

| Reception <small>CURRICULUM OVERVIEW 2022-2023</small> | AUTUMN 1 Marvellous Me! | AUTUMN 2 Let's celebrate! | SPRING 1 Amazing Animals! | SPRING 2 Roots/shoots and juicy fruits! | SUMMER 1 Ticket to ride! | SUMMER 2 Fun at the Seaside! |
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| Possible themes/ interests/lines of enquiry | Starting school and my new class/ New beginnings My family/ Superheroes/People who help us-Marcus Rashford Human body and how I have changed What am I good at? How do I make others feel? Being kind and staying safe Weather and seasons- Autumn | Celebrations/festivals Bonfire night/Guy Fawkes Diwali Hanukah Nativity Christmas Lists and letters to Father Christmas Weather and Seasons- Winter | Life cycles Animals around the world Climates/ Habitats Nocturnal and Diurnal creatures/ Hibernation Animal patterns Animal arts and crafts in continuous provision David Attenborough Clips on TV | Planting and growing seeds Different parts of a plant Weather and Seasons- Spring Does the moon shine? Natural art sculptures- Andrew Goldsworthy | Around the City of Lancaster Comparing a city to a Dolphinholme Where in the world have you been? Where do we live in the UK/ world? Fly me to the moon! Vehicles past and present Designing vehicles Who was Neil Armstrong? Reduce, reuse, and recycle Materials | Under the sea/ marine life Off on holiday/ clothes Where in the world shall we go? Send me a postcard! Seaside in the past and present Fossils- Mary Anning |
| 'WOW' moments Enrichment opportunities | Autumn trail in our local environment Harvest Service at church What do I want to be? -videos to parents | Remembrance Day Black history month Diwali Children in Need Nativity performance Visit to Chester Zoo | Lent Pancake Day Chinese New Year- animals of the zodiac Safer Internet Day | Walk to the church/park to view spring flowers in bloom Easter Food tasting-different cultures | Post a letter Map work-find the treasure Ramadan Let's fly- outdoor role play and drama | Visit to the beach Fossil hunting Singing sea shanties Healthy eating week World environment day International mud day Making ice cream smoothies Sports day |
| Possible Texts | Funnybones The Big Book of Families Once there were giants Stick man The Little Red Hen-Harvest The Colour Monster The Rainbow Fish | The Jolly Postman The dinosaur that pooped Christmas The Christmas story/nativity Rama and Sita | Owl Babies The Emperor's Egg The Very Hungry Caterpillar The Sleepy bumblebee The Tiger who came to Tea Diary of a Wombat Elephant and the Bad Baby | The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jim and the Beanstalk Tree, Seasons come and go Handa's Surprise | The Snail and the Whale Whatever next The way back home Mrs Armitage on wheels Mr Gumpy's Outing Bob, the Man on the Moon One Plastic Bag | Under the Sea-non-fiction books P is for Passport The journey Zoom Passport to Paris World atlases Tiddler The Rainbow Fish |
| PSE Managing Self Self-regulation | SCARF Me and My Relationships New beginnings See themselves as a valuable individual Class rules and routines Support children to build relationships | SCARF Valuing Difference Getting on and falling out How to deal with anger/ emotions Self-confidence Build constructive and respectful relationships | SCARF Keeping Myself Safe Learning about qualities and differences, celebrating differences Identify and modify their own feelings socially and emotionally | SCARF Rights and Responsibilities Relationships-what makes a good friend? Give strategies on how to stay calm in the face of frustration | SCARF Being My Best Looking after our world Looking after ourselves and others Friendships | SCARF Growing and Changing Looking after our world Winning and losing Changing me Look how far I have come |

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| | Dreams and goals Regular reminders about hygiene and toileting | Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it | Think about own and other's feelings in particular scenarios Random acts of kindness Looking after pets | Why do we take turns, wait politely, tidy up after ourselves? | Show resilience and perseverance in the face of a challenge Discuss why we take turns | Model positive behaviour- highlight exemplary behaviour |
| Physical Development Gross Motor Fine Motor | Fundamental Movement Skills- underarm throw Co-operation games using parachute Climbing on trim trail Threading, cutting weaving, play dough, fine motor activities Draw lines and circles (gross and fine) Hold pencil/brush beyond palmer grasp | Fundamental Movement Skills-catching and bouncing Dance Wheeled toys Balancing opportunities Use tools to change effects to materials Show preference for dominant hand Encourage children in structured activities: guide them in what to draw, write, or copy Teach and model letter/number formation | Gymnastics Begin to form letters and numbers correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holds small items, fastens buttons /zips Cutting with scissors | Multi Skills: kicking a ball Gymnastics Threading, cutting weaving, play dough, fine motor activities Holds pencil effectively with comfortable grip Letters are mostly correctly formed Explain the importance of a healthy lifestyle | Swimming Multi-Skills: overarm throw Obstacle activities- over, under, across Dancing to music Threading, cutting weaving, play dough, fine motor activities Develop pencil grip and letter formation continually Use one hand consistently in fine motor tasks Cut along a straight line | Swimming Athletics: running, jumping, throwing Simple challenges and competitions Threading, cutting weaving, play dough, fine motor activities Form letters correctly Draw a square Begin to draw diagonal lines, colour inside a shape and draw pictures that are recognisable Builds with smaller blocks |
| Communication And Language | Settling in activities Making friends Talk about experiences that are familiar to them Familiar print-names Sharing facts about me! Colour monster feelings Use greetings throughout day e.g. Good morning at register time | Developing vocabulary across the areas of learning Rhyming and alliteration Retelling stories Listening to and responding to stories Follow instructions Understand that listening is important Describing events Learn rhymes and songs for our nativity | Using language well Ask how and why questions Using story language to retell familiar stories Describe events in greater detail | Describe events using time connectives Discovering passions and talking about them in discussion Use a range of adjectives to describe an object Sustained focus when listening to a story | Discovering passions and talking about them in discussion Use a range of adjectives to describe an object Re-read books so children can learn the language necessary to talk about what is happening in each illustration and relate it to their own lives | Show and tell Weekend news Read aloud books to peers in small groups |
| Literacy Comprehension | Join in with rhymes and stories Understand that print has a meaning, can have different purposes, we read from left to right and top to bottom, different parts of a book Name writing activities | Retell stories related to events through acting/role play Sequence a story- beginning, middle, end. Christmas lists/letters. Story maps-talk for writing Enjoys an increasing range of books | Makes up their own stories Read simple phrases, sentences | Information leaflets. Re-read books to build confidence in word reading, fluency and understanding Timeline of how plants grow Use vocabulary and forms of speech that are increasingly influenced | Stories from other cultures and traditions Retell a story with actions as part of a group Rhyming words Explain the main events of a story | Draw pictures of characters/event/setting in a story Listen attentively to stories, anticipating key events and respond to what they hear with relevant comments, questions, and reactions. Make predictions |

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| | | | | by their experience of books Develop own narratives in play | | Beginning to understand that non-fiction is a non-story, it gives information Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title |
| Literacy Word reading | Revisit phonics phase 1 and begin phase 2 Initial sounds, oral blending, CVC words, reciting known stories, listening to stories with attention and recall, supporting children to read sounds speedily. Listening to children read aloud, ensuring that books are relevant to their developing phonic knowledge | Continue phase 2 Blending CVC words, rhyming, alliteration, know that print is read from left to right, spotting digraphs in words, show children how to touch each finger as they say each sound. For exception words such as 'the' or 'said', help children identify the sound that is tricky | Revisit phase 2 and begin phase 3 Rhyming strings and common themes in familiar texts, identify settings and characters, help children become familiar with letter groups such as 'th', 'ch', 'sh', 'ee' or 'igh', provide opportunities for children to read words like 'shop', 'chin', 'storm' or 'night' | Continue phase 3 Story structure- beginning, middle, end, innovating and retelling stories to an audience, non-fiction books, listen to children read longer words made up of letter-sound correspondences such as 'rabbit', 'himself', 'jumping' | Revisit phase 3 and begin phase 4 Non-fiction texts, internal blending, naming letters of the alphabet, distinguish capital letters and lowercase letters, | Complete phase 4 and consolidate Reading simple sentences with fluency, reading CVCC and CCVC words confidently, end of year assessments and transitions into Year 1 |
| Literacy Writing | Text as a stimulus: Nursery rhymes Labelling a character Use initial sound to label characters: The little red hen Giraffes can't dance-create an 'I wish' picture/make marks. Shopping lists in role play. Names-tracing, foam, sand, dough Initial sounds in words linking to phonic sounds we learn | Text as a stimulus: Name writing, labelling, using initial sounds, story scribing. Retelling stories in writing areas. Help children identify the sound that is tricky to spell. Letter formation. CVC writing with support. Writing and using phase 2 phonemes and tricky words. | Text as a stimulus: Writing captions and labels. Writing some of the tricky words such as I, the, no, go, to, into. Writing CVC words. Labels using CVC, CVCC, CVCC words. Guided writing based around developing short sentences in a meaningful context. Writing and using phase 2 and 3 phonemes and tricky words. | Text stimulus: Creating own story maps based on texts used in Literacy, they will include drawings and arrows. Continue to write simple sentences using correct letter formation. Writing could focus on life cycles (linking to UTW). Write two sentences. Writing and using phase 2 and 3 phonemes and tricky words. | Text stimulus: Writing recipes and lists. Writing for a purpose in the role play area using phonetically plausible attempts at words. Begin to use finger spaces. Form lower case letters correctly. Re-read what is written to check it makes sense. Writing and using phase 2 and 3 phonemes and tricky words. | Text stimulus: Story writing, using story language. Begin to use full stops, capital letters and finger spaces with increasing confidence. Re-read what is written to check it makes sense. Writing and using phase 2, 3 and some phase 4 phonemes and tricky words. |
| Maths | Settling in with early mathematical experiences: Counting rhymes and songs, matching equal/unequal sets, ensure children have good levels of well-being and involvement and are ready to learn Matching the same, comparing different, sorting, odd one out, comparing | Counting, representing, and building 1-5 Comparing 1-3 Composition of 1,2,3 Mark making Subitising Circles, triangles, and shapes with four sides Spatial awareness Positional language | Introduce zero Compare numbers to 5 Composition on 4 and 5 Compare mass and capacity Balancing numicon Number bonds to 10 Numbers 1-10 mainly 6,7,8 Making pairs | Numbers to 10 mainly 9,10 Comparing numbers to 10 Number bonds to 10 3D shapes Pattern Subitising Counting Composition | Subitising Counting Composition Sorting and matching Comparing and ordering Number bonds 10-20 Counting patterns beyond 10 Adding more Taking away | Doubling Sharing equally Count to 100 Recognise the counting system Explore and represent patterns in number, like odds and evens Addition and subtraction |

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| | amounts/size/mass/capacity, using balance scales, make simple patterns, | One more/less Ordering numbers Combing shapes Ordering routines | Using ten frames Composition of 6,7,8 Combining two groups Length and height Time and measuring | Sorting and matching Comparing and ordering | Spatial reasoning | |
| Understanding the World | Identifying their family Can talk about what they do with their family-similarities and comparisons to other families Talk about their community Navigate around classroom and outdoor areas Introduce children to different occupations and how they use transport to do their jobs Long ago-how has time changed-using cameras, introduce how to take photographs using class camera or iPad Name body parts, understanding what they can be used for Explore our senses | Talk about Christmas times in their lives Look at photos of Christmas in the past and around the world Use maps to identify where these countries are, and the different traditions celebrated Use 'The jolly postman' to draw information from a map and understand importance of maps in some professions Listening to stories placing events in chronological order | What can we do here to take care of animals in the jungle? Compare animals on a farm to those in the jungle Label body parts of animals in the jungle Nocturnal animals- make sense of environment, habitats Build a bug hotel Use images, video clips, shared text, and other resources to bring the wider world into the classroom Listen to children describing, commenting, questioning what they see whilst outside. After close observation, draw pictures of the natural world Light and dark | What will we see on our journey to the church/park? How will we get there? Weather-changes through seasons What do plants need to grow? Provide opportunities to record weather changes Use senses in our immediate environment Introduce new vocabulary where appropriate Encourage interactions with the outdoors to foster a curiosity and give children the freedom to touch, smell and hear the natural world around them through hands-on-experiences Eat like a champ-what foods are healthy? | Remind children of the story 'Handa's Surprise How do the children travel to school? Introduce different modes of transport Look at difference of transport in this country and another country Talk about our homes and what we do in them -draw on comparisons. Features of our local environment-maps, Google Earth Causes and Effects of climate change-locally and wider world Introduce children to NASA and America Introduce significant figures who have been to space, explain that this happened before they were born. Use the beebots-create maps for the beet to follow-use navigational language Introduce recycling and how it can impact on looking after our world Look at what rubbish can do to our environment Materials-building vehicles | Understand where dinosaurs are now and begin to understand they were alive a very long time ago Learn about what a palaeontologist is and how they explore really old artefacts-introduce Mary Anning as first female to find a fossil Floating/sinking- boat building, Seasides long ago-'Magic Grandad' Share non-fiction texts that offer an insight to contrasting environments Look at land and sea features, can children differentiate between? Materials-floating/sinking Summer solstice |
| Expressive Arts and Design | Join in with songs, exploring how sounds can be changed and tapping simple rhythms Begin to mix colours Join in with role play games, using resources available for props Build with construction | Listen to music and make their own dances in response Learn new rhymes and songs for our nativity Firework splash-paintings Printing poppies | Rousseau's Tiger/animal prints Design homes for hibernating animals Bug hotel Collage in continuous provision- | Printing/Collage-textures, pattern, colour. Arcimboldo Portraits Goldsworthy sculptures Pastel observational drawings of flowers Sketches of flowers | Use different textures and materials to make space vehicle, thinking about form and function-junk modelling-links to recycling! | Sand pictures/rainbow fish collages. Lighthouse designs. Paper plate jellyfish/crab. Seaside puppet theatre. Salt dough fossils. |

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| | <p>Self -portraits Junk modelling Sunflowers-pastels-looking at Van Gogh's original artwork Superhero masks</p> <p>Autumn Art-leaf prints/collage/rubbing/threading</p> | <p>Christmas decorations and cards Diwali craft-rangoli patterns, clay diya lamps Christmas arrives in our home role play Acting out the Christmas story Bogart</p> <p>Winter Art-cold colour mixing</p> | <p>owls/symmetrical butterflies-selecting own tools and techniques Making lanterns, Chinese writing, Chinese music and dragon dances Shadow puppets-different techniques for joining materials-tape/glue-different types of glue</p> | <p>Watercolours of flowers- which medium do we prefer? Act out the story of Easter Making weather instruments and creating music to suit the weather/mood</p> <p>Spring Art-flower power</p> | <p>Find out about female car designer Crystal Windham. Learn a traditional African song and dance, perform to an audience Painting Independent artwork through continuous provision. Exploration of other countries-dress up day? Retelling familiar stories using props</p> | <p>Water pictures, collage, shading by adding black or white. Colour mixing for beach huts, making passports. Under the sea weaving Discuss images at sea using the American artist Fitz Hugh Lane as inspiration.</p> <p>Summer Art-seaside scenes in the style of Chas Jacobs, a local artist</p> |
| RE | <p>I am Special-what makes a person special? Harvest-saying thank you to God</p> | <p>Diwali-Hinduism Christmas-how do we celebrate Jesus' birthday?</p> | <p>Listening to the stories Jesus heard Stories Jesus told</p> | <p>Easter love</p> | <p>Special Places- places of worship around the world What makes a place holy?</p> | <p>Special times- how do different religions worship? How do we celebrate special times?</p> |