



Reception Curriculum Overview

The Development Matters statements are used throughout the year, working towards the Early Learning Goals.

This document outlines the order of the teaching sequence. Refer to individual subject plans for more detail.

| Theme | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | What's Inside? | Heroes People who help us | London | Author Focus - Julia Donaldson | Grow, grow, grow | Splish Splosh! |
| | <u>Key Text:</u> • 'Home' Carson Ellis • Whole School theme book • 'Amazing' Steve Antony • Non-fiction theme homes/habitats | <u>Key Text:</u> • The Marvellous Moon Map • 'Superpower Like Mine' Dr Ranj • Non-fiction theme space and people who help us in our community | <u>Key Text:</u> • Naughty Bus • Non-fiction theme London | <u>Key Text:</u> • Gruffalo • Other Julia Donaldson books • Non-fiction theme author research | <u>Key Text:</u> • Aarrgghh Spider! • Non-fiction theme growing | <u>Key Text:</u> • Billy's Bucket • Julian is a Mermaid by Jessica Love • Non-fiction on water habitats and animals |
| Author Focus | <u>Jill Murphy</u> | | <u>Tamara Pozzoli</u> | | <u>Matt De La Pena</u> | |
| Literacy | <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. | | | | Early Learning Goals Comprehension <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that | |

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| | | | | | are consistent with their phonic knowledge, including some common exception words. Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. | |
| Let's Talk English LTE | Training children for LTE speaking, take turns | Training children for LTE speaking, take turns | Talk partner talk | Asking questions/listening and repeating in pairs | Asking questions/listening and repeating in groups of 3 Working in groups of 3 | |
| Poetry | Nursery Rhymes Recognising rhyming words | | Nursery Rhymes Recognising rhyming words Learning & Performing a poem | | Nursery Rhymes Recognising rhyming words Composing a poem | |
| Phonics | Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 c k e u r I Week 5 h b f l the | Phase 2 Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z zz qu words with s /s/ added at the end (hats sits) ch go no to into Week 4 sh th ng nk she push* he of Week 5 • words with s /s/ added at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) we me be | Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm tt bb rr gg pp ff are sure pure Week 5 longer words | Review Phase 3 Week 1: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Secure spelling Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/ | Phase 4 Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est out today | Phase 4 extended words Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending –s /s/ /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Week 5 root word ending in: –er, –est longer words |
| Mathematics | <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. | | | | Early Learning Goals Number • Have a deep understanding of number to 10, | |

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| | <ul style="list-style-type: none"> • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. | <p>including the composition of each number.</p> <ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | |
| | <p>Mastering Number Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Number Patterns Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> | <p>Mastering Number Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Number Patterns Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> | <p>Mastering Number Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Number Patterns Continue, copy and create patterns. Compare length, weight and capacity.</p> |
| | <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> -Pupils can select, rotate and manipulate shapes in order to develop spatial reasoning skills. -Pupils can continue, copy and create repeating patterns (AB and ABB patterns). -Pupils can make their own ABBC pattern. -Pupils can understand morning, afternoon, day and night. -Pupils can recite days of the week. -Pupils are beginning to understand yesterday, today, tomorrow. -Pupils can order a simple sequence of events. | <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> -Pupils can understand and use the language: next to, between, below, above, under, in front, behind, close to, far away. -Pupils can understand and use the language: forwards, backwards, sideways, through, above, below, opposite. -Pupils can understand and use the words: near, far, direction, left, right, towards, fast, slow, nearest, furthest. -Pupils can make a direct comparison using tall and short. | <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> -Pupils can find 2D shapes within 3D shapes. -Pupils can identify straight and curved sides on 2D shapes and flat and curved faces on 3D shapes. Pupils can identify and name 3D shapes (cylinder, cube, cuboid, sphere) and talk about their properties. -Pupils can use language and make direct comparisons of capacity. -Pupils can use language and make direct comparisons of weight. |

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| <p>Communication & Language</p> | <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | <p>Early Learning Goals</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. • 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>Personal, Social & Emotional Development</p> | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - healthy eating - having a good sleep routine - tooth brushing - being a safe pedestrian | <p>Early Learning Goals</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • 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>Managing Self</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food |

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| | | | | | choices. Building Relationships <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs. | |
| RSHE | BM (Being Me in My World) 'Who am I and how do I fit?' | CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique | DG (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this | HM (Healthy Me) Being and keeping safe and healthy | RL (Relationships) Building positive, healthy relationships | CM (Changing Me) Coping positively with change |
| Physical Development | <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style, which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> - lining up and queuing - mealtimes | | | | Early Learning Goals Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing | |
| P.E. | Transition into PE Additional daily activities: 5-a-day.TV | Locomotion: Walking <ul style="list-style-type: none"> • Explore/develop walking • Explore walking in | Locomotion: Jumping <ul style="list-style-type: none"> • Explore/develop jumping • Apply jumping | Ball Skills Hands 1 <ul style="list-style-type: none"> • Explore pushing • Explore rolling • Explore bouncing • Explore bouncing | Ball Skills Feet <ul style="list-style-type: none"> • Explore moving with a ball using our feet • Develop moving | Ball Skills Hands 2 <ul style="list-style-type: none"> • Explore throwing overarm • Explore throwing underarm |

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| | Time-2-chill (7 minutes per day movement) | different pathways • Sustain walking • Explore marching • Apply walking into a game | into a game • Jumping for distance • Explore jumping high • Explore hopping | into space • Combine pushing and rolling • Combine rolling, pushing and bouncing | with a ball using our feet • Understand dribbling • Develop dribbling against an opponent | • Explore rolling • Explore stopping a ball • Explore catching |
| Understanding the World | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. | | | | <p>Early Learning Goals Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. • 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>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
| Expressive Arts & | • Explore, use and refine a variety of artistic effects to express their ideas and feelings. | | | | Early Learning Goals | |

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| <p>Design</p> | <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. | <p>Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role-playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music |
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