



St. John's C.E Primary School

Reception Curriculum Overview 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Thankfulness	Compassion	Truthfulness	Trust	Responsibility
Topic	All about me	Lets Celebrate!	Where do you live?	Amazing Animals	Traveling around the world	I do like to be beside the seaside
Enrichment	Buddy Assembly Black history month- stories from other cultures. Harvest	Autumn walk around school grounds. Diwali Bonfire night Remembrance day Anti-bullying week (odd socks) Children in need Christmas Nativity Visit from People who help us	Winter walk around school grounds Goldilocks crime scene Chinese new year food tasting. Act of kindness/ valentines Safer internet day	Lent, Shrove Tuesday World book day Mother's Day Dinosaur egg excavation Spring walk around school grounds. Trip out (Chester Zoo)	What a wonderful world presentation Ramadan King Charles Coronation	Fathers day Pirate day Trip out Sports day
English and Phonics (Follows Little Wandle for phonics scheme.)	Increasing range of books. Mark Making. Phase 1 and 2 phonics. Handwriting. Name writing. Labelling.	Information retrieved from books and computers. Name writing. Hand writing. Labelling. Retelling stories. Phase 2 phonics. Writes tricky words. Writes CVC words.	Rhyming string. Reads simple sentences. Character description. Using phase 2 phonics. Handwriting. Completing story maps. Retelling traditional tales. Writes tricky words. Writes short sentences. Writes CVC, CVCC, CCVC words.	Read and understand simple sentences. Handwriting. Uses captions and labels. Writes simple sentences. Uses phase 2 and 3 phonics. Writes Non- fiction fact file. Writes CVC, CVCC, CCVC words.	Uses vocabulary and forms speech that are increasingly influenced by their experiences of books. Uses phase 3 phonics. Writes for a purpose. Uses finger spaces, capital letters, full stops. Focus on handwriting.	Reading comprehension Non-fiction writing Using and reading phase 3 and 4 Phonics. Writes for a purpose. Uses finger spaces, capital letters, full stops. Focus on handwriting. Writes tricky words. Independent writing.
Maths (Follows White Rose for maths scheme)	Baseline assessment Early Number Early calculation Mathematical language Early understanding of pattern Matching Sorting Comparing amounts	Introducing 1 and 0. Representing 1,2,3. Comparing 1,2,3. Equal/not equal 5 frames Composition of 1,2,3 Addition 3 step pattern- triangles Circles, triangles and spatial awareness.	Comparing numbers to 5. Composition of 4 and 5. Making pairs to make the whole. Introducing whole, part, part method. Number bonds to 5 Addition and subtraction Compare mass	Length, height and time. Number 9 Comparing numbers to 9 Ordering numbers Partitioning and combining Ten rhymes 3D shape Consolidation and recap. Assessment	Building number beyond 10 Counting patterns beyond 10 Spatial reasoning 1 match, rotate, manipulate. Adding more Taking away Spatial reasoning 2 compose and decompose.	Find my pattern Double Sharing Grouping Odd and even Spatial reasoning 3 visualise and build On the move Deepening understanding, patterns and relationships

	Compare size, mass and capacity. Exploring patterns	(Jigsaws) Introduce 4 Squares and rectangles Introduce 5 Pentagons 5 rhymes- 5 current buns, sizzling sausages 1 more/1 less Subtraction One more/one less on fingers, with counters/cubes and on a number line Comparing shapes Night and day time. Measurement. Consolidation and recap.	Recap and consolidate composition within numbers. Comparing capacity. Meet number 6 Making pairs Combining 2 groups Subitising on a dice Doubles Consolidate use of tens frames. Partitioning into equal groups. Whole, part, part. Doubling and halving Subitising One more than Partitioning into equal groups. Days of the week Symbols and numbers Positional language Money			Spatial reasoning 4 Mapping
Religion	Myself/ Family I am special Harvest	Celebration Christmas Special times in our lives Diwali Hanukkah	Chinese New Year Stories Jesus heard Stories Jesus told	Growing Easter	Special places Special times	Our World Hinduism Friendship
PSED	Establishing rules in the classroom Seeing themselves as a valuable individual. Build constructive and respectful relationships with peers/teachers Express their feelings and consider the feelings of others What makes us special?	Its ok to be different Likes and dislikes Same and different families Express their feelings and consider the feelings of others Turn taking – Games Growing and changing Dressing – Shoes and socks Healthy lifestyles – what keeps us healthy? Exercise Personal hygiene – Washing	Showing sensitivity towards others Keeping myself safe Safe indoors and outdoors Listening to my feelings and acting upon them. Keeping safe online People who help to keep me safe Show resilience and perseverance in the face of challenge. To work as a team	Looking after special people: Caring relationships are at the heart of happy families. Looking after my friends: What makes a good friend Being helpful at home and caring for our classroom Caring for our world Dressing - School uniform	Bouncing back when things go wrong: Building confidence and resilience Healthy eating Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) Dressing - School uniform	Getting bigger Me and my body, girls and boys Turn taking Taking about the perspective of others Transition into Year 1 Year 1 readiness Dressing - School uniform

	Dressing- coats Healthy lifestyles – what keeps us healthy? Personal hygiene – Hand washing & toileting Healthy eating – fruit		Dressing – PE Kits			
Physical Development	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Multi skills- movement Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Multi skills – equipment Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Dance/ gymnastics Move energetically Copy basic actions Move to music Negotiate space	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognizable letters most correctly formed Gymnastics using equipment Balance Core muscle strength Jumping and landing Using big equipment Awareness of space	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle Outdoor Game sports Follow the rules of a game Use a racket or a bat Catching the ball Kicking the ball	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognizable Build things with smaller linking blocks, such as Duplo or Lego Outdoor athletics Running skills Agility Sports day
Understanding the world Blue – History related Yellow- Science related Green- Geography related	Identifying family Commenting on photos of their family; naming who they can see and of what relation they are to them. Show interest in the lives of other people who are familiar to me Can talk about what they do with their family and places they have been with their family	Recognise that people have different beliefs and celebrate special times in different ways Recognise and describe special times or events for family or friend Shows an interest in different occupations and ways of life Guy Fawkes: Past key significant figure Florence nightingale: Past key significant figure	Comparing where we live and the types of homes. Find places they know on Google earth maps Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Knowing there are different countries in the world Comparing the properties of materials to build a strong house.	Dinosaur facts knowing they are now extinct. What other animals are? Different categories of animals Growth & Change: caterpillar life cycle Similarities and differences between countries/environments/Africa/Animals using Handa's Hen Describe special events (Easter)	Looking at transport and how it has changed over the years. Materials: Floating / Sinking – boat building Metallic / non-metallic objects To talk about significant people To look into space using Non fiction texts and the internet. To create a class fact file on space.	Planting sunflower seeds and watching them develop over time. (sunflower diary) Seasides past and present Share non-fiction texts that offer an insight into contrasting environments Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

	<p>Talking about how we change and developed as we get older</p> <p>Changing seasons</p> <p>Black history month: Looking at a globe, where we live and where Africa is on the globe</p> <p>REFELCTION TIME DAILY</p>	<p>Talk about significant events in my own experience</p> <p>Talk about why things happen</p> <p>Changing seasons</p> <p>REFELCTION TIME DAILY</p>	<p>Changing seasons</p> <p>Celebrate Chinese New year</p> <p>Past and present Kings and Queens.</p> <p>REFELCTION TIME DAILY</p>	<p>Know what a plant needs to grow (growing the beanstalk)</p> <p>Develop an understanding of growth, decay and changes over time</p> <p>To talk about some of the things observed such as plants, animals, natural and found objects</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>REFELCTION TIME DAILY</p>	<p>To talk about ways in which I can look after the environment</p> <p>REFELCTION TIME DAILY</p>	<p>Facts about what is under the sea</p> <p>Pirate maps</p> <p>REFELCTION TIME DAILY</p>
Communication and language	<p>Welcome to EYFS !</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: Word aware</p> <p>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story!</p> <p>Develop vocabulary: Word aware</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary.</p>	<p>Tell me why!</p> <p>Develop vocabulary: Word aware</p> <p>Using language well</p> <p>Ask's how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events (Chinese New Year)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Explain to me!</p> <p>Word Aware: explore vocab</p> <p>Reciting poems and songs</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Articulate a life cycle</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate my ideas and thoughts into well-formed sentences</p> <p>Ask questions to find out more</p>	<p>Recount an event!</p> <p>Word Aware: Explore Vocab</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p> <p>Describe events in some detail:</p>	<p>Tell me about differences?</p> <p>Word Aware: Explore Vocab</p> <p>Learn and recite, poems and songs: Rhyme of the week</p> <p>Talk about similarities and differences between things in the past and now (seasides)</p> <p>Talk about the experiences they have had at different points in the school year (end of year video)</p>

Expressive art and design	Join in with songs	Colour mixing	Modelling	Modelling	Pastel drawings, Life cycle	Artist Focus-paint
	Exploring Colour	Use different textures and materials to make firework pictures.	Talk about a famous artists.	To develop the ability to manipulate a variety of materials, including clay, to create dinosaur models.	Flowers-Sun flowers (Van Gough)	Colour mixing – underwater pictures.
	Purple- Art related	Listen to music and make their own dances in response.	Making lanterns, and exploring Chinese music.	Mother's Day crafts	Junk modelling transport.	Father's
	Green – DT related	Christmas decorations, Christmas cards, Christmas songs/poems.	To construct with a purpose in mind.	Artwork themed around African Art	Creating the solar system out of paper Mache.	Day Crafts
Orange – Music and Drama	Build stories around toys (small world) use available props to support role play.	Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Making castles using junk.	Learn a traditional African song and dance and perform it / Encourage children to create their own music.	Following the charanga music framework	Making models from recycled materials: link to keeping our sea clean.
	Build models using construction equipment.	To help chop and prepare fruit to make a fruit salad.	To make ginger bread men following a recipe.	Drama conventions through literacy	Drama conventions through literacy.	Putting our art skills into place. Creating wow art work using whatever they want.
	Junk modelling, take picture of children's creations and record them explaining what they did.	Music: Christmas Songs and nativity	Following the charanga music framework	Easter crafts printing, patterns on Easter eggs.		Following the charanga music framework
	Exploring sounds and how they can be changed, tapping out of simple rhythms.	Following the charanga music framework	Drama conventions through literacy	To make rice crispy cakes following a simple recipe and instructions.		Drama conventions through literacy.
	Feelings: taking photos of children acting out emotions .			Following the charanga music framework		
	Following the charanga music framework			Drama conventions through literacy		
	Drama conventions through literacy.					

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.