

**Reception Curriculum Overview 2023-2024**

	Autumn	Spring	Summer
<b>Topic titles</b>	Marvellous Me!	'If you go down to the woods....'	Paws, Claws and Fluffy Tails
<b>Key Texts</b>	Oliver's Vegetables Our House My Mum/My Dad – Anthony Browne Supertato – Sue Hendry The Christmas Story	Goldilocks and the 3 Bears The Little Red Hen Farmer Duck - Martin Waddell The Very Hungry Caterpillar - Eric Carle	Range of non-fiction based on Dinosaurs Dinosaur Roar-Paul and Henrietta Stickland Rosie's Walk – Pat Hutchins We're Going on a Bear Hunt – Michael Rosen & Helen Oxenbury
<b>Communication and Language and Literacy</b>	Putting your hand up and sharing ideas with the class and others Listening to stories Paying attention and responding to what you hear Asking questions Talking through ideas Begin to link sounds to letters and to attempt writing for meaning Sharing our treasure boxes Writing labels Learning the letter sounds through the 'Song of Sounds' phonics scheme	Writing labels and captions, story writing and instructions Retelling stories, sequencing the main events and discussing the main characters. Using phonic knowledge to sound out words. Developing letter formation. Daily phonics and learning of tricky words. Ongoing individual, whole class and paired reading	Writing for a range of purposes. Retelling and innovating known stories, sequencing main events and discussing the main characters. Writing words which are phonetically plausible and spelling some correctly Write many tricky words, Daily phonics and learning of tricky words. Ongoing individual, whole class, group and paired reading – using phonic knowledge to decode regular words; to read and understand simple sentences demonstrating understanding when talking about what they have read
<b>Physical Development</b>	Learning to get dressed and undressed within role play Developing an awareness of space Using apparatus safely Developing gross motor skills – i.e. using bikes/scooters. PE – focussing on Personal and Social skills within PE Personal hygiene and looking after ourselves. How do we look after our bodies? Fine motor skills – developing pencil/scissor control	Negotiating space with apparatus Games skills PE – focussing on cognitive and creative skills within PE Fine motor – pencil/scissor control – developing cursive handwriting Using different tools in malleable, cooking and Design Technology activities.	Developing ball game and skills Know the importance of physical exercise and a healthy diet. PE - sports day, races. Focus on Physical and Health & Fitness aspects of PE Handle equipment safely. Fine motor – pencil/scissor control – continue to develop handwriting Using different tools in malleable, cooking and Design Technology activities.

<b>Personal, Social and Emotional Development</b>	<p>Understanding and following class rules Learning about Ourselves - Who are we? Why are we special? What makes us different? Belonging to our families, school and community. Celebrations that are important to us. Understanding the difference between right and wrong, rules and consequences. Explaining how we feel Asking for help when needed</p>	<p>Talking about our feelings and gaining an awareness of other people's feelings. Setting goals and aiming high Taking account of other people's ideas. Developing group work and team work Sharing and co-operation Operating independently in the environment, trying new activities</p>	<p>Discuss Personal achievements Take account of other people's ideas. Group work and team work Sharing and co-operation Change – how we felt when we started school/ how we feel about moving into Year 1 Setting goals and getting ready for Year 1</p>
<b>Maths</b>	<p>To count reliably with numbers from 1 to 5 Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Use everyday language to talk about money.</p>	<p>To count reliably with numbers from 1 to 10. Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns. Uses everyday language related to time. Orders and sequences familiar events. Measures short periods</p>	<p>To count reliably with numbers from 1 to 20 Place them in order and say which number is one more or one less than a given number. Using quantities and objects, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems involving doubling and sharing</p> <p>Use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p>
<b>Understanding of the World</b>	<p>Talking about our families and communities How are we the same/different? Understanding family celebrations and traditions. Familiarisation with school environment and routines Family – who is in your family? Who else helps you at home? How we have changed as we have grown. Who helps us in our school and in the wider community?</p> <p>Technology - The use of programmable toys to extend learning of positional language.</p>	<p>Investigate objects and materials by using all of their senses as appropriate. Look closely at similarities, differences, patterns and change. Ask questions about why things happen and how things work. Talking about past and present events in their own lives. Knowing that other children don't always enjoy the same things Knowing about similarities and differences between themselves and others.</p>	<p>Find out about a range of animals and minibeasts Make observations of animals and plants and explain why some things occur and talk about changes. Remember and talk about significant events in their own experience. Investigate objects and materials by using all of their senses as appropriate. Look closely at similarities, differences, patterns and change. Ask questions about why things happen and how things work. Select and use technology for a particular purpose.</p>

<b>Expressive Arts and Design</b>	Familiarisation with resources available Creating self-portraits Water and sand experiments Investigating food and ingredients through cooking Role play: Home corner, school, baby clinic, Grocery Store, toy shop, the Christmas Story Learning songs for performance Participating Christmas songs	Exploring a range of media and selecting appropriate tools and materials through collage, paint, pastels, clay, 3D models. Role play: The Three Bear's Cottage; Bear Cave Retelling stories using drama and puppets and dance. Exploring musical instruments. Learning new songs.	Re-tell The Very Hungry Caterpillar through music Exploring colour mixing using a range of media Role play: Farm Shop; Pet shop, Dinosaur Museum/Andy's Dinosaur Adventures Retelling stories using drama and puppets. Dance. Exploring musical instruments. Learning new songs.
<b>Visits/visitors</b>		Local visit to woods tbc	Horsham Museum visitor – Dinosaur workshop tbc Visit to Washbrooks Farm

Communication & Language (Listening and attention, Understanding, Speaking) is ongoing

Please note that these are suggested topics. We adapt and plan the Reception Curriculum to match the needs and interests of the children so this could be subject to change.