

## Reception Curriculum Overview 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Umbrella themes and suggested text	<p><b>I wonder what makes me special?</b></p> <p><b>Family, celebrations, our community, pets, friends, school, likes and dislikes, people who help us.</b></p> <p>In Every House on Every Street The Invisible String Pumpkin Soup</p>		<p><b>I wonder what moves?</b></p> <p><b>Animals, transport, water, people, oceans, and recycling.</b></p>		<p><b>I wonder what changes?</b></p> <p><b>Seasons, transition, growing, life cycles, dinosaurs, food.</b></p> <p>Once There Were Giants</p>		
Trips/Enhancements	<p>A visit to a mosque The Tiger Who Came to Tea Exhibition</p>		<p>Airport Trip</p>				
Personal, Social and Emotional	<p>I can begin to manage my own feelings when separating from my grown up.</p> <p>I can express my emotions to an adult.</p> <p>I can take turns with my friends.</p>	<p>I can begin to follow school expectations.</p> <p>I can begin to solve conflicts with support from an adult.</p> <p>I can talk about the importance of our Rights Respecting Values.</p>	<p>I can take responsibility for looking after my belongings for example water bottles, hats, gloves, jumpers.</p> <p>I can manage my own needs independently for example toileting, washing hands etc.</p>	<p>I can show resilience and perseverance in the face of challenge.</p> <p>I understand what makes a safe pedestrian.</p> <p>I know the importance of why we need</p>			

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		I can talk about what makes me special.	I can begin to recognise when people need help and can identify ways of being helpful.	to regularly brush our teeth.			
Communication and Language	<p>I can begin to listen carefully. <i>(Responding to our SLCN cards)</i></p> <p>I can listen and respond to a variety of texts including non-fiction.</p> <p>I can talk about myself and people who are important to me using full sentences.</p>	<p>I can learn rhymes, poems, and songs.</p> <p>I can ask questions to find out more information.</p> <p>I can use new vocabulary linked to different experiences.</p>	<p>I can articulate my ideas and thoughts in well-formed sentences.</p> <p>I can describe events in some detail.</p> <p>I can listen to and talk about selected non-fiction texts.</p>	<p>I can begin to extend my sentences by using a range of connectives.</p> <p>I can use talk to work out my problems and organise my thinking.</p> <p>I can begin to recite simple poems from memory.</p>			
Physical Development	<p>I can independently find a space.</p> <p>I can move confidently in a</p>	<p>I can use a range of small tools safely and competently for example using scissors,</p>	<p>I can show good practise regarding exercise, eating, sleeping and hygiene.</p>	<p>I can begin to use scissors effectively to cut along a given line.</p>			

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	<p>variety of ways such as rolling, crawling, jumping, running, hopping, skipping, and climbing.</p> <p>I can independently manage a variety of skills required throughout the school day including washing hands, lining up and mealtimes.</p> <p>I can show a preference for a dominant hand and effectively hold a pencil to form a variety of patterns linked to Pen Pals.</p>	<p>paintbrushes and forks and spoons.</p> <p>I can negotiate space effectively.</p> <p>I can begin to develop a range of ball skills including throwing, catching, and kicking,</p>	<p>I can develop my confidence and accuracy when engaging in ball activities.</p> <p>I can begin to develop overall body strength, balance, co-ordination, and agility.</p> <p>I can begin to hold a pencil effectively using a tripod grip.</p>	<p>I can begin to use my core muscle strength to achieve a good posture when sitting at a table.</p> <p>I can form most of my letters correctly.</p>			
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<p>Literacy</p> <p><b>Writing</b></p>	<p>I can recognise and begin to write my name with a capital letter at the beginning.</p>	<p>I can begin to form the letters in some of our letter families.</p> <p>I can distinguish the difference between a letter and a word.</p> <p>I can write simple CVC words.</p>	<p>I can recognise capital letters and know that the sound remains the same when reading.</p> <p>I can begin to understand the position of capital letters within a sentence.</p> <p>I can begin to use finger spaces consistently.</p> <p>I can write a simple caption by identifying the sounds in each word.</p>	<p>I can begin to write a simple sentence using a capital letter and full stop.</p> <p>I can begin to reread my writing and self-correct where necessary.</p>	<p>I can write a simple sentence independently using a capital letter and full stop.</p>		
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<p><b>Reading – Word Reading</b></p>	<p>I can say the sound for individual letters learnt so far.</p> <p>I can recognise and say some phase 2 common exception words.</p>	<p>I can begin to blend the sounds learnt so far in simple CVC words and phase 2 captions.</p>	<p>I can begin to recognise phase 3 digraphs/trigraphs.</p> <p>I can begin to apply phase 3 sounds when reading simple words.</p> <p>I can begin to recognise phase 3 common exception words.</p>	<p>I can read simple sentences and books in line with my phonic knowledge.</p> <p>I can use recently introduced vocabulary during discussion about different stories.</p>			
<p><b>Comprehension</b></p>	<p>I can begin to predict key events in different stories.</p>	<p>I can answer a variety of comprehension questions after sharing a simple story.</p>	<p>I can use my own words to retell a story.</p>				
<p><b>Mathematics</b></p>			<p><i>*Children to begin rote counting</i></p>				

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	<p>Key times of the day, visual timetable, class routines. Where do things belong linked to positional language.</p> <p>I can recognise numbers to 10.</p> <p>I can count to 10 objects using 1 -1 correspondence.</p> <p>I can match quantities to numerals.</p>	<p>I can say 1 more or 1 less than a given number to 5.</p> <p>I can order the sequence of the day.</p> <p>I can use the correct vocabulary to describe events when something is happening e.g., morning, afternoon, night, before, after.</p> <p>I can begin to measure time in simple ways.</p> <p>I can begin to name basic 2D</p>	<p><i>verbally beyond 20.</i></p> <p>I can develop the skill of writing numerals.</p> <p>I can begin to understand that addition involves combining two or more groups of objects.</p> <p>I can begin to understand that subtraction results in a number becoming smaller and requires a given quantity to be removed.</p>	<p>I can identify odd and even numbers.</p> <p>I understand that halving means splitting a quantity in 2 and doubling means having 2 quantities of the same amount.</p> <p>I can automatically recall number bonds for numbers 0-10.</p>	<p>I can verbally count to 20 and beyond recognising the pattern of the counting system.</p> <p>I can begin to measure and talk about length, weight, and capacity.</p>	<p>I can begin to build numbers using tens frames, numicon etc beyond 10.</p> <p>I can begin to name basic 3D shapes and talk about some of their properties.</p> <p>Consolidation towards the end of summer 2.</p>	
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		<p>shapes and talk about some of their properties.</p> <p>I can manipulate shapes in order to develop spatial reasoning skills.</p>					
Understanding the World	<p>I can talk about members of my immediate family.</p> <p>I can explore the natural world around me by going on an autumn walk to collect autumnal objects to use for different activities.</p> <p>With support I can draw a simple map outlining what I</p>	<p>I can recognise that people have different beliefs and celebrate different times throughout the year.</p> <p>I can talk about different occupations and identify the jobs within my family.</p>	<p>I can identify and sort health and unhealthy foods.</p> <p>I can use a map to identify where we live in relation to the rest of the world.</p> <p>I can talk about the similarities and differences between life in our country and life in a different country.</p> <p><i>Project – To visit a new country each week learning about their culture.</i></p> <p>Children to learn about Chinese New Year, Pancake Day, Easter etc.</p>			<p>I can explore my immediate environment using a map.</p>	

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	see on the way to school.						
Festivals	Harvest Halloween	Diwali Bonfire Night Christmas Black History Month Hannukah Children in Need National Nursery Rhyme Day	New Year Chinese New Year Pancake Day Valentine's Day	World Book Day Mother's Day Easter	St George's Day	Father's Day	
Expressive Arts and Design	<p>I can sing a range of well-known nursery rhymes and songs.</p> <p>I can ascribe meaning to illustrations and develop my ability to represent my ideas.</p> <p>I can introduce a storyline into my play.</p>	<p>I can explore a variety of artistic effects based on Kandinsky shape art.</p> <p>I can collaboratively share my work and resources.</p> <p>I can engage and perform a range of</p>	<p>I can listen to different pieces of music and talk about how it makes me feel.</p> <p>I can use a range of props to support my role play.</p> <p>I can identify resources and select tools to achieve a</p>	<p>I can watch and talk about a dance performance, expressing my feelings and responses.</p> <p>I can explore and engage in music making in dance performing solo or in groups.</p>			



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		Christmas carols.	particular outcome. Project – design, make and evaluate their own vehicle	I can use a paints, pastels and other resources to create observational drawings.			
Artist to focus on	<b>Kandinsky - shape art</b>						