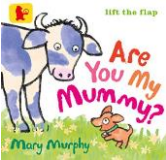










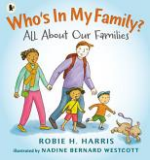
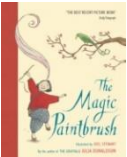




Reception Curriculum Overview

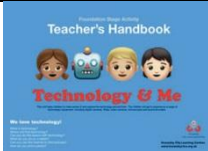
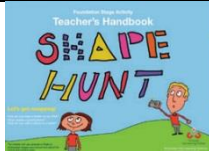



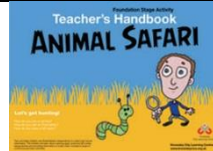
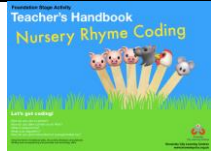
YEAR EYFS	Autumn Term	Spring Term	Summer Term
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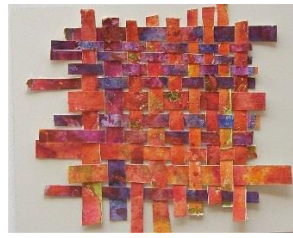


YEAR EYFS	Autumn Term		Spring Term		Summer Term	
English	<p>The Gingerbread Man</p> 	<p>Leaf Man by Lois Ehlert</p> 	<p>Naughty Bus by Jen and Jerry Oke</p> 	<p>Jack and the Beanstalk</p> 	<p>Very Hungry Caterpillar by Eric Carle</p> 	<p>Julia Donaldson texts Snail and the Whale</p> 
	<p>We're Going on a Bear Hunt by Michael Rosen</p> 	<p>Stick Man by Julia Donaldson</p> 	<p>Queens Knickers by Nicholas Allan</p> 	<p>Jim and the Beanstalk by Raymond Briggs</p> 	<p>Christopher's Caterpillars by Charlotte Middleton</p> 	<p>Tiddler</p> 
	<p>Peepo by Janet and Allen Ahlberg</p> 	<p>Jolly Postman by Janet and Allen Ahlberg</p> 	<p>When Granny Went To Market by Stella Blackstone</p> 	<p>Tiny Seed by Eric Carle</p> 	<p>Bad Tempered Ladybird by Eric Carle</p> 	<p>Sharing a Shell</p> 
	<p>Are You my Mummy by Mary Murphy</p> 	<p>Supertato by Sue Hendra</p> 		<p>Pip and Egg by Alex Latimer</p> 		<p>Commotion in the Ocean by Giles Andreae</p> 

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Rhymes and	Baa, baa, black sheep Hey diddle diddle Horsie, Horsie Incy Wincy Spider Twinkle, twinkle Humpty Dumpty	Little Bo Peep Little Miss Muffet One, two, buckle my shoe Star light, Star Bright Georgie Porgie	It's raining, it's pouring Rain, rain, go away Roses are Red The train She'll be coming round the mountain The Wheels on the Bus	Old McDonald had a farm Mary had a little lamb Ladybird, ladybird Mary, Mary, quite contrary	Jack & Jill Old Mother Hubbard Sing a song of sixpence	Jack be nimble See saw, Margery Daw Simple Simon
Maths	<div>Getting to Know You</div> <div>Just Like Me!</div>	<div>It's Me 1 2 3!</div> <div>Light and Dark</div>	<div>Alive in 5!</div> <div>Growing 6, 7, 8</div>	<div>Building 9 and 10</div>	<div>To 20 and Beyond</div> <div>First Then Now</div>	<div>Find My Pattern</div> <div>On The Move</div>





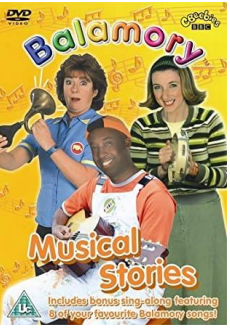
YEAR EYFS	Autumn Term	Spring Term	Summer Term
Science	<p>Finding out Autumn</p>   	<p>Finding out about Spring and how things grow.</p>     <p>Planting a Rainbow by Lois Ehlert</p> 	<p>The Weather</p>    <p>Mini Beasts</p>    <p>Super Heroes – scientific experiments</p>   













YEAR EYFS	Autumn Term	Spring Term	Summer Term
History	<p>Bonfire Night and Guy Fawkes.</p>   <p>Remembrance Sunday</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Chinese New Year – China</p>    <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Family celebrations</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 
Geography	<p>Finding out about ourselves and families</p>  <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Draw information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Chinese New Year – China people and communities</p>    <ul style="list-style-type: none"> • 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 • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Maps and Routes</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live.  







YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Computing		Mandatory Skills: <ul style="list-style-type: none">I can use a camera.I can go online.I can do the basics with technology. Computer Science: <ul style="list-style-type: none">I can explain an algorithm.I can explain sequencing. Information Technology: <ul style="list-style-type: none">I can select and use technology for particular purposes. Digital Literacy: <ul style="list-style-type: none">I can discuss the use of technology in the world around me.I can use a search engine.		Mandatory Skills: <ul style="list-style-type: none">I can use a camera.I can do the basics with technology. Information Technology: <ul style="list-style-type: none">I can select and use technology for particular purposes. Digital Literacy: <ul style="list-style-type: none">I can discuss the use of technology in the world around me. 	Mandatory Skills: <ul style="list-style-type: none">I can use a camera.I can do the basics with technology. Information Technology: <ul style="list-style-type: none">I can select and use technology for particular purposes.	
			Mandatory Skills: <ul style="list-style-type: none">I can do the basics with technology.I can go online.I can use a camera. Information Technology: <ul style="list-style-type: none">I can select and use technology for particular purposes. Digital Literacy: <ul style="list-style-type: none">I can discuss the use of technology in the world around me.I understand that people can talk to each other (communication) online.I can use a search engine.I can discuss the rules for staying safe online.I know online content is made and belongs to someone.		Mandatory Skills: <ul style="list-style-type: none">I can do the basics with technology.I can use a camera. Computer Science: <ul style="list-style-type: none">I can explain an algorithm.I can explain sequencing.I can give instructions to a programmable toy. Information Technology: <ul style="list-style-type: none">I can select and use technology for particular purposes.	
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YEAR EYFS		Autumn Term		Spring Term		Summer Term	
Art		Drawing  Artist Link –Quentin Blake <ul style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people 	Painting  Artist Link – Albert Irvin <ul style="list-style-type: none"> • Experimenting with and using primary colours • Naming colours • Mixing colours (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper 	Printing  Artist Link – Frottage (Art form) <ul style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours 	Textiles  Artist Link – Ulrike Martin <ul style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple weaving 	Mixed Media  Artist Link – Basic symmetry <ul style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry 	Sculpture  Artist Link – Building blocks <ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model

YEAR EYFS	Autumn Term			Spring Term			Summer Term		
	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
ation	 <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Form positive attachments to adults and friendships with peers. <p>Show sensitivity to their own and others' needs.</p>	 <ul style="list-style-type: none"> Increasingly follow rules, understanding why they are important. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions 	 <ul style="list-style-type: none"> Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. See themselves as a valuable individual. Build constructive and respectful relationships 	 <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. <p>Form positive attachments to adults and friendships with peers.</p>		 <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 	 <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Manage their own needs. personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing 	 <ul style="list-style-type: none"> Manage their own needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	 <ul style="list-style-type: none"> being a safe pedestrian Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Music	Music and continuous provision	Exploring Sound  <ul style="list-style-type: none"> Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Using bodies, voices, un-tuned instruments and natural objects to create sound. Responding to a sound by likening it to a character, animal or familiar environmental sound. Recognising familiar sounds. 	Celebration Music  <ul style="list-style-type: none"> Singing short songs from memory, adding simple dynamics. Using un-tuned instruments to play alongside and in response to different types of music. Listening to and commenting on the descriptive features of music. Responding expressively to music using your body. Responding to music through expressive and appropriate movement. 	Music and Movement  <ul style="list-style-type: none"> Singing short songs from memory, adding simple dynamics. Responding expressively to music using your body. Responding to music through expressive and appropriate movement. 	Big Band  <ul style="list-style-type: none"> Playing simple patterns on un-tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Singing and playing in response to instructions as part of a class performance. Playing instruments expressively. Experimenting with tempo and pitch using tuned and untuned instruments. 	Musical Stories  <ul style="list-style-type: none"> Playing simple patterns on un-tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. Creating and selecting appropriate sounds to tell a story.

YEAR EYFS		Autumn Term		Spring Term		Summer Term	
Physical		<ul style="list-style-type: none"> Finding spaces 	Ball control 	<ul style="list-style-type: none"> Large Apparatus 	<ul style="list-style-type: none"> Music and Movement 	<ul style="list-style-type: none"> Team Games 	<ul style="list-style-type: none"> Sports Day Activities 
	Religious	Diwali Festival 	The Nativity Story 	Chinese New year 	The Easter Story 	Family celebrations  	

YEAR EYFS		Autumn Term		Spring Term		Summer Term	
Languages	<p>Hello, Goodbye Greetings Farewells Saying thank you</p> 	<p>Counting Numbers 1-10</p> 	<p>Days and Birthdays</p> 	<p>Rainbows</p> 	<p>Families and Bears</p> 	<p>Pirate fun- listening and joining in</p> 	
	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language	<ul style="list-style-type: none">• Begin to be aware of some of the sounds of a new language.• Begin to explore our listening skills to help hear sounds and words in a new language.• Explore how to listen and join in with rhymes, songs and stories.• Explore how to join in with games, played in a different language.• Explore how to say some of the new sounds and words we hear in a different language

