



Reception Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Knowledge and Skills	<p>Listening to and hearing initial sounds in familiar words. (Au1)</p> <p>They write their name. (Au1)</p> <p>Transitional writing with spaces in between to resemble words. (Au1)</p> <p>Initial sounds are mostly correct. (Au1)</p> <p>Write some letters accurately. (Au1)</p> <p>To know the first 16 single letter sounds. (Au1)</p> <p>Listen to familiar stories and be able to recall some facts. (Au1)</p> <p>To identify sounds on a sound mat. (Au1)</p>	<p>Listening to and hearing sounds in CVC words. (Au2)</p> <p>Children are using single letter sounds to segment to begin spelling CVC words.</p> <p>Children use increasing consistency in forming letters using taught mnemonics (Au2)</p> <p>Can oral blend CVC words. (Au2)</p> <p>To use their core muscle strength to achieve good posture at a table or on the floor. (PD - Au2)</p> <p>To develop their small motor movements so that they can use a range tools competently e.g. paintbrushes, scissors, knives, forks and spoons (PD – Au2)</p>	<p>Children are attempting to write in meaningful contexts, sometimes linking words together and breaking the flow of speech into words. (Sp1)</p> <p>They write labels with increasing accuracy. (Sp1)</p> <p>Forming most single letters correctly. (Sp1)</p> <p>Blending to read CVC words. (Sp1)</p> <p>To know all single letter sounds. (Sp1)</p> <p>Listens to stories and is beginning to innovate with support. (Sp1)</p>	<p>Children use set 1 sounds, supported by sound mats to attempt to write sentences. (Sp2)</p> <p>To begin, form lower case and begin to form capital letters correctly. (Sp2)</p> <p>Read simple phrases and sentences. (Sp2)</p> <p>Match some lowercase and uppercase letters. (Sp2)</p> <p>Read Set 1 special friends. (Sp2)</p> <p>Begin to show an awareness of capital letters. (Sp2)</p> <p>Read a few common exception words. (Sp2)</p> <p>Begin to anticipate key events in stories. (Su2)</p> <p>Use recently introduced vocabulary in discussions and role play. (Su1)</p>	<p>Children write simple sentences with increasing accuracy. (Su1)</p> <p>Writing sometimes starts with a capital letter and ends with a full stop. (Su1)</p> <p>Match some lowercase and uppercase letters. (Su1)</p> <p>Read cvcc words and alien words. (Su1)</p> <p>Begin to show an awareness of capital letters and full stops (Su1)</p> <p>Words are spelt correctly or are phonetically plausible. (Su1)</p> <p>Begin to retell stories and narratives using their own words and recently taught vocabulary. (Su1)</p> <p>Use recently introduced vocabulary</p>	<p>Write simple phrases and sentences that can be read by themselves and others. (Su2)</p> <p>Read simple sentences aloud. (Su2)</p> <p>Write recognisable letters, most of which are correctly formed. (Su2)</p> <p>Match lowercase and uppercase letters. (Su2)</p> <p>Read all single letters and special friends sh, th, qu, ch, ng, nk, ff, ll, ss, ck. (Su2)</p> <p>Read some red words. (Su2)</p> <p>Retell stories and narratives using their own words and recently taught vocabulary. (Su1)</p> <p>Anticipate key events in stories. (Su2)</p> <p>Use and understand recently introduced</p>

		<p>To know most or all single letter set 1 sounds. (Au2)</p> <p>To recall mnemonics to support handwriting (Au2)</p> <p>Knows how to sequence familiar stories. (Au2)</p> <p>To identify sounds on a sound mat and to use this when writing. (Au2)</p>			in discussions and role play. (Su1)	vocabulary in discussions and role play. (Su1)
RWI Progression (end of each half term)	<u>Group B</u> Recall the first 16 single letter sounds. No oral blending	<u>Group C</u> Recall most single letter sounds. Oral blending	<u>Ditty</u> Recall all single letter sounds. Oral blending Blending to read CVC words	<u>Red</u> Recall all set 1 sounds including special friends Blending to read CVC words. Blending to read alien CVC alien words	<u>Green</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.	<u>Green/Purple</u> Recall all set 1 sounds including special friends Read 1.6/1.7 words Read CVCC alien words Alien words containing special friends.
Maths	<p>Just like me-</p> <p>Compare amounts</p> <p>Rote counting to 10</p> <p>Recap of the 5 basic counting principles : 1:1 correspondence, cardinality, stable order, abstraction and order irrelevance principle.</p> <p>Fiveness of five</p> <p>One More</p> <p>One Less</p> <p>Composition of 6</p> <p>Composition of 7</p>	<p>Composition of 8</p> <p>Composition of 9</p> <p>Composition of 10</p> <p>Pattern</p> <p>Shape- circle, triangle, square, rectangle</p> <p>Recap 0-10</p>	<p>Equal and unequal groups =</p> <p>1 more 0-5</p> <p>1 less 0-5</p> <p>1 more 5-10</p> <p>Comparing and ordering numbers to 10 - One more/One less (Number staircase)</p> <p>1 less 5- 10</p> <p>Comparing and ordering numbers to 10 - One more/One less (Number</p>	<p>Exploring numbers within 10</p> <p>Exploring the link between numbers within 10 (number bonds to 10) and numbers within 5 (number bonds to 5)</p> <p>Doubling</p> <p>Even/Odd numbers</p> <p>Sharing and extend odd and even</p>	<p>Rote counting beyond 20</p> <p>Number bonds to 5 with addition =</p> <p>Rote counting beyond 20</p> <p>Number bonds to 5 with subtraction =</p> <p>Shape</p> <p>Doubling</p> <p>Recap odd/even</p> <p>Number bonds to 10</p>	<p>Adding More - Recap of one more, first, then now and introduction to counting on.</p> <p>Taking Away - Recap of one more, first, then, now.</p> <p>Grouping and Sharing</p> <p>Doubling / Odd and even</p> <p>Compose and Decompose</p> <p>To 20 and Beyond</p> <p>Patterns and Relationships</p>

	Comparing Size		staircase) Number bonds to 5			
History	<ul style="list-style-type: none"> Use language associated with time – today, tomorrow, yesterday, week, month, year Understand and speak about events in past, present, future. Order a sequence of up to 5 events. Discuss why some objects are old and new. <p>Spring term -Whole school focus Local Pottery Study- Emma Bridgewater</p>					
Geography	<ul style="list-style-type: none"> Understand the concept of the world and that different people live in different places Identify similarities and differences in different environment Develop understanding of locational knowledge – town, city, river, country, village To know where they live Develop understanding of transport and make links – e.g. cars –road, train – tracks Have basic knowledge of a map and what it is used for. <p>Link to science visit to a farm, ducks at a park.</p>					
Science			Down on the farm Animals and their habitats Visits to the farm, ducks at the park visits to the zoo.			Life cycle of mini-beasts What plants need to grow Using the outdoor environment Mad about minibeasts The tiny seed The growing story Living butterflies
PSHE	<p>SPARKLE Rules and routines Risk assessments Aspirations Belonging Relationships - family, friends (anti-bullying week) Road Safety Key dates World Mental Health Day - 10th October Anti-bullying week 13th - 17th November Road Safety Week - 19th - 25th November</p>		<p>Looking after myself Sharing Listening to each other Likes and dislikes - Trying new things Oral Hygiene Key dates Children's mental health week - 3rd - 9th February Mother's Day - 30th March</p>		<p>Recognising and Understanding feelings Well-being Transition to year 1 Key dates Father's Day - 15th June</p>	
	Ongoing - manners, taking turns, making friends, feelings, following the school rules, listening skills, respect, sitting for longer periods, sharing, responsibility, hygiene					
Music	<p>EXPRESSIVE ARTS AND DESIGN</p> <ul style="list-style-type: none"> Being Imaginative and Expressive 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. 					
Art	<p>Shows an awareness of art, becoming more confident to articulate their thoughts on art pieces and is beginning to articulate what they like and do not like. Uses a variety of tools with accuracy and confidence carefully matching the tool to the correct job eg. a fine paintbrush for adding detail Produce recognisable drawings of people and objects starting to draw with precision and increasing detail.</p>					

	<p>Confidence in using language of colour and mixing colours to make new. Uses their toolbox of discrete skills (e.g. collage, printing) to create art, selecting the most appropriate technique to achieve the effect they have planned.</p>					
DT	<p>Children’s experiences of Design and Technology in the Early Years will include: Designing by talking about what they intend to do, are doing and have done; saying who and what their products are for; drawing what they have made with some children drawing what they are going to make before they make it; opportunities to make their own choices and to discuss why they made those choices; learning procedures for safety and hygiene; developing practical skills and techniques using a range of materials, including food, textiles and construction materials; developing their knowledge and understanding in relation to mechanisms, structures, food and textiles; exploring and using a range of construction kits; asking questions about a range of existing products; exploring the designed and made world through the indoor and outdoor environment and through role play; and learning and using appropriate technical vocabulary.</p>					
PE	<p>Spatial navigation - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Develop their understanding of space and moving in a line.</p>	<p>Yoga -Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping and climbing.</p>	<p>Dance -Progress towards a more fluent style of moving, with developing control and pace.</p>	<p>Gymnastics -Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk. -Jumps off an object and lands appropriately using hands, arms and body to stabilize and balance.</p>	<p>Ball skills -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p>Sports Day Preparation -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p>
R.E.	<p>Why is the word God so important to Christians? (Creation)</p>	<p>Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)</p>	<p>Being special: where do we belong? (Thematic)</p>	<p>Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)</p>	<p>Which places are special and why? (Thematic)</p>	<p>Which stories are special and why? (Thematic)</p>
Computing	<p>Technology in continuous provision Use technology in the environment e.g. recording boxes, microphones, metal detectors, Beebots, and white board. Mini Mash</p>					