

Reception Curriculum Overview 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2/ELG
Umbrella themes and suggested text	<p style="text-align: center;">I wonder what makes me special?</p> <p style="text-align: center;">Family, celebrations, our community, pets, friends, school, likes and dislikes, people who help us.</p> <p style="text-align: center;">In Every House on Every Street The Invisible String Pumpkin Soup</p>		<p style="text-align: center;">I wonder what moves?</p> <p style="text-align: center;">Animals, transport, water, people, oceans, and recycling.</p>		<p style="text-align: center;">I wonder what changes?</p> <p style="text-align: center;">Seasons, transition, growing, life cycles, dinosaurs, food.</p> <p style="text-align: center;">Once There Were Giants</p>	
Trips/Enhancements	<p style="text-align: center;">A visit to a mosque The Tiger Who Came to Tea Exhibition</p>		<p style="text-align: center;">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</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</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 to</p>	<p>I can make friends to stop myself from feeling lonely.</p> <p>I can think of ways to solve problems and stay friends.</p> <p>I can begin to understand the impact of unkind words.</p> <p>I can think of different ways to be a good friend.</p>	<p><u>Self-Regulation.</u></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>*Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>*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> <p><u>Managing Self.</u></p>

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		<p>Respecting Values.</p> <p>I can talk about what makes me special.</p>	<p>and talk about why I need to wash my hands thoroughly.</p> <p>I can talk about which foods are healthy and not so healthy and make healthy eating choices.</p> <p>I can talk about why sleep is good for me.</p> <p>I know what a stranger is and how to stay safe if a stranger approaches me.</p>	regularly brush our teeth.	I can begin to recognise when people need help and can identify ways of being helpful.	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.</p> <p>*Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>*Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p style="text-align: center;"><u>Building Relationships.</u></p> <p>Work and play cooperatively and take turns with others.</p> <p>*Form positive attachments to adults and friendships with peers.</p> <p>*Show sensitivity to their own and to others' needs.</p>
Communication and Language	I can begin to listen carefully.	I can learn rhymes,	I can articulate my ideas and thoughts in	I can begin to extend my sentences by	I can continue to build my vocabulary linked to my new topic.	<p style="text-align: center;"><u>Listening and Understanding.</u></p> <p>*Listen attentively and respond to what they hear with relevant</p>

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	<p><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>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>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>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>	<p>I can listen and respond appropriately to others in conversation.</p> <p>I can begin to understand past, present and future tense.</p>	<p>questions, comments and actions when being read to and during whole class discussions and small group interaction.</p> <p>*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> <p style="text-align: center;"><u>Speaking.</u></p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>*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>
Physical Development	<p>I can independently find a space.</p> <p>I can move confidently in a variety of ways such as rolling, crawling, jumping,</p>	<p>I can use a range of small tools safety and competently for example using scissors, paintbrushes and forks and spoons.</p>	<p>I can show good practise regarding exercise, eating, sleeping and hygiene.</p> <p>I can develop my confidence</p>	<p>I can begin to use scissors effectively to cut along a given line.</p> <p>I can begin to use my core muscle strength to achieve a</p>	<p>I can show good control, co-ordination and fluency in large and small movements.</p> <p>I can understand why it is important to use apparatus safely.</p>	<p style="text-align: center;"><u>Gross Motor Skills.</u></p> <p>*Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>*Demonstrate strength, balance and coordination when playing.</p> <p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;"><u>Fine Motor Skills.</u></p>

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	<p>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>I can negotiate space effectively.</p> <p>I can begin to develop a range of ball skills including throwing, catching, and kicking,</p>	<p>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>good posture when sitting at a table.</p> <p>I can form most of my letters correctly.</p>		<p>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>*Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>*Begin to show accuracy and care when drawing.</p>
Literacy						<u>Writing.</u>
Writing	I can recognise and begin to	I can begin to form the	I can recognise capital letters	I can begin to write a simple	I can form lower case and capital letters correctly.	<p>Write recognisable letters, most of which are correctly formed.</p> <p>*Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>

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Comprehension	<p>I can recognise and say some phase 2 common exception words.</p> <p>I can begin to predict key events in different stories.</p>	<p>phase 2 captions.</p> <p>I can answer a variety of comprehension questions after sharing a simple story.</p>	<p>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 use my own words to retell a story.</p>	<p>I can use recently introduced vocabulary during discussion about different stories.</p>		<p><u>Comprehension</u></p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>*Anticipate – where appropriate – key events in stories.</p> <p>*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
Mathematics	<p>Key times of the day, visual timetable, class routines.</p> <p>Where do things belong linked to positional language.</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>*Children to begin rote counting verbally beyond 20.</i></p> <p>I can develop the skill of</p>	<p>I can identify odd and even numbers.</p> <p>I understand that halving means splitting a quantity in 2 and doubling means</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>

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	<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 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 shapes and talk about some of their properties.</p> <p>I can manipulate shapes in order to develop spatial</p>	<p>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>having 2 quantities of the same amount.</p> <p>I can automatically recall number bonds for numbers 0-10.</p>		<p>Consolidation towards the end of summer 2.</p> <p style="text-align: center;"><u>Number</u></p> <p>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5.</p> <p>*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> <p style="text-align: center;"><u>Numerical Patterns.</u></p> <p>*Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>*Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>*Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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		reasoning skills.				
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 see on the way to school.</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 talk about the life cycle of plants and animals and what they need to survive.</p> <p>I can talk about different seasons and the natural world around me.</p> <p>I can talk about how I have changed since I was a baby. (looking at photos from the past)</p> <p>I can explore my immediate environment using a map.</p>	<p><u>Past and Present.</u></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>*Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>*Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture and Communities.</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>*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.</p> <p>*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> <p><u>The Natural World.</u></p>	

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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 explore a variety of artistic effects based on Kandinsky shape art.	I can listen to different pieces of music and talk about how it makes me feel.	I can watch and talk about a dance performance, expressing my feelings and responses.	I can build on previous learning, refining and developing my ideas.	<p><u>Creating with Materials.</u></p> <p>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>*Share their creations, explaining the process they have used.</p> <p>*Make use of props and materials when role playing characters in narratives and stories.</p>

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	<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 collaboratively share my work and resources.</p> <p>I can engage and perform a range of Christmas carols.</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 particular outcome.</p> <p>Project – design, make and evaluate their own vehicle</p>	<p>I can explore and engage in music making in dance performing solo or in groups.</p> <p>I can use a paints, pastels and other resources to create observational drawings.</p>		<p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <p>*Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>*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</p>
Artist to focus on	<p>Kandinsky - shape art</p>					