






Curriculum Overview

Reception

The curriculum overview contains the summary goals for assessment each 6 weeks. The benchmark spread sheet gives more detail for how to ensure children achieve the benchmark summary goal.


	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Main Theme	<p><i>Once upon a Time!</i></p> <p><i>Traditional Tales</i></p>	<p><i>Walking around the Zoo!</i></p> <p><i>Zoo animals</i></p>	<p><i>Travel through London!</i></p> <p><i>Transport/local area/cities</i></p>	<p><i>We are Explorers!</i></p> <p><i>Pirates/Space</i></p>	<p><i>Under the Sea</i></p> <p><i>Underwater animals and habitats</i></p>	<p><i>We could be heroes!</i></p> <p><i>People who help us and healthy eating</i></p>
<p>Communication and Language</p> 	<p>Begins to show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory).</p> <p>Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.</p>	<p>Demonstrates good listening through increased interaction.</p> <p>Starts to interact with more confidence.</p>	<p>Shows an understanding of a broader vocabulary.</p> <p>Starts to use more appropriateness structure and vocabulary.</p>	<p>Initiates interactions and shows an understanding of more-complex questions.</p> <p>Uses more complex vocabulary.</p>	<p>Begins to express own opinions and justify them.</p> <p>Begins to articulate their own thoughts and ideas. Uses talk for a range of purposes.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back and forth exchanges with their teachers and peers</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal, Social and Emotional</p>	<p>Begins to develop confidence and cooperation.</p> <p>Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery.</p>	<p>Increasing ability to share, recognises emotions of self and shows good manners.</p> <p>Builds own confidence with adults. Responds increasingly well to positive and negative experiences. Manages jumper and toilet independently.</p>	<p>Beginning to find ways to resolve conflicts. Cooperates increasingly with routines.</p> <p>Develops confidence in new situations. Understands classroom expectations.</p>	<p>Starts to consider the feelings of others.</p> <p>Begins to develop a positive self-image. Increased understanding of behaviour expectations and why the expectations exist.</p>	<p>Begins to understand how others might be feeling, to show empathy.</p> <p>Increased confidence and resilience and this can include supporting peers.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>




	Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well.	Initiates play, recognises some emotions better and follows instructions.	Can identify when they require support or help. Can start to play in a group more effectively.	Increasingly able to share, take turns and respond positively to other children.	Starts to understand the needs of other children and their own feelings.	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<p>Physical Development</p>  <p>PE Scheme</p>	Gymnastics	Dance	Multi-Skills (Throwing and Catching).	Multi-Skills (Jumping and Moving)	Multi-Skills (Ball Skills)	Yoga/Mindfulness
Gross Motor	Shows an increasing awareness of what their own body can do. Engages with physical play.	Becomes increasingly aware of the space around them and what they can do in the space.	Refines the way they move in the space around them.	More confident and proficient in their movements and in using objects and equipment.	Shows good balance and control in most aspects of play.	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Fine Motor	<p>Begins to make marks and shapes using simple equipment.</p>	<p>Uses a wider range of equipment to make more-refined shapes and marks, models and construction.</p>	<p>Adds more detail to shapes and objects created as control increases.</p>	<p>Shows increased control to use a range of tools to create more-complex shapes, objects and writing.</p>	<p>Showing more control using a tripod grip and can trace and draw shapes with control.</p>	<p>Hold a pencil effectively in preparation for fluent writing—using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
The Literacy Company	 <p>The Gingerbread Man – Retelling.</p> <p>Key vocabulary: Piping, hot, scurrying, tumbled, scampered, bleated, whirled, toppled, swirled, smirked, scrambled, cinnamon, milk, churns, barn, haystack, thistles, orchard, meadow, lane, riverbank and bakery.</p>	 <p>I am going to eat this ant – Lists</p> <p>Key vocabulary: Wriggling, stinging, served, smothered, splattered, simmering, scooped, speared, scrumptious, supper, ant, anteater, tongue, smoked, savoury, seared, sundried, sautéed and salami.</p>	 <p>The Naughty Bus – Recount</p> <p>Key vocabulary: Full, important, mess handsome, silliest, lonely, powerful, cosy, tall, traffic, London, buildings, city, passengers, garden, pond, reflection, hook and winch.</p>	 <p>The Pirates are coming – Fiction – Recount.</p> <p>Key Vocabulary: Warnings, pelican, attic, barrel, bobbing, villager, rusty, trudged, yelled, silently, harbour, captain, crew, narrow, marched, growled, skull and crossbones.</p>	 <p>The Whale who Wanted More – Narrative</p> <p>Key vocabulary: Feisty, vast, stirring, plunged, quest, rifled, shipwrecks, rooted, haul, bounty, amassed, lonesome, critters and bickered.</p>	 <p>Supertato – Poster</p> <p>Key vocabulary: Flannel, commit, crept, snuck, yelled, summoned, cornered, belonged, escape, rescue, marched, frozen and vegetables.</p>
Literacy 	<p>Shows an interest in reading often choosing a book to look at themselves or with friends.</p>	<p>Listens to a story and can give simple details about the story. Starts to use some of the events in their own play.</p>	<p>Can answer questions about the content of a book and shows an interest in reading by themselves.</p>	<p>Shows a preference for a book, story type, genre, author. Chooses to read to friends. Likes to join in with reading in class.</p>	<p>Can answer more-complex questions about books and stories.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate—where appropriate—key events in stories.</p>

	<p>Beginning to link graphemes and phonemes.</p> <p>Children have the confidence to mark make using their physical skills to increase control over tools and equipment. They mark make as part of their play.</p>	<p>Links phonemes to every letter of the alphabet and beginning to blend them in words.</p> <p>Children mark make consistently as part of their play and can talk about the meaning of their marks.</p>	<p>Knows how to read CVC words.</p> <p>Sentence structure starts to be evident. Some phonic awareness is evident. Children are good at oral rehearsal.</p>	<p>Beginning to apply knowledge of long vowels in their reading of sentences.</p> <p>Composes a sentence well with some sentence structure more-consistently used. Phonic awareness is more evident. Physical control is evident.</p>	<p>Reads HFW from Phase 3 letters and sounds.</p> <p>Writes recognisable letters and words and reads back what has been written.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Maths</p> 	<p>Counts objects and selects the numeral card (1-5).</p> <p>Uses the language of counting confidently and as part of play.</p> <p>Identifies simple 2D shapes in the environment.</p>	<p>Subitise to 5. Counts objects (1-10).</p> <p>Starts to understand one more and one less.</p>	<p>Compare numbers using "more/less". Counts the total number of objects in two groups.</p> <p>Copy and continue complex patterns ABB, ABBC.</p> <p>Knows that the world is made of 2D and 3D shapes. Recognises 2D shapes and their properties.</p>	<p>Orders, identifies, subitises, combines and manipulates numbers to 5. Begin to recall some number bonds to 5.</p> <p>Identifies patterns in the number system, for example, finding all the numbers that include 5 on a 100 square.</p> <p>Recognises mathematical features of some shapes.</p>	<p>Orders, identifies, subitises, combines and manipulates numbers to 10. Begin to recall some number bonds to 10.</p> <p>Explore odds, evens and doubles.</p> <p>Uses language of time when talking about the day and events in their life.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds up to 5 and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p>

				Starts to explore problems including shape.		<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
First 4 Maths	<p><u>Comparison, Cardinality & Counting</u> 1.1 accurate counting of sets of objects 1-5 1.1 compare sets of objects 1-5 1.2 subitising 1-3 1.3 numerical recognition to 5</p> <p><u>Composition</u> 1.1 Conceptual subitising – noticing numbers within numbers</p> <p><u>Shape / Space and Measure</u> 1.1 Shapes and their properties 1.1 Height & 1.2 Length</p> <p><u>Pattern</u> 1.1 Simple AB patterns (complete, copy, make own and spot / correct errors)</p>	<p><u>Comparison, Cardinality & Counting</u> 2.1. Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 2.2 Subitising 1-5 2.1 Compare numbers using vocabulary of more / less 2.2 Find 1 more using sets of objects</p> <p><u>Composition</u> 2.1 Applied conceptual subitising 2.2 Inverse operations – splitting and recombining sets of objects 1-5.</p>	<p><u>Comparison, Cardinality & Counting</u> 3.1. counting backwards 1-10 & ordering numbers 10-1 3.1. Find 1 less using sets of objects</p> <p><u>Composition</u> 3.1. Partitioning sets of objects 1-5</p> <p><u>Shape / Space and Measure</u> 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first, second, third) 3.2 3D shapes and their properties</p> <p><u>Pattern</u> 3.1 More complex patterns – ABB, ABBC</p>	<p><u>Composition</u> 4.1 Recall number bonds 1-5 4.2 Partitioning and recombining sets of objects to 10 4.3 splitting and recombining 10</p> <p><u>Shape / Space and Measure</u> 4.1 Representing spatial relationships as maps including spatial vocabulary (forwards, backwards, up, down, across) 4.1 Mass</p> <p><u>Pattern</u> 4.1. Numerical patterns – staircase patterns linked to finding 1 more / 1 less</p>	<p><u>Cardinality & Counting</u> 5.1 Counting beyond 10 and noticing pattern in ones</p> <p><u>Composition</u> 5.1 Recall some number bonds to 10</p> <p><u>Patterns</u> 5.1 Odds and evens 5.2 symmetry – links to doubles. 5.3 sharing fairly (using part-whole models)</p>	<p><u>Comparison, Cardinality & Counting</u> 6.1 counting beyond 20, noticing the pattern in tens 6.1 Recall and apply number bonds for 5 and 10 including doubles</p> <p><u>Shape / Space & Measure</u> 6.1 Relationships between shapes 6.1 Capacity 6.1 Time – sequence of events</p> <p><u>Patterns</u> 6.1 Generalising patterns and transferring to another format e.g link pattern of shapes to movements</p>

	1.2 Identifying unit of repeat					
Understanding the World 	<p>Can talk about their own family and the people around them describing features about them.</p> <p>Knows features of their own environment.</p> <p>Starts to show curiosity and wonder when exploring the world around them.</p>	<p>Starts to talk about the passage of time and understands significant events in their own timeline.</p> <p>Knows there are locations beyond their own and that these are represented in different ways.</p> <p>Starts to talk about changes like the weather.</p>	<p>Knows there are locations beyond their own and that these are represented in different ways.</p> <p>Knows some features of a different environment and what makes it different.</p> <p>Notices features of the immediate environment.</p>	<p>Talks about events of personal significance. Starts to understand 'similarity'.</p> <p>Knows that there are different and significant celebrations.</p> <p>Shows some understanding of difference.</p>	<p>Sequences events using time-specific vocabulary.</p> <p>Identifies some features of personal significance and some features that others find significant.</p> <p>Starts to talk about the passage of time in relation to changes.</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Expressive Art and Design	Art: create transient art pieces of God's creations.	Art: draw zoo animals.	Art: collage cityscapes.	Art: Draw pirate ships. D&T: Make and evaluate cup phones.	Art: Create bubble paintings.	Art: vegetable printing.

	D&T: Make gingerbread people (cooking).	D&T: Build a zoo with different structures for the animals.	D&T: Investigate wheels and Axels.		D&T: Create a collaborative submarine.	D&T: Design and build a trap for the Evil Pea.
	<p>Uses what they know and what they like to be musical and to create role play. Begins to show an understanding and enjoyment of music and arts.</p> <p>Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p>	<p>Devises their own role play with greater sophistication and collaboration with others. Music becomes more melodic and meaningful. They can talk about music, what is sounds like and what it makes them think of.</p> <p>Pupils are clearly representational in their designs and outcomes have a more easily identifiable purpose. Designs show a range of techniques.</p>		<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and—when appropriate—try to move in time with music.</p>		
<p>RE</p>  <p>RSE/PSHE</p> 	<p>Creation and Covenant</p> <p><i>'The heavens are telling the glory of God' (Ps 19:1).</i></p> <p>God shows his love by making a wonderful world for us all to live in.</p> <p>God is Love</p>	<p>Prophecy and Promise</p> <p>'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).</p> <p>God shows his love by sending his son, Jesus to live with us.</p> <p>God is Love</p>	<p>Galilee to Jerusalem</p> <p>'God's only Son, who is at the Father's side, has made him known' (Jn 1:18).</p> <p>Jesus shows God's love to everyone.</p> <p>God is Love</p>	<p>Desert to Garden</p> <p>'In many and various ways, God spoke to our ancestors by the prophets' (Heb 1:1).</p> <p>Jesus shares how much God loves us by dying and rising again.</p> <p>God is Love.</p>	<p>To the Ends of the Earth.</p> <p>'Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit' (Mt 28:19).</p> <p>Jesus sends the Holy Spirit to love us. The Holy Spirit helps us to love one another.</p> <p>God is Love.</p>	<p>Dialogue and Encounter</p> <p>'For "in Him we live and move and have our being"' (Acts 17:28).</p> <p>God, Jesus and the Holy Spirit loves us. They help us to go and talk, meet, share and love one another.</p> <p>God is Love.</p>
	Created and Loved by God.		Created to love others.		Created to live in community.	

