



Reception Curriculum Overview 2023-2024

	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.</p> <p>Write their name.</p> <p>Transitional writing with spaces in between to resemble words. Initial sounds are mostly correct.</p> <p>Writes some letters accurately. To know the first 16 single letter sounds.</p> <p>Listens to familiar stories and able to recall some facts.</p> <p>To identify sounds on a sound mat.</p>	<p>Listening to and hearing sounds in CVC words.</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</p> <p>Can oral blend CVC words</p> <p>To use their core muscle strength to achieve good posture at a table or on the floor.)</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</p> <p>To know most or all single letter set 1 sounds.</p> <p>To recall mnemonics to support handwriting</p>	<p>Children are attempting to write in meaningful contexts sometimes linking words together and breaking the flow of speech into words.</p> <p>They write labels with increasing accuracy.</p> <p>Forming most single letters correctly.</p> <p>Blending to read CVC words.</p> <p>To know all single letter sounds.</p> <p>Listens to stories and is beginning to innovate with support.</p>	<p>Children use set 1 sounds, supported by sound mats to attempt to write sentences.</p> <p>To begin form lower case and begin to form capital letters correctly.</p> <p>Read simple phrases and sentences.</p> <p>Match some lower case and upper case letters.</p> <p>Read Set 1 special friends.</p> <p>Begin to show an awareness of capital letters.</p> <p>Read a few common exception words.</p> <p>Begin to anticipate key events in stories.</p> <p>Use recently introduced vocabulary in discussions and role play.</p>	<p>Children write simple sentences with increasing accuracy.</p> <p>Writing sometimes starts with a capital letter and ends with a full stop.</p> <p>Match some lower case and upper case letters.</p> <p>Read cvcc words and alien words.</p> <p>Begin to show an awareness of capital letters and full stops</p> <p>Words are spelt correctly or are phonetically plausible.</p> <p>Begin to retell stories and narratives using their own words and recently taught vocabulary.</p> <p>Use recently introduced vocabulary in discussions and role play.</p>	<p>Write simple phrases and sentences that can be read by themselves and others.</p> <p>Read aloud simple sentences.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Match lower case and upper case letters.</p> <p>Read all single letter and special friends sh, th, qu, ch, ng, nk, ff, ll, ss, ck.</p> <p>Read some red words.</p> <p>Retell stories and narratives using their own words and recently taught vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary in discussions and role play.</p>

		<p>Knows how to sequence familiar stories.</p> <p>To identify sounds on a sound mat and to use this when writing.</p>				
RWI Progression (end of each half term)	<p><u>Group B</u> Recall the first 16 single letter sounds. No oral blending</p>	<p><u>Group C</u> Recall most single letter sounds. Oral blending</p>	<p><u>Ditty</u> Recall all single letter sounds. Oral blending Blending to read CVC words</p>	<p><u>Red</u> Recall all set 1 sounds including special friends Blending to read CVC words. Blending to read alien CVC alien words</p>	<p><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.</p>	<p><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.</p>
Maths	<p>Match and sort Rote counting to 10 Comparing-</p>	<p>Pattern Shape Recap 0-10</p>	<p>Equal and unequal groups 1 more and 1 less Comparing and ordering numbers to 10</p>	<p>Even/odd numbers Doubling Sharing</p>	<p>Rote counting beyond 20 Addition Subtraction Counting back Shape Doubling Number bonds to 10</p>	<p>Recap of one more, first, then, now. Grouping and Sharing Doubling / Odd and even</p>
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	<p>Following concepts to be taught throughout the year and to fit in where you think it is suitable.</p> <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. 					
Science	<ul style="list-style-type: none"> ● Working Scientifically- observations, classify, ● Life cycle of mini beasts ● Understanding of wildlife and the importance of valuing our environment ● Living things and their habitats ● What plants need to grow 					

PSHE	Non-negotiables SPARKLE Rules and routines Risk assessments Aspirations Belonging Relationships - family, friends (anti-bullying week) Road Safety		Looking after myself Sharing Listening to each other Likes and dislikes - Trying new things Oral Hygiene		Recognising and Understanding feelings Well-being Transition to year 1	
	Key dates Anti-bullying week 13th -17th Nov Road safety 19th -25th Nov World Mental Health Day - 10th October		Key dates Children's Mental Health Week-5th-11th Feb Mother's Day-10th March		Key dates Father's Day-16th June	
Ongoing; Manners, taking turns, making friends, feelings, following school rules, listening skills, respect, sitting for longer periods, sharing, responsibility and hygiene.						
Music	Exploring percussion instruments/singing Charanga 'Everyone! (Nursery Rhymes and Action Songs)	Charanga 'Our World' (Nursery Rhymes and Action Songs)	Vocal work and rhythm patterns. Echo clapping.	Learn a range of songs in preparation for a performance, simple percussion parts	Charanga 'Big Bear Funk' (Transitional Unit)	Keeping a steady beat.
Art	<ul style="list-style-type: none"> 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. 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>Spring term -Whole school focus Local Pottery Study- Emma Bridgewater</p>					
DT	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.					
PE	Spatial navigation - Continue to develop movement, balancing,	Yoga -Revise and refine the fundamental movement	Dance -Progress towards a more fluent style of	Gymnastics -Experiment with different ways of	Ball skills -Show increasing control over an object in	Sports Day Preparation -Negotiate space successfully when

	riding (scooters, trikes and bikes) and ball skills. -Develop understanding of space and moving in a line.	skills already acquired: rolling, crawling, walking, jumping, hopping, skipping and climbing.	moving, with developing control and pace.	moving, testing out ideas and adapting movements to reduce risk. -Jump off an object and land appropriately using hands, arms and body to stabilize and balance.	pushing, patting, throwing, catching or kicking it.	playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
R.E.	What makes people special?	What is Christmas?	How do People Celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	RE will be taught predominantly through continuous provision and adult enhanced activities, but some units may require discrete teaching which will be decided by the class teachers.					
Computing	Technology in continuous provision Use technology in the environment e.g. recording boxes, microphones, metal detectors, Beebots, and white board. Mini Mash					
Enrichment – visit / visitors	PSHE Breakfast with Santa PSHE Parent Celebration SCIENCE Living Eggs		ENGLISH Theatre Company PSHE Police visit ENGLISH NOW PRESS PLAY - Traditional Tales Experience		PSHE National Trust Forest Schools SCIENCE Mini beasts	