

Reception Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme	Me and My School	Festivals of Light, me and my celebrations	Our Wonderful World & Chinese New Year	Traditional Tales & Easter	Growing & Changing	Summertime
Book Titles	Lulu's First Day When a Dragon Goes To School The Colour Monster Goes to School A superpower like mine Amazing	The Best Diwali Ever Hats of Faith Eight Nights Eight Lights Diwali – Rama 7 Sita The Christmas Story Celebrate with Me – festivals from around the world. <i>*Eid – depending on which time of the year Eid is being celebrated.</i>	Handa's Surprise Lost and Found Meerkat Mail The Koala who Could Lunar New Year Around the World I Love Chinese New Year Winnie & Wilburs Chinese New Year	LRRH, The Gingerbread Man, The Little Red Hen When the Teddy Bears Came, Once there were Giants. The Easter Story	The Enormous Turnip, Jack & The Beanstalk The Tiny Seed, The seed in Need, Bloom Titch Seed to Sunflower The Amazing Plant Life Cycle	Lighthouse Keepers lunch Sharing a shell What the Ladybird heard at the seaside Clean Up! Look what I found at the seaside. The Great Hamster Getaway
Focus Author	Lucy Cousins & class name author for sense of belonging			Various Authors	Nick Sharratt	Julia Donaldson
Trip or visitor	Parents in school for shared learning	Visits to the shop to purchase foods for tasting.	Posting a post card	Fire/police/vet/nurse - visitors in/Police Museum	Jubilee Woods	Maldon Promenade Local post box

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Learning Area	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime	Personal, social and emotional development	Settling period. Establishing routines and building relationships with peers and adults. Jenny Jigsaw program – Being me in my world	Building on independence and developing friendships and a sense of belonging. Jenny Jigsaw program – Celebrating difference	Recognising emotions. Thinking of our own feelings and the feelings of other. Jenny Jigsaw program – dreams and Goals	Building on working cooperatively and resolving conflicts. Jenny Jigsaw program – Healthy Me	Activities to support working cooperatively and resolving conflicts independently. Jenny Jigsaw program – Relationships	Moving on and moving up. Getting ready to transition into year 1. Jenny Jigsaw program – Changing me
	Physical Development	Healthy eating and making healthy choices Changing independently for PE PE – travelling in different ways and balancing on different parts of the body (gymnastics – floor work) Bikeability	Notice the difference in our bodies when we exercise. (link to the Dancing, walking and moving in festivals). Focus on gross and fine motor skills in PE as well as across the provision (in and out)	Identifying hazards in PE. Being safe. Learning to set the equipment out and put away – safe moving and carrying. Gymnastics – using large apparatus to support movement off the ground. Healthy eating and other ways to stay healthy e.g. hygiene, sleep and exercise. Drama – act out stories, emotions Games – ball skills, coordination. Moving the ball around, throwing and catching. Working as a group to create a game using a ball.	Moving expressively and movement through dance (growing and moving linked to topic) Working as a group to create a sequence of dance moves linked to growing plants (plants/butterfly/seeds) What do we need to stay healthy and why is it important.	Team games and movement and equipment skills for sports day.	
	Communication & Language	Chatter – box: All about me box made by the	Following 2-part instructions.	Thinking of questions for our	Listening to and following stories	Talk about why and how things happen in relation to science	To develop listening and attention skills

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		<p>children to evoke conversation and question about self and others.</p> <p>Becoming familiar with speaking in small groups and in front of the whole class/larger groups (e.g. celebration assembly)</p>	<p>Christmas. Nativity production.</p> <p>Talking to a wider group of people – asking questions and speaking to the shop keeper.</p>	<p>visitors and asking them.</p> <p>Asking questions to find out more information.</p>	<p>(without props or pictures)</p> <p>Accurately anticipating key events and responding to what they are hear with relevant comments and questions.</p> <p>Develop story language through the use of puppets and role play.</p>	<p>experiments (growing cress)/showing understanding of changes through growth.</p>	<p>by attending assemblies.</p> <p>Speaking confidently in front of others.</p>
Specific Areas of Learning	Literacy	<p>Labelling body parts.</p> <p>Talking about and labelling family members on family portrait/pictures.</p> <p>Writing my own name.</p>	<p>Diwali – writing about a character from the Rama & Sita story.</p> <p>Lists and letters for festival/celebration e.g. letter to Santa,</p>	<p>Having an awareness of the difference between fiction and non-fiction texts related to the world and people who help us.</p> <p>Writing labels (e.g animals)</p> <p>Labelling uniform and roles, equipment and writing captions.</p> <p>Recounting a visit.</p>	<p>Retelling and sequencing stories.</p> <p>Writing instructions – how to make bread (Little Red Hen)</p> <p>Alliteration</p> <p>Changing elements of a familiar story to create their own (The Gingerbread Man). Writing sentences.</p> <p>Rhyming</p>	<p>Labelling plants and life cycles.</p> <p>Creative writing – what is in the egg, what happens if the bean reaches the clouds.</p> <p>Writing instructions – planting a seed/bean.</p> <p>Predictions, results and explanations, related to science experiments.</p> <p>Recount of school visit/events.</p>	<p>Factsheet/poster for what we wear in the summer/insects we see (minibeasts)</p> <p>Riddles – who am I? (minibeasts/summer insects)</p> <p>Creative writing</p>

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				Labelling animals linked to Chinese New Year			
	Maths	Where I live; Recognising 2D shapes – doors, windows and recognising numbers – door number	Shape and pattern – linking with Rangoli patterns/Diwali. Counting – decorations on a Christmas tree and simple addition.	Measure	Estimating and counting – equipment linked to stories e.g. how many animals said no to the LRH?	Measure	
Other Specific Areas of Learning	Understanding the World <i>Including RE</i>	Knowing about people who are close to me. Understanding about belonging (families and home life, school) Sequencing human growth pictures related to people in your family/who you live with. Taking selfies using surfaces – reflecting faces in a mirror or puddle.	Recognising similarities and difference within people e.g. likes and dislikes/celebrations Using keyboard to type descriptive words (for fireworks)	To recognise some similarities and differences between life in this country and life in other countries. To recognise some environments are different to the one in which they live. To recognise that we belong to a community and that community members have different roles/jobs including	Make Gingerbread/make bread.		

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		Describing nature objects and make observations on what they see. RE: Families, Harvest & different beliefs	RE: Celebrations and Festivals – Diwali, Hanukkah, Christmas, Eid	school/emergency services. RE: Lent - Pancakes – Shrove Tuesday.	RE: Ramadan & Easter	RE: Religious stories	RE: Special places
	Expressive arts and design	Working collaboratively Kapow – Exploring sound	Singing and preforming - Nativity Kapow – Celebration music	Colour mixing and artistic effects Kapow – Music and movement	Performing – acting out stories Kapow – Musical Stories	Creating dances and preforming Kapow – Big Band	Artistic effects Kapow - Transport
	Role Play	Home corner	Themed home corner - celebrations	Doctors surgery/hospital	LRRH cottage (grandma's house/kitchen - baking)	School	Florist