

Reception Curriculum Overview - 2022-23

Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Theme Week	Jubilee Journey	World Cup Week	Spy Week	Fairtrade Week	Science Week	Community Action
Overarching Theme	Getting to Know You Animals Harvest Diwali (24/10)	Light and Dark Remembrance (11/11) Hanukkah (starts 18/12) Christmas (25/12)	Spies and Superheroes + Child-led theme TBC Shrove Tuesday (21/2)	Traditional Stories + Child-led theme TBC Passover (starts 5/4) Easter (9/4)	Spring and Growing	Community Helpers Journeys/vehicles? + Child-led theme
Key Texts	Brown Bear, Brown Bear - Eric Carle Dear Zoo - Rod Campbell Hairy Maclary - Lynley Dodd We're Going on a Bear Hunt - Michael Rosen The Tiger Who Came to Tea - Judith Kerr Oliver's Vegetables - Vivian French <i>NF books about animals</i>	Can't You Sleep Little Bear - Martin Waddell Owl Babies - Martin Waddell Oscar and the Moth - Geoff Waring Stickman - Julia Donaldson <i>NF books about sources of light, Christmas and Hanukkah</i>	Supertato - Sue Hendra Supertato: Veggies Assemble - Sue Hendra Superworm - Julia Donaldson Superhero ABC - Bob McLeod Super Duper You - Sophy Henn Mr Wolf's Pancakes - Jan Fearnley	The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood. The Princess and the Pea Egg - Sue Hendra <i>NF books about Passover and Easter</i>	Jasper's Beanstalk - Mick Inkpen The Very Hungry Caterpillar - Eric Carle Errol's Garden - Gillian Hibbs The Extraordinary Gardener - Sam Boughton Do You Love Bugs - Matt Robertson <i>NF books about seeds, growing plants and life cycles of a butterfly</i>	The Train Ride - June Crebbin Rosie's Walk - Pat Hutchins The Naughty Bus - Jan and Jerry Oke Down by the Station - Jess Stockham Driving My Tractor - Jan Dobbins Mr Gumpy's Outing - John Burningham <i>NF books about emergency services, community helpers, and different vehicles</i>
Enrichment	Animal Visit?	Visit from Rabbi Nick Whole-school pantomime trip		Visit from Rabbi Nick Visit from Father Burton Bushey library visit (walk)		Ruislip Lido
Phonics (English)	Recognise and write graphemes (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, ss). Begin to blend to read CVC words containing the above graphemes. Begin to segment to write CVC words containing the above graphemes. Begin to read and spell HTRASW: I, the, no, put, of, is, to, go, into, pull.	In addition to previously taught graphemes, recognise and write graphemes (h, b, f, ff, l, ll, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa). Begin to blend to read CVC words containing the above graphemes. Begin to segment to write CVC words containing the above graphemes. Read all HTRASW previously taught, plus: as, his, he, we, me, be, push, was, her, my, you.	In addition to previously taught graphemes, recognise and write graphemes (oo, ar, ur, oo, or, ow, oi, ear, air, ure, er). Begin to blend to read CVC words containing the above graphemes. Begin to segment to write CVC words containing the above graphemes. Read all HTRASW previously taught, plus: they, all, are, ball, tall, when, what.	Review all of previous graphemes taught previously and application to reading and writing in simple sentences. Read all HTRASW previously taught, plus: said, so, have, were, out, like, some, come, there, little, one, do, children, love.	Using all previously taught graphemes, read and write CVCC, CCVC, CCVCC and CCCVC words. Read and write simple sentences containing CVCC, CCVC, CCVCC and CCCVC words. Read all HTRASW previously taught, plus: N/A	In addition to previously taught graphemes, recognise and write graphemes (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e, c). Apply knowledge of all previous graphemes to writing of simple sentences, that can be read by themselves. Read all HTRASW previously taught, plus: oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very.
Literacy (English)	Recognise, read and write their own name. Talk about favourite books and why they like them. Use puppets to tell a familiar story.	Sequence three or four pictures from a familiar story. Begin to create a very simple story map independently. Know what a non-fiction book is for and talk about some of	Talk about characters and what they are like. Make predictions about what will happen next in stories. Create a character of their own and describe them.	Sequence four or five pictures from a story. Reimagine a story, changing a character or place. Use role play props to retell familiar stories with their	Retell a familiar story with increasing confidence, independence and detail. Make a simple non-fiction book of their own. Label non-fiction pictures	Write simple sentences, using phonic knowledge, that can be read by themselves and others, for a range of different purposes, e.g. to send a message, write a list, share news, share what they like or dislike about a story, or in the

	Begin to understand what a rhyming word is.	its features. Write a label using phonic knowledge.	Write a simple list using phonic knowledge.	peers.	using phonic knowledge. Create a rhyming string.	context of role play. Know where capital letters, fingers spaces and full stops should appear in a sentence.
Expressive Arts and Design (Art)	Explore a range of different stylus - pencil, pen, crayon, chalk, paintbrush, and the marks that they can make. Draw self-portraits using black felt tip pen; observe themselves in a mirror. Learn to mix secondary colours using ready mix paint. Use sellotape and glue to create simple collages.	Explore different kinds of paint to create new effects - poster paints, watercolours. Explore how different materials can be used to print and create pictures, e.g. sponge printing to make owl pictures. Look at, talk about and recreate our own versions of 'A Starry Night' by Van Gogh. Be introduced to other modelling materials, such as air dry clay to create models, e.g. divas at Diwali.	Begin to refine the marks that they make and know the difference between lines, dots, circles, curves etc. Explore different textures and materials, including fabric. Use imagination to draw and/or paint their own characters, e.g. superheroes. Begin to know how colour can be used to express different emotions.	Be introduced to new mark making materials, e.g. charcoal, pastels. Create patterns using a variety of materials (linked to maths curriculum). Learn how to weave using strips of paper and observe how a pattern is created, e.g. Easter craft.	Learn that adding white to a primary or secondary colour can create a different shade. Make observational drawings and paintings of things they see in their own environment, e.g. plants, flowers, insects. Create rubbings of different objects, e.g. coins, leaves.	Use a camera to take photographs of themselves and others. Talk about their own work and that of artists they have experienced, saying what they like, don't like and why. Reflect on a piece of their own art work and talk about how to make improvements if they were to repeat it.
Expressive Arts and Design (Music)						
Mathematics	Getting to know you; making baseline assessments. Match and sort; compare amounts. Compare mass. Exploring pattern.	Representing and comparing 1-5. Composition of 1, 2, 3. Circles, triangles, squares, rectangles. One more and one less. Positional language. Time.	Introducing zero, comparing numbers to 5. Composition of 4 and 5. Comparing capacity. Numbers 6, 7, 8. Combining two amounts; making pairs.	Length and height. Counting and comparing to 10. Number bonds to 10. 3D shape and patterns.	Building numbers beyond 10. Counting patterns (2s, 5s, 10s). Spatial reasoning. Adding more. Taking away. Compose and decompose.	Doubling. Sharing. Even and odd. Patterns and relationships. Spatial awareness. Mapping.
Understanding the World (Science)	Compare different kinds of animals and their habitats. Name some animals and their young. Know what a plant needs to grow - sunlight, water (food for harvest)	Explore and name some sources of light. Use sources of light to create and explore shadows. Know that the moon is not a source of light.	Explore changes of state when mixing ingredients to make batter and cook pancakes.	Explore changes of state when mixing ingredients and cooking porridge. Explore changes of state when melting chocolate to make an Easter nest.	Name parts of a plant - stem, leaf, flower, roots. Observe and talk about different kinds of seeds. Know what a plant needs to grow - sunlight, water (flowers). Know the life cycle of a butterfly - egg, caterpillar, chrysalis, butterfly.	Explore a range of different materials, make predictions, and test which float or sink. Use their knowledge about different materials to create a model boat.

Expressive Arts and Design (Design Technology)	<p>Explore one handed tools, e.g. scissors, knives, spoons, to cut, spread, stir and pour.</p> <p>Use these skills to: cut out pieces of paper to create a collage, make a playdough model, make a simple snack, e.g. crackers with cheese spread, simple sandwich.</p>	<p>Learn to connect materials using sellotape, glue stick and PVA glue.</p> <p>Use sellotape, glue stick and/or PVA glue to make a simple model, e.g. using recyclable materials, paper lantern, pine cone owl, Santa beard.</p> <p>Choose icing and toppings to ice a biscuit.</p>	<p>Use glue to connect pieces of fabric together, e.g. to make/decorate a Superhero cape.</p> <p>Cut, connect and join paper pieces to create simple finger puppets.</p> <p>Mix ingredients to make batter and cook pancakes (adult to cook).</p>	<p>Mix ingredients to make batter and cook porridge (adult to cook); select and add healthy toppings.</p> <p>Cut out a net shape and join with glue to create a finished product, e.g. Easter basket.</p>	<p>In a group, draw a plan for, and use natural materials to create, a bug house (nature reserve visit).</p> <p>Be able to talk about a creation they have made, what they like and don't like about it.</p>	<p>Draw a plan of something they would like to make independently, before making it, e.g. a model boat.</p> <p>Be able to critique their own work, and that of others, talking about how to make possible improvements in the future.</p>
Physical Development (PE)	Fundamentals 1: Movement and Balance	Ball Skills 1: Throwing and Catching	Dance 1: Responding to different kinds of music	Gymnastics 1: Balance and connecting movements	Games 1: Throwing and Catching Games	Fundamentals 2: Moving Safely
Personal Social and Emotional Development (PSHE)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Understanding the World (RE)	<p>Identity and belonging: Show awareness of things and people that matter to them and link this to learning in Religious Education (Getting to Know You).</p> <p>Source of Wisdom: Listen and respond to religious stories (Diwali).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Diwali).</p> <p>Symbols and actions: Communicate about people, places and religious symbols and artefacts (Diva lamp).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Source of Wisdom: Listen and respond to religious stories (Hanukkah and Christmas).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Hanukkah and Christmas).</p> <p>Symbols and actions: Communicate about people, places and religious symbols and artefacts (Hanukiah).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Source of Wisdom: Listen and respond to religious stories (Shrove Tuesday).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Shrove Tuesday).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Source of Wisdom: Listen and respond to religious stories (Passover and Easter).</p> <p>Beliefs and practices: Explore different ways of living, including beliefs and festivals (Passover and Easter).</p> <p>Symbols and actions: Communicate about people, places and religious symbols and artefacts (Sedar plate).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>	<p>Human responsibility and values: Explore how people show concern for each other and the world around them (Community action week).</p> <p>Prayer, worship and reflection: Experience periods of stillness and reflection (weekly Jigsaw circle times).</p>
Understanding the World (History)	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>			<p>Comment on images of familiar situations in the past (linked to traditional stories).</p> <p>Compare and contrast characters from stories including figures from the past (linked to traditional stories).</p>		

<p>Understanding the World (Geography)</p>	<p>Describe and share a photo about a favourite place.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p> <p>Discuss the change in season, from summer to autumn.</p>	<p>Explore some differences between life in the UK and other countries (World Cup week).</p> <p>Discuss the changes in season, from autumn to winter.</p>		<p>Discuss the changes in season, from winter to spring.</p>	<p>Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>Understand some important processes and changes in the natural world around them.</p>	<p>Talk about the lives of other people in the community and their roles in society (Community Action week).</p> <p>Make a map of a journey around the school grounds and/or nature reserve.</p> <p>Discuss the changes in season, from spring to summer.</p>
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