

Reception Curriculum Overview 2021-22

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Early Learning Goal |
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| Umbrella themes and suggested text | <p>I wonder what makes me special?</p> <p>Family, celebrations, our community, pets, friends, school, likes and dislikes, people who help us.</p> <p>In Every House on Every Street The Invisible String Pumpkin Soup</p> | | <p>I wonder what moves?</p> <p>Animals, transport, water, people, oceans, and recycling.</p> | | <p>I wonder what changes?</p> <p>Seasons, transition, growing, life cycles, dinosaurs, food.</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. I can express my emotions to an adult. I can take turns with my friends.</p> | <p>I can begin to follow school expectations. I can begin to solve conflicts with support from an adult. 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. 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. I understand what makes a safe pedestrian. 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> | I can use a range of small tools safely and competently for example using scissors, | I can show good practise regarding exercise, eating, sleeping and hygiene. | I can begin to use scissors effectively to cut along a given line. | | | |

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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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| Literacy | | | | | | | |
| Writing | I can recognise and begin to write my name with a capital letter at the beginning. | I can begin to form the letters in some of our letter families. I can distinguish the difference between a letter and a word. I can write simple CVC words. | I can recognise capital letters and know that the sound remains the same when reading. I can begin to understand the position of capital letters within a sentence. I can begin to use finger spaces consistently. I can write a simple caption by identifying the sounds in each word. | I can begin to write a simple sentence using a capital letter and full stop. I can begin to reread my writing and self-correct where necessary. | I can write a simple sentence independently using a capital letter and full stop. | | |

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| Reading – Word Reading | I can say the sound for individual letters learnt so far. | I can begin to blend the sounds learnt so far in simple CVC words and phase 2 captions. | I can begin to recognise phase 3 digraphs/trigraphs. I can begin to apply phase 3 sounds when reading simple words. I can begin to recognise phase 3 common exception words. | I can read simple sentences and books in line with my phonic knowledge. | | | |
| | I can recognise and say some phase 2 common exception words. | | | | | | |
| Comprehension | I can begin to predict key events in different stories. | I can answer a variety of comprehension questions after sharing a simple story. | I can use my own words to retell a story. | I can use recently introduced vocabulary during discussion about different stories. | | | |
| Mathematics | | | <i>*Children to begin rote counting</i> | | | | |

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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 healthy 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 | I can sing a range of well-known nursery rhymes and songs. I can ascribe meaning to illustrations and develop my ability to represent my ideas. I can introduce a storyline into my play. | I can explore a variety of artistic effects based on Kandinsky shape art. I can collaboratively share my work and resources. I can engage and perform a range of | I can listen to different pieces of music and talk about how it makes me feel. I can use a range of props to support my role play. I can identify resources and select tools to achieve a | I can watch and talk about a dance performance, expressing my feelings and responses. I can explore and engage in music making in dance performing solo or in groups. | | | |

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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 | Kandinsky - shape art | | | | | | |