspondence<br>Counting<br>Match and Sort<br>Compare amounts<br>Subitising<br>Measure and patterns<br>Size and capacity | WRM<br>1, 2, 3, 4, 5<br>Representing<br>Composition of number<br>Circles/Triangles<br>Positional Language<br>Numbers to 5<br>Shape<br>One more/less<br>Subitising | WRM<br>Introducing 0<br>Comparing numbers to 5<br>Composition of 4 and 5<br>Mass<br>Capacity<br>6, 7, 8<br>Combining 2 amounts<br>Length/Height<br>One more/less<br>Subitising | WRM<br>6, 7, 8<br>Combining 2 amounts<br>Length/Height<br>Making pairs<br>Counting 9 and 10<br>Comparing numbers to 10<br>Bonds to 10<br>Pattern/3d shape | WRM<br>Building numbers beyond 10<br>Counting beyond 10<br>Spatial reasoning- Match, Rotate, Manipulate<br>Adding more/Taking away<br>Spatial Reasoning -compose and decompose<br>Shape | WRM<br>Doubling<br>Sharing and Grouping<br>Even and Odd<br>Spatial Reasoning - Visualise and Build<br>Patterns and relationships<br>Spatial reasoning- mapping |
| **Understanding the World** | Human lifecycles: change and growth<br><br>Senses<br>(All about me) | Investigating Light and Dark (Autumn)<br><br>Seasons -Autumn | Floating and Sinking<br><br>Seasons - Winter | Plants: showing care and concern for living things (RE/Easter/ Growing)<br><br>Developing an understanding of decay and changes over time (Dinosaurs)<br><br>Seasons - Spring | Finding out about and exploring<br><br>Caterpillar/<br>frog lifecycles<br>growth/change (Mini-beasts)<br><br>Exploring different animals and their habitats<br>(Mini-beasts) | Seasonal Change - Summer<br><br>Healthy Eating/<br>Looking after our teeth |

**John 13: 34-35 says: 'Love one another. As I have loved you… By this everyone will know that you are my disciples.'**

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| **UTW Technology** | Use ICT hardware to interact with age appropriate computer software (iPads)<br>E-Safety | | Use ICT programming– Code and Go Mice. | | Barefoot EYFS Unit (Computational thinking)<br>Online E-safety | |
| **UTW The World** | Children talk about what they see as summer turns to autumn. | Children talk about their local area and what they recognise in the area. | The children identify the UK on a map. Children then identify China on a map, compare the two and talk about what they might see in China. (Chinese New Year)<br><br>Children talk about what they see as autumn turns to winter. | Children talk about what they see as winter turns to spring. | Children investigate the natural environment around school and the local area. (Minibeasts/Nomad Rangers)<br><br>Children talk about what they see as spring turns into summer. | Children think about who lives in their local area and what they see when coming to school (church etc.) identifying key points along the way. Children identify Lowton on a UK map.<br>Children talk about summer and what we see. |
| **UTW People and Communities** | Children talk about past and present events in their own lives and the lives of family members. (All About Me) | Children learn about Guy Fawkes and the Gunpowder Plot, discussing why and how we still celebrate today.<br>Children learn about Remembrance day and why we remember the fallen soldiers. The children can talk about what Remembrance day is. | | The children learn about Mary Anning - Palaeontologist (Dinosaurs) | Children to identify what has changed from the beginning of the year to now. To identify similarities and differences between themselves and others, communities and traditions. | Children to know about similarities and differences between themselves and others, and among families, communities and traditions. Encourage children to develop positive relationships with community members. (Superheroes) |
| **PE** | Introduction to PE | Introduction to PE | Fundamental Movement Skills | Games and Teamwork | Ball –skills and multi-skills | Gymnastic and Dance |
| **RE** | Harvest<br>I am Special | Incarnation | Stories Jesus Heard<br>Stories Jesus Told | Easter | Special People | Special Places |
| **PSHE** | Me and My Relationships | Valuing Difference | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| **EAD** | Self-portrait (drawing - All about me)<br>Painting (Myself)<br>Colour Mixing- pink, grey, orange, blue, brown (handprints) | Painting (Autumn)<br>Printing (leaf)<br>Playdough Modelling (hedgehogs)<br>Finger painting/Colour Mixing (Bonfire Night) | Jellyfish watercolour project<br>Painting/Colour mixing/collage - Lions<br>Painting/Pastels - Whales<br>Decorate fish (sewing) | Clay impressions - Shells | Painting/colour mixing/Symmetry - Butterfly<br>Junk modelling – mini-beasts | Pastels - Colour mixing – Fire |
| **EAD—DT** | Design and make masks (All about me) | Baking bread (Harvest)<br>Playdough modelling – Hedgehogs (hibernation). | Sewing (Under The Sea) | Boat building (Outdoors construction) | Mini-beast bug hotels/models (Mini-beasts) | 3D Superhero junk modelling |
| **Music** | Exploring Sound<br>Nursery Rhymes<br>Counting songs | Christmas production | CHIME project (Wigan Music Service) | Music and Movement | Musical Stories | Big Band |
| **British Values** | Our Reception curriculum promotes the fundamental British Values of: Rule of Law; Mutual Respect; Individual Liberty; Democracy and Respect and Tolerance of those with different faiths and beliefs in order to prepare the children for life in Modern Britain.<br>Rule of Law—We all know that we have rules at school that we have to follow. We know who to talk to if we don't feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team.<br>Mutual Respect— Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. We are all unique.<br>Individual Liberty—We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. We are all respected as individuals.<br>Democracy—We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who ever we want to.<br>Respect and Tolerance—We have a mutual tolerance of those with different faiths and beliefs and for those without faith. | | | | | |
| **Christian Values** | The foundations of our Reception curriculum are our school Christian Values of: Love, Hope, Peace, Joy, Friendship, Compassion, Forgiveness, Service, Trust, Justice and Koinonia | | | | | |

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