

Reception Curriculum Overview

Foundation Stage planning is used as a guide and not a “tick list”. This is to ensure that teachers have the flexibility to respond to individual needs, interests and cultures when appropriate.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime areas						
Personal, Social and Emotional Development 	Settling in to school; making friends; school routines; learning and playing together	Personal skills & attributes, being unique; personal preferences and choices; turn taking	Compromising and solving conflicts; collaborative learning; being confident to try something new	Being confident to speak in front of others; working as a group; co-operating and taking turns	Adapting behaviours to different situations; taking account of one another’s needs and feelings	Being resilient; taking risks; showing sensitivity to others
Physical Development 	<p>Gross motor: Exploring different ways of movement (crawling, running, crouching, riding bikes) Developing elbow pivots (sweeping, climbing, ribbon twirling)</p> <p>Fine motor: Manipulate objects with good fine motor skills Draw lines and circles using whole arm pivot Hold pencil beyond fist grip Show preference for dominant hand Turn pages of a book</p> <p>Being aware of safety and managing risks with support.</p>	<p>Gross motor: Ball skills- throwing and catching Negotiating obstacles Developing wrist pivots (weaving, dabbing, splatter painting)</p> <p>Fine motor: Hold pencil with at least four finger grasp Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials</p> <p>Dress with minimal help</p> <p>Observe the effects of activity on their body</p>	<p>Gross motor: Ball skills- aiming, dribbling, pushing, patting, or kicking Adjusting speed and direction successfully</p> <p>Fine motor: Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control</p> <p>Understands the effects of what they eat on the body</p>	<p>Gross motor: Balancing on beams, stilts and balance bikes</p> <p>Fine motor: Hold pencil effectively with static/dynamic tripod grip Form recognisable letters</p> <p>Talks about the importance of good health and a healthy diet</p>	<p>Gross motor: Balance- children moving with confidence through dance related activities</p> <p>Fine motor: Develop pencil grip and letter formation continually</p> <p>Talks about ways to keep healthy and safe</p>	<p>Gross motor: Races to consider for Sports Day- Spider race (children to move on hands and feet), running race (move in a straight line with speed) and egg and spoon (use bat and bean bag- children to put one hand behind back). Extension- Relay (team work passing a baton).</p> <p>Fine motor: Further develop letter formation, pushing for children to correctly use ascenders and descenders</p> <p>Knows about and can make healthy choices in relation to healthy eating and exercise</p>
Communication and language	Listen with increasing attention Anticipate key events and phrases in rhymes and stories	Retell simple stories with props Respond to stories with questions or comments	Maintain attention for longer times Respond to instructions with two or more parts	Listen and respond to ideas in conversations Follow instructions involving several ideas and actions	Give attention and respond appropriately, whilst engaged in another activity	Listen attentively to stories without props or pictures



All about Me photographs – talk in front of peers

Describe how they carried out an activity

Understand how and why questions

Use past, present and future tenses appropriately in speech

Hold a two-way conversation

Use talk to clarify thinking, ideas, feelings and events

Use extended language to add more detail

Develops own narratives and explanations by connecting ideas

Shows awareness of the listeners' needs in conversation

Use a range of vocabulary in imaginative ways

Specific areas

All About Me

Out and About

Animals

Space
What can I find beyond the sky?

Growth

Superheroes

Literacy (key texts)



Narrative:

What makes me a me?
Kipper's birthday,
Goldilocks,
Lighting a lamp; Rama and Sita

Non-fiction:

Hello World by Jonathan Litton & L'Atelier Cartographik



Narrative:

The Queen's Hat
Little Red Riding Hood
The Jolly Postman
Stick Man

Non-fiction:

People who help us



Narrative:

Bumpus, Jumpus,
Dinosaurumpus
The Rainbow Fish
Oi, Frog

Non-fiction:

Life on Earth by Heather Alexander & Andres Lozano

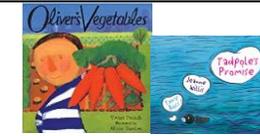


Narrative:

Whatever next
Man on the moon
Aliens love underpants
The Darkest Dark

Non-fiction:

A journey through space by Steve Parker & John Haslam



Narrative:

Oliver's vegetables,
Jack and the beanstalk,
The enormous turnip,
Tadpole's promise,
Pig in the pond

Non-fiction:

Ten Seeds by Ruth Brown



Narrative:

Super Kid,
Super Daisy,
Eliot Midnight
Superhero,
Superworm,
Supertato

Non-fiction:

Great women who changed the world by Kate Pankhurst

Mathematics



1. Early mathematical experiences
2. Pattern and early number
3. Numbers within 6
4. Addition and subtraction within 6
5. Measures
6. Shape and sorting
7. Calendar and time

8. Numbers within 10
9. Addition and subtraction within 10
10. Numbers within 15
11. Grouping and sharing
12. Numbers within 20
13. Doubling and halving

14. Shape and pattern
15. Addition and subtraction within 20
16. Money
17. Measures
18. Depth of numbers within 20
19. Numbers beyond 20

Understanding the world



People and communities:

Me and my school
Different occupations and ways of life
Diwali

The world:

Autumn
Harvest
Stories from other cultures

People and communities:
Christmas

The world:

Winter
Ice experiments

Technology:

Everyday technology-
Mouse control/ keyboard skills

People and communities:

New Year
Chinese New Year

The world:

Winter
Animals topic theme

Technology:

Everyday technology-
Bebots and laptops (use

People and communities:

Pancake Day
Easter
Mother's Day

The world:

Space topic theme

Technology:

People and communities:

St George's Day
Father's Day

The world:

Spring
Growing topic theme

People and communities:

Transition to Y1- getting to know Reception staff
What is unique to me?

The world:

Magnetism and materials

Technology:

Photos and videos

	<p>Technology: Everyday technology- Effective use of IWB</p> <p>Stranger danger Road safety Investigating reflective surfaces – how to be seen in the dark. Day and night animals.</p>	<p>Beebots and laptops</p> <p>Exploring change and decay (seasonal) Explore world maps and globes</p>	<p>independently with confidence)</p>	<p>Everyday technology- keyboard skills- typing our names and words</p>	<p>Technology: Everyday technology- keyboard skills- typing sentences Beebots treasure hunt</p> <p>Life cycle of a butterfly Life cycle of a frog Life cycle of a chick Floating and sinking Planting and Growing Living/not living Caring for living things. Recording observations of animals and plants Farm animals</p>	<p>Beebots and laptops</p>
<p>Expressive Arts and Design</p> 	<p>Me portraits and people who help us – paint and ICT Clay faces on trees Using construction materials Picasso – portraits – natural portraits</p>	<p>Character collages Diva lamps Rama and Sita puppet show Changing words to Nursery rhymes Adding musical instruments to nursery rhymes Kandinsky – coloured shapes</p>	<p>Dinosaur collage bones Shape dinosaurs Movable dinosaurs/3D forms Cotton bud dinosaur bones Clay sculptures Mixing media – eg making different slimes and doughs with the children – following instructions</p>	<p>Colour mixing – secondary colours Rockets – 3D collages Construction Dancing/mime to space music Van Gogh Starry Night</p>	<p>Colour mixing - tones Choosing and using a range of materials Seurat – pointillism – seaside pics</p>	<p>Paintings/coallage Matisse L'Escargot – snail collage Van Gogh – Sunflowers Life cycles</p>

Characteristics of Effective Learning

Playing & Exploring:

Encourage children to 'have a go' and explore their new environment

Active learning:

Encourage children to learn together and from each other
Encourage children to persist with an activity even when it is challenging

Creating & Thinking Critically:

Encourage open ended thinking
Model being a thinker, showing that you don't always know

