







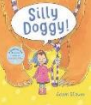









# Curriculum Overview

## Reception

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Main Theme</b>	<b>Once Upon a Time!</b>	<b>Walking around the Zoo!</b>	<b>Travel through London</b>	<b>Let's go on a journey!</b>	<b>A gardeners world</b>	<b>We could be heroes!</b>
<b>Communication and Language</b> 	Engage in longer stories and be able to talk about familiar books. Use a wide range of vocabulary. Understand why questions. Pay attention to more than one thing and follow a two part instruction.	Learn and use new vocabulary. Engage in non-fiction books. Ask questions to help my understanding and articulate my ideas in well-formed sentences. Learn rhymes and songs.	Talk about non-fiction books to develop familiarity. Describe events in more detail and use talk to help work out problems. Use a range of connectives in talk. Engage in poetry.	Listen attentively and respond to what they hear with relevant questions and a66ctions when being read to (individually or as a group). Hold conversations with peers and teachers.	Make comments about what they have heard and clarify understanding with questions. Participate in small group, class and 1:1 discussions offering their own ideas and new vocabulary.	Offer explanations for why things might happen drawing on vocabulary from stories, nonfiction, rhyme and poetry. Express their ideas and feelings using full sentences, different tense and conjunctions with models from teacher.
<b>Personal, Social and Emotional</b> 	Select and use resources to achieve a goal. Become more outgoing with unfamiliar people and more confidence in social situations. Remember and follow rules. Be independent in their own care needs.	See themselves as a valuable individual. Build constructive and respectful relationships. Identify and moderate their own feelings. Manage their own needs.	Express their feelings and consider the feelings of others and think about their perspective. Show resilience and perseverance in the face of challenge. Know and talk about different factors that support their health and well-being.	Work and play co-operatively and form positive attachments to adults and peers. Show an understanding of their own feelings and those of others. Explain the reasons for rules.	Manage all their own hygiene and personal needs. Set towards goals and wait for what they want and control their impulses. Be sensitive to their own and other's needs.	Be confident to try new activities and show independence, resilience and perseverance. Give focused attention to a teacher and respond appropriately. Know right from wrong and behave accordingly.
<b>Physical Development</b> 	Use large muscle movements. Skip, hop and stand on one leg. Take part in team games and remember a pattern of movement. Use a comfortable grip with a dominant hand.	Revise and refine fundamental movement skills. Develop body strength, co-ordination and balance. Use a range of small tools safety and confidently. Develop and refine a range of ball skills. Develop the foundations of a handwriting style.	Progress towards a fluent style of moving. Use core strength to achieve good posture. Confidently use a range of large and small apparatus. Develop confidence and accuracy with ball activities. Develop the skills to manage the school day successfully.	Hold a pencil effectively. Use the tripod grip in almost all cases. Negotiate space and obstacles safely.	Begin to show accuracy and care when drawing (and writing). Demonstrate strength, balance and co-ordination when playing.	Use a range of small tools, including scissors, paint brushes and cutlery. Move energetically, such as running, jumping, dancing etc.
<b>Literacy</b> 	 <b>The ginger bread Man – retelling.</b>	 <b>I am going to eat this ant – lists</b>	 <b>The naughty bus - recount</b>	 <b>The journey home – fiction story</b>	 <b>Silly Doggy!</b>	 <b>Supertato – fiction story</b>

<p><b>Maths</b></p> 	<p>Getting to know you Baseline Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides</p>		<p>Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes</p>		<p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>	
<p><b>Understanding the World</b></p> 	<p>Use hands on exploration of natural materials. Make sense of their own life story. Respect and care for natural environment and living things. Talk about members of their immediate family.</p>	<p>Explore different countries in the world. Explore life cycles. Recognise people have different beliefs. Explore the world around them. Change in seasons (Aut/Winter)</p>	<p>Draw information from a simple map. Comment on images in the past. Compare and contrast stories and figures from the past. Understand some places are special to people.</p>	<p>Change of seasons (Spring) Understand changes and processes in the world around them. Explore the natural world and make observations and draw animals and plants.</p>	<p>Explain differences in the natural world and differences in life in this and other countries. Describe immediate environment drawing on nonfiction and what they know.</p>	<p>Talk about the lives of people around them and roles in society. Similarities in things in the past and now. Different cultural communities.</p>
<p><b>Expressive Art and Design</b></p> 	<p>Enjoy simple pretend play and develop stories. Complex small world. Develop their own ideas and decide on what to use. Join materials and explore texture. Explore colour and colour mixing.</p>	<p>Explore and refine a variety of artistic effects. Return and build on previous learning. Watch and talk about dance and performance. Listen to and move to music.</p>	<p>Create collaboratively and share ideas. Develop storylines in their play. Sing in a group or on their own, match pitch. Explore music making.</p>	<p>Safety use and explore a variety of materials, tools and techniques. Explore colour, design and texture. Share their creations.</p>	<p>Make use of props and materials whilst role playing. Sing a range of well-known nursery rhymes.</p>	<p>Invent, adapt and recount narratives and stories. Perform songs, rhymes, poems and stories with others.</p>
<p><b>RE</b></p> 	<p><b>God's World</b> Know God made us and we are special. Look after God's world. Simple acts of Worship. Understand Creation.</p>	<p><b>God's Family</b> Know we belong to a school family. Understand our gifts and how we can help others. Celebrate Christmas and the birth of Jesus.</p>	<p><b>Getting to know Jesus</b> Know that Jesus can cure people. Know that we can love and share. Wedding at Cana. Understand Jesus is God's son.</p>	<p><b>Sorrow and Joy</b> Know we can say sorry and forgive others. Ask Jesus to help when we are sorry. Know we should always be kind to each other.</p>	<p><b>New Life</b> Know that Jesus rose from the dead at Easter. Understand why Easter stories are important. Retell the story of the Ascension. Know Jesus brings peace and joy.</p>	<p><b>The Church</b> Know that people go to Church to speak to God. Know we all belong to a church. Know that Church is a holy place. Know Sunday is special. Tabernacle.</p>
<p><b>RSE/PSHE</b></p> 	<p><b>Created and Loved by God.</b> Religious Understanding. Me, my body, my health. Emotional wellbeing.</p>		<p><b>Created to love others.</b> Religious Understanding. Personal relationships. Keeping safe.</p>		<p><b>Created to live in community.</b> Religious Understanding. Living in the wider world.</p>	
<p><b>P4C</b></p> 	<p>Children to understand the key listening skills to partake in P4C lessons. Children to introduce first thoughts and ideas in circle time.</p>		<p>Children to ask wondering questions based on a stimuli. Children to understand listening and respect to others when talking. Children grow in confidence in P4C sessions.</p>		<p>Children to be confident in listening to others and sharing their ideas. Children to explain more of their reasons behind why they think a certain way. Children enjoy more P4C sessions.</p>	