

Reception Curriculum Overview 2022/2023

	Autumn		Spring		Summer	
<b>Topic title</b>	<p><u>Recurring themes</u> Getting to know you /All about me Autumn Bonfire Night Changing Seasons (Autumn to Winter) Celebrations (See RE)</p>	<p><u>Child Led Topics</u> Wonderful me and the world around us Into the forest/ Forest friends Out and about</p>	<p><u>Recurring themes</u> Changing Seasons (Winter to Spring) Celebrations (See RE) Winter Wonderland New Life -Lifecycles</p>	<p><u>Child Led Topics</u> Fantasy Adventures Once upon a time - A long time ago Adventures through stories 54321 Blast off Dinosaur discoveries Castles Around the World Tell me a story Pirates</p>	<p><u>Recurring themes</u> Changing Seasons (Spring to Summer ) Community Helpers Lifecycles</p>	<p><u>Child Led Topics</u> All creatures great and small Marvellous Minibeasts, Jungle/Farm animals, How does your garden grow Our Interesting World How does your garden grow? Under the sea</p>
<b>Possible Text</b>						
<b>On -Going</b>	<p>Traditional tales Story sacks Rhyming books Nursery Rhymes Poems</p>		<p>Traditional tales Story sacks Rhyming books Nursery Rhymes Poems</p>		<p>Traditional tales Story sacks Rhyming books Nursery Rhymes Poems</p>	

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<p><b>Communication and Language</b></p>	<ul style="list-style-type: none"> <li>• Understand how to listen.</li> <li>• Begin to understanding why listening is important</li> <li>• Be able to follow instructions. ( Learn to follow instructions following at least one step instructions)</li> <li>• Broaden our vocabulary</li> <li>• Use new vocabulary throughout the day</li> <li>• Know how to follow 1 step instructions e.g., put bookbag in drawer.</li> <li>• Develop the confidence to talk to other adults they see on a daily basis</li> <li>• Engage in and enjoy sharing and listening to a variety of stories, rhymes and information books.</li> <li>• Join in with repeated refrains and anticipate key events and phrases.</li> <li>• To talk in front of a small group.</li> <li>• Develop the skill of answering and asking questions</li> <li>• Practise and learn to listen to one another, and begin sequencing our thoughts trying to talk in well-formed sentences.</li> <li>• Continue to build up a repertoire of social phrases such as "Please may I" "Good Morning" "Good Afternoon"</li> <li>• Listen carefully to and join in with rhymes and songs and learning some by heart.</li> <li>• Describe events and personal experiences with some detail and in full sentences.</li> <li>• Begin to retell a stories</li> <li>• Maintain attention in whole class and small group contexts for a short time.</li> <li>• Focus during short whole class activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing our listening skills and deepen our understanding of why listening is important.</li> <li>• Build up a wider breadth of vocabulary and focus on meanings of words and using these in different contexts.</li> <li>• Ask questions to find out more</li> <li>• Retell stories</li> <li>• Follow a story without pictures or props.</li> <li>• Deepen our understanding and answer questions to show that we are comprehending what we are learning and listening to.</li> <li>• Learning to articulate our ideas and thoughts in well-formed sentences with increased independence and a wider vocabulary.</li> <li>• Describe events with increased detail.</li> <li>• Engage in regular storytimes through, listening and talking about stories.</li> <li>• Relate stories to personal experiences; discuss the character, plot or problem, events, illustrations, feelings etc.</li> <li>• Take advantage of the many opportunities to engage in imaginative role-play and recreate roles and experiences in their play.</li> <li>• Listen carefully, learn and join in with rhymes and songs. Increasing their repertoire of songs.</li> <li>• Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.</li> <li>• Ask questions to find out more</li> <li>• Begin to understand humour</li> <li>• Extend our understanding of a range of complex sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak in full sentences using a range of vocabulary, correct tenses and using conjunctions,</li> <li>• Further develop their listening skills in a variety of situations build up a wider breadth of vocabulary and focus on meanings of words and using these in different contexts.</li> <li>• Use new vocabulary in conversations.</li> <li>• Deepen our understanding by asking and answer questions to show that we have comprehended what we are learning and listening to,</li> <li>• Listen attentively to and talk about selected stories, non-fiction, rhymes and poems to develop deep familiarity with new knowledge and vocabulary.</li> <li>• Engage in regular story times through, listening to and talking about stories.</li> <li>• Relate stories to personal experiences, discuss the character, plot or problem,</li> <li>• Retell stories</li> <li>• Describe events in some details.</li> <li>• Confidently use social phrases and in a variety of situations.</li> <li>• Understand questions such as who, what, where, when, why and how.</li> <li>• Understand a range of complex sentence structures</li> <li>• Talk in sentences using conjunctions e.g. and, because</li> <li>• Use new vocabulary in different contexts</li> <li>• Have conversations with adults and peers with back and forth exchanges</li> <li>• Talk in sentences using a range of tenses</li> <li>• Use complete sentences when communicating.</li> <li>• To confidently follow instructions involving several ideas or actions</li> </ul>
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<p><b>PSED</b></p>	<p>(Jigsaw- Being Me in My World: Covering Self-Identity, Understanding Feelings, being in a classroom, being gentle, rights and responsibilities).</p> <ul style="list-style-type: none"> <li>• Discuss our emotions and feelings. Know that all feelings are ok. Know how to recognise own feelings: talk about feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>•Calm themselves down and be calmed by others.</li> <li>•Begin to understand how others might be feeling.</li> <li>•Know they can rely on teachers and friends, for support if they are worried</li> <li>• Build upon friendships and focus listening to others, sharing, taking turns and being kind.</li> <li>• Know the behavioural expectations of the Reception Class and school. Know that following rules is important and be part of creating class rules and understand how we are responsible for our choices.</li> <li>•Develop some independence. Know how to organise themselves in the morning e.g. book bag in box, coat on peg, water bottle in tray,</li> <li>•Know how to manage their own personal hygiene e.g. toileting, washing hands, brushing teeth, being safe.</li> <li>•To have confidence to try new activities</li> <li>• Know how to engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</li> <li>•Talk about and share our interests with adults and peers</li> <li>• Focus on our achievements and challenges</li> <li>• Learn to manage our own needs and talk about the different factors that support our overall health and wellbeing.</li> <li>• To explore different areas within the environment</li> <li>•To play with children who are playing with the same activity</li> <li>• Begin to develop friendships</li> <li>•Seek support of adults when needed</li> </ul>	<p>(Jigsaw- Dreams and Goals and Healthy Me)</p> <ul style="list-style-type: none"> <li>•Talking about their emotions and feelings and moderate their own feelings, socially and emotionally.</li> <li>•To consider the feelings of others.</li> <li>•Explore our own and others interests.</li> <li>•Encourage children to show kindness and help their peers.</li> <li>•Be increasingly socially skilled by building up independence and confidence (expressing their feelings, resolving conflicts, listening to others, sharing ideas, co-operating, kindness, showing good manners and choosing resources with others).</li> <li>•Learn about good hygiene and keeping healthy and staying safe (tooth brushing, screen time, healthy eating, keeping active, sleep routines and road safety).</li> <li>•Practise doing up a zipper</li> <li>•Practise doing buttons</li> <li>•Practise doing up buckles/laces</li> <li>•Begin to show resilience and perseverance in the face of challenge</li> <li>•Develop independence when dressing and undressing for activities such as P.E and Forest School, putting on waterproofs in the outdoor area.</li> <li>•Use taught strategies to support turn taking</li> <li>•Listen to the ideas of other children and agree on a solution and compromise</li> <li>• Know the behavioural expectations of the Reception Class and school. Know that following rules is important and be part of creating class rules and understand how we are responsible for our choices.</li> </ul>	<p>(Jigsaw-Relationships and Changing me)</p> <ul style="list-style-type: none"> <li>•Taking turns and play co-operatively with others.</li> <li>•Build up a breadth of vocabulary to describe our feelings and understand how to express emotions in an appropriate way.</li> <li>•Understand and explain why others might feel sad, happy, proud.</li> <li>•Enable children to have opportunities for self-expression throughout the day.</li> <li>•Follow instructions and listen to and respond to adults when engaged in activities.</li> <li>•Enable children to learn to follow rules and understand that rules are there to keep them safe.</li> <li>•Learn the importance of regulating their own emotions to enable them to behave in appropriate ways towards others.</li> <li>•Have strong friendships</li> <li>•Work as a group.</li> <li>•Continue to confidently try new activities, show independency, resilience and perseverance especially when facing a challenge.</li> <li>• Persevere with an activity and achieve a set goal.</li> <li>• Identify and name some healthy foods.</li> <li>• Understand the importance of healthy food choices</li> <li>•Healthy living -describe ways of keeping healthy</li> <li>•Put uniform on. waterproofs and do up zippers, buttons and buckles with minimal support</li> <li>•Know how to manage their own personal hygiene e.g. toileting, washing hands, brushing teeth, being safe.</li> </ul>
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<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Continue to developing our movement skills, overall body strength, co-ordination, balance and agility through exploring and participating in a range of activities.</li> <li>• Learning to use our indoor and outdoor equipment safely, confidently and appropriately.</li> <li>• Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</li> <li>• Accurately draw lines, circles and shapes to draw pictures. Begin to use anticlockwise movement and retrace vertical lines.</li> <li>• Hold scissors correctly and cut along a straight and zigzagged lines.</li> <li>• Use tweezers to transfer objects.</li> <li>• Hold a knife and fork correctly and use it with support to cut food.</li> <li>• Developing their handwriting and letter formation and use a tripod grip when using mark making tools.</li> <li>• To be aware and focus on good posture when sitting at tables or on the floor.</li> <li>• Develop skills to help us manage the school day successfully such as, washing our hands, blowing our noses, putting our coats on independently, using a knife and fork, lining up and queuing e.g. At mealtimes and carpet spots.</li> <li>• Learn how to get ourselves changed for Forest School, P.E. and into waterproofs and wellingtons in the outdoor area.</li> <li>• Move safely in a space, stop safely and develop control when using equipment. Follow a path and take turns.</li> <li>• Work cooperatively with a partner</li> </ul>	<ul style="list-style-type: none"> <li>• To have experiences where they can improve their movement skills such as when rolling, crawling, walking, jumping, running, hopping, skipping, climbing both indoors and outdoors.</li> <li>• Build up and use vocabulary related to movement and directions.</li> <li>• Develop body strength, co-ordination, balance and agility.</li> <li>• Further develop and refine a range of ball skills such as throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop independence in choosing resources and activities where they can practise skills alongside others or by themselves.</li> <li>• To be aware and focus on good posture when sitting at tables or on the floor.</li> <li>• Develop small fine motor skills (using cutlery, writing equipment, construction etc).</li> <li>• Focus on correct letter formation, both lower case and capital.</li> <li>• Consistently use a dominant hand.</li> <li>• To use a tripod grip when using mark making.</li> <li>• To mark make using different shapes.</li> <li>• Use a knife and fork to cut food and with increased independence.</li> <li>• To hold scissors correctly and cut along different shaped lines and cut out various sized shapes.</li> <li>• To use small pegs</li> <li>• To thread objects such as beads, pasta,</li> <li>• To practise cutting skills such as using the playdough, kinetic sand, carrots etc</li> </ul>	<ul style="list-style-type: none"> <li>• To have experiences where they can improve their movement skills such as when rolling, crawling, walking, jumping, running, hopping, skipping, climbing both indoors and outdoors.</li> <li>• Build up and use vocabulary related to movement and directions.</li> <li>• Develop body strength, co-ordination, balance and agility.</li> <li>• Further develop and refine a range of ball skills such as throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop independence in choosing resources and activities where they can practise skills alongside others or by themselves.</li> <li>• Create their own games using the outdoor equipment.</li> <li>• To demonstrate strength, balance and co-ordination when playing.</li> <li>• To be aware and focus on good posture when sitting at tables or on the floor.</li> <li>• To write letters using the correct formation.</li> <li>• To create drawings with details.</li> <li>• Adapt and select movements depending on space available</li> <li>• To hold scissor correctly and cut various materials.</li> <li>• To paint using thinner paintbrushes.</li> <li>• To begin to show accuracy and care when drawing.</li> <li>• Continue to develop small fine motor skills (using cutlery, writing equipment, construction etc.).</li> <li>• Independently use a knife and fork.</li> </ul>
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Maths			
	<ul style="list-style-type: none"> <li>• Subitising in order to develop the following skills:</li> <li>• Recognising small quantities without needing to count them all.</li> <li>• Explore the composition of 5. Develop a deeper understanding of each number. E.G We will start with learning about numbers 1-5, learn the 5 'ness' of 5, what makes 5, how it can be split into different groups but that the total is always 5.</li> <li>• Be discussing what the number looks like and how it is similar or different to other numerals that they know</li> <li>• Look for numerals in places and also look for representations of numerals such as a group of three bears or five apples.</li> <li>• Counting: saying number words in sequence.</li> <li>• Counting: tagging each object with one number word learn how to carefully count such objects or each finger on one hand and use a variety of resources.</li> <li>• Counting: saying number words in sequence.</li> <li>• Shows an interest in representing numbers.</li> <li>• Matches numeral and quantity correctly.</li> <li>• Verbally count beyond 10</li> <li>• Compare numbers</li> <li>• Focus on the language and concept of 'more/fewer than' relationship between consecutive numbers.</li> <li>• Building up a breadth of mathematical vocabulary.</li> <li>• Shape and space (developing spatial awareness and special vocabulary)</li> <li>Select, rotate and manipulate shapes in order to develop spatial reasoning skills in order to develop the following skills:</li> <li>• Developing spatial awareness: experiencing different viewpoints</li> <li>• Developing spatial vocabulary</li> <li>• Develop capacity language and experiment with various equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games which involve counting and ordering numbers.</li> <li>• Match numbers to quantities of groups to at least 10.</li> <li>• Learn counting songs and number rhymes.</li> <li>• Participate in maths activities that develop mathematical number language such as fewer, more than, altogether, how many, add, plus, take away, subtract, equals.</li> <li>• To count by rote beyond 10.</li> <li>• Compare groups and use a wider vocabulary such as 'more than', 'fewer than', 'the same number', 'equal to',</li> <li>• To continue using five and ten frames.</li> <li>• Create repeating patterns.</li> <li>• Develop children's mathematical language and understanding of different concepts.</li> <li>• Recognise numbers.</li> <li>• Write numbers.</li> <li>• Explore the composition of numbers beyond 5</li> <li>• Develop an understanding of 1 more and 1 less</li> <li>• Learn addition facts to 5</li> <li>• Create repeated patterns</li> <li>• Make patterns with shape arrangements</li> <li>• Order objects by height or length</li> <li>• Learn some time language, days of the week, morning, afternoon</li> <li>• Become more confidently using capacity language when exploring with various equipment.</li> <li>• Develop capacity language and experiment with various equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Play games which involve counting and ordering numbers.</li> <li>• Match numbers to quantities of groups to at least 10.</li> <li>• Learn counting songs and number rhymes.</li> <li>• Participate in maths activities to develop mathematical number language such as greater than, more than, less than fewer, altogether, how many, add, plus, take away, subtract, equals.</li> <li>• Deepen children's understanding of the composition of numbers to 10,.</li> <li>• Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including doubles.</li> <li>• Explore odd and even numbers, sharing amounts equally and double facts to 10. Know that 1,3,5,7, and 9 are odd</li> <li>• Know that 2,4,6,8,10 are even.</li> <li>• To double numbers to 10.</li> <li>• To share quantities equally.</li> <li>• Verbally count to 20 and beyond</li> <li>• Verbally count beyond 20 recognising the pattern of the counting system.</li> <li>• Develop children's mathematical language and understanding of different concepts, such as shape, time, weight, capacity positional language.</li> <li>• Make pictures with shape arrangements</li> <li>• Use time language in their everyday experiences.</li> </ul>

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<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</li> <li>• Develop our comprehension skills through listening to and enjoying sharing a range of books. Know how to hold a book correctly, handle with care.</li> <li>• Know that a book has a beginning, an end. Know how to hold the book the right way up and turn some pages appropriately.</li> <li>• Know that text in English is read top to bottom and left to right.</li> <li>• Know the difference between text and illustrations. • Know how to recognise some familiar words in print. • Know that illustrations help to understand what is happening in a story.</li> <li>• To begin to answer questions about the stories read to them</li> <li>• Enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</li> <li>• learning to read individual letters by saying the sounds for them.</li> <li>• learn to name and sound the letters of the alphabet.</li> <li>• Hear general sound discrimination and be able to orally blend and segment so that they can read and write short words made up of known letter-sound correspondence..</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• read (by sight) some common exception words.</li> <li>• Read books consistent with their phonic knowledge.</li> <li>• Use some clearly identifiable letters in our writing, and learn to form lower case and capital letters.</li> <li>• learn to spell words by identifying the sounds in a word.</li> <li>• Know that writing communicates meaning. Know that marks can have meaning. Know how to write</li> </ul>	<ul style="list-style-type: none"> <li>• Continue learning individual letters sounds and letter groups in phonics.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Blend sounds in words.</li> <li>• Learn to read some common exception words.</li> <li>• Apply their phonic knowledge when reading simple sentences, phrases and books.</li> <li>• Form lowercase and capital letters correctly.</li> <li>• Use their phonic knowledge to spell words when writing and to write short sentences.</li> <li>• Learn to re-read their writing, checking that it makes sense.</li> <li>• Form lower and uppercase letters correctly</li> <li>• Write simple sentences using their phonics that they have learnt.</li> <li>• Spell words using taught sounds.</li> <li>• Understand that sentences start with a capital letter and end with a full stop.</li> <li>• Write sentences using finger spaces.</li> <li>• Read some letter groups that each represent one sound and say the sounds for them.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Read books consistent with their phonic knowledge.</li> <li>• Enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</li> <li>• Develop our comprehension skills through listening to and enjoying sharing a range of books. Know how to hold a book correctly, handle with care.</li> <li>• Know that a book has a beginning, an end. Know how to hold the book the right way up and turn some pages appropriately.</li> <li>• Know that text in English is read top to bottom and left to right.</li> <li>• Know the difference between text and illustrations. • Know how to recognise some familiar words in print. • Know that illustrations help to understand what is happening in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories, poems and rhymes to support children's imagination enhance their vocabulary and develop their comprehension.</li> <li>• Develop comprehension skills encouraging children to retell stories in their own words using a range of vocabulary. To anticipate key events.</li> <li>• Re-read books for enjoyment and fluency.</li> <li>• Opportunities to apply their phonic skills in a range of age appropriate ways throughout the environment, both independently and with adult support.</li> <li>• Continue learning individual letters sounds and letter groups in phonics.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Blend sounds when reading words.</li> <li>• Learn to read some more common exception words.</li> <li>• Apply their phonic knowledge when reading simple sentences, phrases and books.</li> <li>• Form lowercase and capital letters correctly.</li> <li>• Use their phonic knowledge to spell words when writing and to write short sentences.</li> <li>• Learn to re-read their writing, checking that it makes sense.</li> <li>• Write simple phrases and sentences that can be read by others.</li> <li>• Use capital letters at the start of a sentence and a full stop at the end.</li> <li>• Read some common exception words</li> </ul>
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	their name by copying it from a name card or try to write it from memory.	<ul style="list-style-type: none"> <li>•To begin to answer questions about the stories read to them</li> <li>• Enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</li> </ul>	
<b>Phonics</b>	Rocket Phonics s a t i p n m d g o c k c k e u r h b f f l l s s	Rocket Phonics j y w x y z z z q u c h s h t h n g a i e e i g h o a o o	Rocket Phonics a r o r u r o w o i e a r a i r u r e e r
<b>Understanding of the world</b>	<ul style="list-style-type: none"> <li>•Talk about members of their immediate family, who is in their family.</li> <li>•Know about my own life-story To know how I have changed</li> <li>•Talk about special times, celebrations/ birthdays, Bonfire night, Christmas , they remember in their life.</li> <li>•Know that people around the world have different religions.</li> <li>•Know there are many countries around the world.</li> <li>•Name and describe people who are familiar to them.</li> <li>•Identify similarities and differences between themselves and peers.</li> <li>• Know the name of the village the school is in.</li> <li>•Know about features of the immediate environment.</li> <li>•Understand that some places are special to members of their community</li> <li>•Know and understand some the effects of changing season on the natural world around them. (Know and recognise the signs of Autumn)</li> <li>•Talk about what they see, using a wide vocabulary.</li> <li>•Explore the natural world around them. Recognise environments are different. Describe what they see, hear and feel whilst outside.</li> <li>•Respect and care for the natural environments.</li> <li>•Begin to name different habitats and creatures.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up a breath of vocabulary and knowledge and develop an understanding of past and present.</li> <li>•Comment on and understand that things happened in the past before we were born and how things have changed over time and relate this to personal experiences, such as homes, schools, transport.</li> <li>•To develop an understanding of past and present and build up a breadth of vocabulary.</li> <li>• Share information about our families and talk about special events. To develop an understanding that there are many different families and we all enjoy doing similar and different activities with them.</li> <li>•Name and describe people who are familiar to them.</li> <li>•Know that people around the world have different religions.</li> <li>•Know there are many countries around the world.</li> <li>•Learn that their are different people in the community who have various roles and talk about personal experiences related to these such as, delivery drivers, shop staff, hairdressers, the police, the fire service, nurses, doctors, a vicar, vets and teachers.</li> <li>•Build up a vocabulary and participate in opportunities to talk about features and engage in activities related to simple maps.</li> <li>• Shows care and concern for living things and the environment. To learn about aspects of our immediate environment and the world and to be able to talk about, compare and use vocabulary to describe our observations, thoughts, ideas and knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Build up a breath of vocabulary and knowledge and develop an understanding of past and present</li> <li>• Develop an understanding of past and present and build up a breadth of vocabulary.</li> <li>•Talk about and describe their immediate environment, observe similarities and differences between this country and the life in other countries and widen their vocabulary using observations, sharing ideas, and own experiences, stories, non-fiction text and maps.</li> <li>•Learn some similarities and differences between different religious and cultural communities.</li> <li>•Learn that their are different people in the community who have various roles and talk about personal experiences related to these such as, delivery drivers, shop staff, hairdressers, the police, the fire service, nurses, doctors, a vicar, vets and teachers.</li> <li>•Explore the natural world and talk about their observations. Draw pictures of animals and plants.</li> <li>•Compare environments. Learn about changes in the natural world such as seasons.(Signs of Summer).</li> <li>•Looking at changes in creatures and life cycles and the environments they live in.</li> <li>•Confidently name some habitats and a wider variety of animals and creatures,</li> <li>•Create simple maps Name, identify and draw some symbols on maps</li> <li>•Know how to care for growing plants) look after the garden area take some responsibility.</li> <li>•Know and name some things that are natural and some man made things in our world.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Know and understand some the effects of changing season on the natural world around them. (Know and recognise the signs of Winter and Spring))</li> <li>• Learn about lifecycles of plants and animals</li> <li>• Plant seeds developing the garden area and name plants and vegetables)</li> <li>• Explore the natural world around them and build up a vocabulary such as comparing seasons and weather changes.</li> <li>. To know that there are many countries around the world.</li> <li>• Continue to name different habitats , animals and creatures,</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and talk about the fact that some environments are different to the one we live in. •</li> <li>• Talk about similarities and differences.</li> <li>• Know some important processes and changes in the natural world including states of matter (melting, floating and sinking).</li> </ul>
<b>Expressive arts and design</b>	<ul style="list-style-type: none"> <li>• Learning to explore the resources available to</li> <li>• Express and represent our ideas, feelings and develop creativity,</li> <li>• Name colours.</li> <li>• Experiment with mixing colours.</li> <li>• Use colours for a particular purpose</li> <li>• To create simple representations of people and objects. E.G. draw with pencils, crayons, felt tips pens, paint, collage, use chalk, etc</li> <li>• Share their ideas and creations</li> <li>Rrefine a variety of artistic effects and learning from each other.</li> <li>• Draw and colour with pencils and crayons</li> <li>• Explore different techniques for joining materials- glue sticks, scellotape, PVA, masking tape, wool, string)</li> <li>• Role play using classroom resources.</li> <li>• Use non statutory measures (spoons, cups)</li> <li>• Use different construction materials.</li> <li>• Know how to work safely and hygienically</li> <li>• Use come cooking techniques.</li> <li>Use different construction materials.</li> <li>• Listen attentively, move to and talk about music and dance expressing our own ideas and sharing it with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore using different techniques for joining materials (Glue, masking tape, split pins, string, etc.)</li> <li>• Experiment with different mark making tools, such as pencils, crayons, felt tip pens, different sized paintbrushes, pastels, chalk.</li> <li>• Use non - statutory measures (spoons, sups, jugs)</li> <li>• Use some cooking techniques(Spreading, cutting, threading, coring, mixing)</li> <li>• To name some tools.</li> <li>• Use natural objects to create a piece of art or representation of objects.</li> <li>• Share creations and talk about the process.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some colours that when you mix prime colours together you can make another colour.</li> <li>• Create props for different role plays.</li> <li>• Draw more detailed pictures os people and objects.</li> <li>Manipulate materials to produce an end product.</li> <li>• Create observational drawings.</li> <li>• Know how to work safely and hygienically and tell another person.</li> <li>• Share creations, talk about process, and evaluate their work.</li> <li>• Develop their own ideas through experimentation with a variety of materials, tools and techniques.</li> <li>• Continue to look at artists and artistic techniques</li> <li>• Use a range of resources to create artistic effects. Develop colour mixing and matching techniques, understanding what they want to represent and how they can achieve this.</li> <li>• Act out familiar stories</li> </ul>

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	<ul style="list-style-type: none"> <li>•Sing songs with a special focus on nursery rhymes and counting songs.</li> <li>•Perform to an audience</li> <li>•Develop their imagination and storylines in our pretend play.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•Looking at different artists and how they have produced their work.</li> <li>•Return to and build on their previous learning refining ideas and developing their ability to represent them.</li> <li>•Use a range of resources to develop artistic skills, working with their peers and sharing ideas,</li> <li>•Develop their own ideas through experimentation with a variety of materials.</li> <li>•Develop colour mixing and matching techniques, understanding what they want to represent and how they can achieve this.</li> </ul> <p>Listen to and move to different kinds of music and perform their creations to others. create their own music using musical instruments.</p> <ul style="list-style-type: none"> <li>• learn and sing songs -play pitch matching game.</li> <li>•Develop storylines in their own play using narratives and props whilst encouraging the sequencing of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and move to different kinds of music and songs.</li> <li>•Create and retell storylines in their own play using narratives and props whilst encouraging the sequencing of events.</li> <li>•Continue to learn and sing a range of nursery rhymes and songs.</li> <li>•Perform to others sharing their own creations and ideas e.g. dance movements, poems, songs, puppet shows, acting out stories using various items when needed.</li> </ul>			
RE	<p>Harvest Diwali Values for the Autumn term - Love and Cooperation</p> <ul style="list-style-type: none"> <li>•Talk about love, who we love, what is love.</li> <li>•Talk about ways to work together</li> </ul> <p><u>Religious Education</u> Our big questions this term is What makes people special? • To describe how everyone is special for different reasons</p> <ul style="list-style-type: none"> <li>• To explain why Christians think Jesus is special • To discuss how and why Jews</li> </ul>	<p>Remembrance Day Diwali Hanukah Christmas</p>	<p>Chinese New Year <u>Religious Education</u></p> <ul style="list-style-type: none"> <li>•Our big question this term is: How do people celebrate? And what is Easter? We will also be sharing bible stories, singing Christian songs, and learning some prayers. We will continue to develop our vocabulary and understanding that people have different beliefs and celebrate special times in different ways.</li> </ul> <p>Talk about some religious stories, recognise some religious words, e.g. about God,</p>	<p>Mothering Sunday Lent/Shrove Tuesday Easter</p>	<p><u>Religious Education</u></p> <ul style="list-style-type: none"> <li>•Our big question this term is: What can we learn from stories? (from various religions) and What makes places special? (Looking at places of worship) We will also be sharing bible stories, singing songs, and learning some prayers. We will continue to develop our vocabulary and understanding that people have different beliefs and celebrate special times in different ways</li> </ul> <p>Talk about some religious stories,</p>	

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	<p>follow the ten commandments. Understand that some places are special to members of their community. Talk about some religious stories, recognise some religious words, e.g. about God, identify some of their own feelings in the stories they hear, identify a sacred text e.g. Bible.</p>		<p>identify some of their own feelings in the stories they hear, identify a sacred text e.g. Bible</p>		<p>recognise some religious words, e.g. about God, identify some of their own feelings in the stories they hear, identify a sacred text e.g. Bible</p>	
<b>Technology</b>	<p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons To learn about safety To know how to operate simple equipment To draw pictures on IWB and begin to change colours Learn to play games on the interactive whiteboard and laptops</p>		<p>To access, understand and interact with a range of technology within environment To draw pictures on IWB, changing colour and pen size Learn to play games on the interactive whiteboard, Ipad and laptops</p>		<p>To explore how a Bee-Bot works To use the iPad to take pictures To draw pictures on IWB, changing colour and pen size Learn to play games on the interactive whiteboard, Ipad and laptops</p>	
<b>On-Going</b>	<p>Traditional Tales, Seasons, Festivals and Celebrations, The Natural World, Artists, Keeping Healthy and happy, Past and present. Occupations, Me and my Family,</p>					
COEL Add dinosaurs	<p><u>Characteristics of Effective Learning</u> <u>Playing and exploring</u>: - 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 "I explore and investigate everything around me!" "I have a 'can do' attitude and I 'have a go' at things" "I ask questions to find out more" <u>Active learning</u>: - 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. "I concentrate and try my best" "I 'stick' (persevere) at challenges and never" give up" "I challenge myself with my learning" <u>Creating and thinking critically</u>: - 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.</p>					

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	<p>"I think of different ways to solve problems or challenges"</p> <p>"I think about what I am learning"</p> <p>"I share my thoughts and ideas"</p>																																
OVER ARCHING PRINCIPLES	<p><b>Unique Child</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p><b>Enabling environments</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>																																
On-going Enrichment	Forest School Nativity and Enterprise Church Visits E safety Autumn nature walk linked to the story - Leaf Man Bonfire Night Christmas Time / Nativity Diwali and Hannukah Remembrance day Road Safety Children in Need Anti- Bullying Week Theatre trip		Chinese New Year Internet Safety Day Easter Experience Mothering Sunday Easter Egg Hunt		Healthy Living Week Sports Day Teddy bears picnic																												
PE	Striver: Catching and throwing Forest School	Striver: Gymnastics Balancing Forest School	Striver: Dance Fairy tales Forest School	Striver: Agility. Space and movement. Forest School	Striver: Dance Minibeasts Forest School	Striver: Athletics Forest School																											
RHSE Jigsaw	<u>Being Me in my World</u>	<u>Celebrating Difference</u>	<u>Dreams &amp; Goals</u>	<u>Healthy Me</u>	<u>Relationships</u>	<u>Changing Me</u>																											
Values Cycle 2 2021/22	To be explored through class and school collective worship. <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> </tr> </thead> <tbody> <tr> <td><b>Term 1</b></td> <td>Love</td> <td>Respect</td> </tr> <tr> <td><b>Term 2</b></td> <td>Cooperation</td> <td>Forgiveness</td> </tr> </tbody> </table> Democracy - Election of School and Sports' Councils. Individual liberty			Cycle 1	Cycle 2	<b>Term 1</b>	Love	Respect	<b>Term 2</b>	Cooperation	Forgiveness	To be explored through class and school collective worship. <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> </tr> </thead> <tbody> <tr> <td><b>Term 1</b></td> <td>Courage</td> <td>Perseverance</td> </tr> <tr> <td><b>Term 2</b></td> <td>Joy</td> <td>Self-esteem</td> </tr> </tbody> </table> Mutual respect and tolerance for those of different faiths and beliefs and for those without faith. Individual liberty			Cycle 1	Cycle 2	<b>Term 1</b>	Courage	Perseverance	<b>Term 2</b>	Joy	Self-esteem	To be explored through class and school collective worship. <table border="1"> <thead> <tr> <th></th> <th>Cycle 1</th> <th>Cycle 2</th> </tr> </thead> <tbody> <tr> <td><b>Term 1</b></td> <td>Kindness</td> <td>Trust</td> </tr> <tr> <td><b>Term 2</b></td> <td>Self-control</td> <td>Honesty</td> </tr> </tbody> </table> Rule of Law			Cycle 1	Cycle 2	<b>Term 1</b>	Kindness	Trust	<b>Term 2</b>	Self-control	Honesty
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<b>Enrichment:</b>	Autumn walk in local area Church visit Harvest Visit to the war memorial Pantomime Forest school nativity	Spring walk in local area The Easter Experience Church visit	Summer walk in local area Teddy Bears Picnic Class Trip Transition visits
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On-going Traditional Tales, Seasons, Celebrations, The Natural World, Artists, Keeping Healthy and happy, Past and Present, Occupations, Me and my Family, Festivals and Celebrations