



Reception Curriculum Overview 2022- 23

		<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
RE/RSE		<p>The Way, the Truth and the Life. God's World and God's Family.</p> <p>RSE: Life to the Full. Handmade with Love, I am Me, Head Shoulders Knees and Toes and Ready Teddy.</p>		<p>The Way, The Truth and the Life. Getting to know Jesus and Sorrow and Joy.</p> <p>RSE: Life to the Full. I like, you like we all like, Good feelings, Bad feelings, Let's get real and Growing up.</p>		<p>The Way, the Truth and the Life. New Life and The Church</p> <p>RSE: Life to the Full. God is Love, Loving God, Loving others. Me, you, Us.</p>	
Prime Areas	Personal, Social and Emotional Development	<p>Understanding the class routine and rules. Begin to develop independence within the classroom selecting and using resources. Begin to develop friendships, share and take turns. Communicate freely with others. Forms good relationships with familiar adults. See themselves as a valuable individual.</p>		<p>As term 1 and: Confident to speak about their own needs/opinions. Follows the rules of the class. Develop strong friendships with others. Express their feelings and moderate feelings both socially and emotionally. Show resilience in the face of challenge. Manage their own needs.</p>		<p>As term 1 and 2 and: Adapt their behaviour to different situations and cope easily with changes of routine. Play co-operatively and work as part of a group. Show sensitivity to others' needs and feelings. Children are confident to try new activities and speak in front of the class. Managing self: including own basic hygiene, dressing, going to the toilet and understanding healthy food choices.</p>	
	PSHE Themes:	Classroom rules Harvest Festival	Remembrance Day, Advent, St Andrew's Day, Diwali	NSPCC Chinese New Year St. Valentine's Day	Mother's Day St David's Day Easter St Patrick's Day	St George's Day	Father's Day
		Settling into new environment	Growing in independence	Working together	Caring for our environment	Sun safety	Preparing for Year 1
	Communication and Language	<p>Listening, attention and understanding: Understand how to listen carefully and why listening is important. Listen and enjoy stories. Speaking: Uses to talk to connect ideas, explain what has happened, or recall past experiences. Builds up vocabulary. Learns rhymes, poems, songs.</p>		<p>As term 1 and: Listening, attention and understanding: Listens and talks about stories to build familiarity and understanding. Speaking: Extends vocabulary, articulate ideas and thoughts in well-formed sentences. Describe events in detail. Retell a story.</p>		<p>As term 1 and 2 and: Listening, attention and understanding: Listen attentively in a range of situations. Listen to others and comment appropriately on what they have heard. Hold a conversation with peers and teachers. Speaking: Express themselves effectively, using past, present and future forms accurately.</p>	
Physical Development	<p>Gross and Fine motor skills: developing control and co-ordination of large and small movements, moving freely in a variety of ways, and negotiating space. Developing fine motor skills, including pencil control for writing. Handling tools and equipment safely and with control.</p>						
	Develop fine motor skills by using a range of tools.		As term 1 and:		As term 1 and 2 and:		

		Develop overall body-strength, balance, co-ordination and agility. Participate in Dance, Tennis, Gymnastics and Football.	Using pencils, tools, and materials with increasing control. Using small and large equipment.	Hold pencil effectively. Show accuracy and control when writing. Demonstrate strength balance and coordination when playing. Sports Day.
Specific Areas	Literacy	Word reading - Reading Collins series of books throughout the year, reading in class daily. Encourage a love of reading. Comprehension – Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Writing - Encourage and develop writing in all areas of the curriculum using their phonic knowledge. Focus on letter formation (both lower case and capitals) and pencil grip.		
		Books covered this term: Where the Wild Things Are Bringing the Rain to Kapiti Plain I am Henry Finch Look Up! Introduce Level 2 sounds with Twinkl phonics, work on letter formation and letter recognition. Introduce high frequency words and tricky words. Introduce robot speak. Begin reading some words and write name.	Books covered this term: The Magic Paintbrush Little Red The Tiny Seed I Will Not Ever Never Eat a Tomato As term 1 and: Introduce Level 3 sounds. Encourage children to write some words independently in a variety of different contexts. To work on segmenting and blending sounds.	Books covered this term: Hairy Maclary from Donaldson’s Dairy The Night Pirates So Much Oi! Frog As term 1 and 2 and: To introduce Level 4 sounds and develop independent writing using phonic knowledge. To be able to read simple phrases and sentences. To say a sound for each letter of the alphabet and at least 10 digraphs.
	Mathematics	Number – counting quantities accurately, ordering numbers, forming and recognising numbers. Have a deep understanding of numbers to 10. Be able to subitise to 5 and know number bonds to 10. Numerical Patterns – to verbally count beyond 20. To recognise patterns of the counting system. To be able to compare quantities, including greater, less than or the same in different contexts. To explore and represent patterns within maths to 10 and beyond, including odds, evens, doubling, halving and sharing.		
	Mathematics	Number: Count objects, actions and sounds. To count quantities to 10 accurately and understand 1 to 1 correspondence. To match quantity to numeral. Numerical patterns: To introduce number bonds to 5. To understand one more/one less. To introduce addition. To explore 2D shapes.	As term 1 and: To begin to count and recognise numbers beyond 10. To count quantities accurately. To subitise. To introduce subtraction. To explore properties of 3D shapes, copy and continue repeating patterns. Compare length, weight and capacity.	As term 1 and 2 and: To have a deep understanding of numbers to 10. Subitise up to 5. Recall number bonds to 5 and some number bonds to 10, including doubling facts. Counting beyond 20, recognising pattern of the counting system.
	Understanding the World	Past and Present The Natural World People, Culture and Communities	As term 1 and: Different plants and what they need to grow. Life cycles	As term 1 and 2 and: Animals, animal families, minibeasts and their habitats.
Expressive Arts and Design	Creating with materials: Use simple tools effectively. To explore with colours, colour mixing, textures, and different materials. To use construction toys to build. Being imaginative and expressive: Singing songs and rhymes, dance, make music. Listen attentively, move to and talk about music, expressing their feelings and responses. Engaging in role play ideas.	As term 1 and: Use tools with increasing control, experimenting with a variety of artistic effects to express their ideas and feelings. Create collaboratively sharing ideas, resources and skills. Build up repertoire of songs and dances. Develop storylines in their pretend play.	As term 1 and 2 and: Safely use and explore materials, techniques, experimenting with colour, design, form and function. Use materials and props in role play. Invent, adapt and recount narratives and stories. Perform songs, rhymes, poems and stories with others and move in time to music.	

			To construct using a variety of resources.	
Taught through each area of learning:	Ourselves and our families. Seasons Autumn and Winter, Harvest Festival, Bonfire Night, Diwali, Christmas and Nativity, including Nativity Play.	Spring, Chinese New Year, St. Valentine's Day, St. Patrick's Day, Easter, Mother's Day, World Book Day.	Summer, People who help us, transport, St. George's Day, Father's Day, School trip.	
<p>This is taught through topics that will be chosen throughout the year, depending on the interests of the children. Each area of learning is taught through play and exploration.</p>				