

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						
<p>Personal, Social and Emotional Development</p> 	<p>Settling in to school; making friends; school routines; learning and playing together</p>	<p>Personal skills & attributes, being unique; personal preferences and choices; turn taking</p>	<p>Compromising and solving conflicts; collaborative learning; being confident to try something new</p>	<p>Being confident to speak in front of others; working as a group; co-operating and taking turns</p>	<p>Adapting behaviours to different situations; taking account of one another’s needs and feelings</p>	<p>Being resilient; taking risks; showing sensitivity to others</p>
<p>Physical Development</p> 	<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>
<p>Communication and language</p>	<p>Listen with increasing attention</p> <p>Anticipate key events and phrases in rhymes and stories</p>	<p>Retell simple stories with props</p> <p>Respond to stories with questions or comments</p>	<p>Maintain attention for longer times</p> <p>Respond to instructions with two or more parts</p>	<p>Listen and respond to ideas in conversations</p> <p>Follow instructions involving several ideas and actions</p>	<p>Give attention and respond appropriately, whilst engaged in another activity</p>	<p>Listen attentively to stories without props or pictures</p>



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
What makes me unique?

Out and About
Where in the world am I?

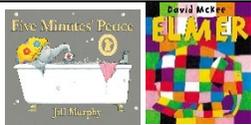
Animals
What lives in our world?

Space
What can I find beyond the sky?

Growth
How does the world change over time?

Superheroes
What makes someone a superhero?

Literacy
(key texts)



Goldilocks and the Three Bears

Five minutes peace by Jill Murphy

Elmer by David McKee



Room on the broom by Julia Donaldson

We're going on a bear hunt by Michael Rosen

The Gingerbread Man



What the Ladybird Heard by Julia Donaldson

The Rainbow Fish by Marcus Pfister

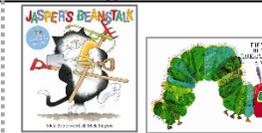
Monkey Puzzle by Julia Donaldson



Whatever next by Jill Murphy

How to catch a star by Oliver Jeffers

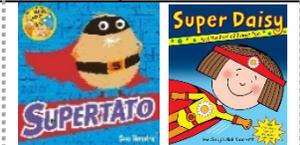
Aliens love underpants by Claire Freedman



Jasper's beanstalk by Nick Butterworth

The Very Hungry Caterpillar by Eric Carle

Oliver's vegetable by Vivian French



Supertato by Paul Linnet and Sue Hendra

Super Daisy by Kes Gray

Superworm by Julia Donaldson

Mathematics



1. Early mathematical experiences
2. Pattern and early number
3. Numbers within 6
4. Addition and subtraction within 6
5. Measures - length
6. Shape and sorting
7. Numbers within 10

7. Revise Numbers within 10
8. Calendar and time
9. Addition and subtraction within 10
10. Grouping and sharing
11. Numbers within 15 (ELG 1 numbers within 10)
12. Double and half
13. Shape and pattern
14. Addition and subtraction lessons 1-5

14. Addition and subtraction lessons 6-10
15. Numbers within 20
16. Money
17. Measures
18. Depth of numbers within 20
19. Numbers beyond 20

Understanding the world



People, Culture and Communities

Me and my school
Different occupations and ways of life
Diwali
Stories from other cultures

Past and Present:
Ourselves as babies and toddlers

People, Culture and Communities

Christmas

Past and Present:
Buildings

The Natural world:
Winter
Ice experiments
Exploring change and decay (seasonal)

People, Culture and Communities

New Year
Chinese New Year

Past and Present:
Animals

The Natural world:
Winter
Animals topic theme

People, Culture and Communities

Pancake Day
Easter
Mother's Day

Past and Present:
Space

The Natural world:
Space topic theme

People, Culture and Communities

St George's Day
Father's Day

Past and Present:
Growth

The Natural world:
Spring
Growing topic theme
Life cycle of a butterfly
Life cycle of a frog

People, Culture and Communities

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

Past and Present:
Transition

The Natural world:
Magnetism and materials

	<p>The Natural world: Autumn Harvest Investigating reflective surfaces – how to be seen in the dark. Day and night animals.</p>	Explore world maps and globes			<p>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>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

