

Reception Yearly Curriculum Overview 2023-2024

	Main Topic/Theme	Key Texts	Key Rhymes, Songs and Poems	Predictable Interests and Celebrations	Visits/Visitors	Parent Involvement
Autumn 1	Marvellous Me	- You Choose - Funny Bones	1,2,3,4,5 Once I Caught a Fish Alive Head, Shoulders, Knees and Toes	Starting School Autumn		- Transition Meetings - Phonics Workshops
Autumn 2	Where do I live?	- Three Little Pigs - On the Way Home	5 Little Men in a Flying Saucer Incy Wincy Spider	Diwali Remembrance Day Christmas	Local walk - houses and homes	Christmas Performance
Spring 1	Frozen Planet	- What can you see in Winter? - The Bear's Winter House - Lost and Found	Here We Go Round 5 Speckled Frogs	Chinese New Year Valentines Day Mother's Day Easter	Animal Visitor	- Proud Clouds - Oracy Workshop
Spring 2	Come Outside	- Farmer Duck - The Enormous Turnip	Old Macdonald Had a Farm Baa Baa Black Sheep	Spring	Farm Trip	Reading Mornings
Summer 1	Storytellers	- Supertato - We're Going a Bear Hunt	10 Fat Sausages 10 Green Bottles	St Georges Day	Library Visit	Parent Stay and Play
Summer 2	Ticket to Ride	- Naughty Bus - Mrs Armitage on Wheels	Wheels on the Bus Row Row Row Your Boat	Father's Day Summer Holidays	Transport Visitor	End of year celebration

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Prime Areas			
	Communication and Language	Personal, Social and Emotional Development	Physical Development
Autumn 1	- Children begin to understand how to listen carefully, having an understanding of the four listening rules. - Children to understand and follow simple instructions, including 2 part instructions. - Children to learn new vocabulary. - Children begin to understand concepts 'First, Next, Last'. - Children start to initiate conversations with peers. - Children to speak clearly and can be understood by others.	- Introduce class rules and routines alongside behavioural expectations. - Children begin to understand the importance of taking turns and sharing. - Children understand how it feels to belong to a family or group. - Children begin to make friendships. - Children begin to select resources independently. - Children begin to understand different feelings and how to deal with those feelings. - Children introduced to the independent learner award and start to develop those skills e.g. putting own wellies to go outside.	- Children practice pre-writing shapes and mark making. - Finger/hand strength interventions in provision - Adults model and promote cutlery skills. Children understand and follow mealtime and lining-up rules. - Children explore bikes/scooters to promote the skill of peddling. - Children use large-muscle movements when painting, digging, constructing. - Children travel and move in different ways. - Children negotiate space safely.
Autumn 2	- Children can shift their attention from one task to another. E.g. Listen to an adult when engaged in play. - Children understand 'wh' questions. - Children begin to talk using longer sentences. - Children begin to learn and recall new vocabulary. - Children to listen to others when conversation interests them.	- Children have a greater understanding of rules and routines in Reception. - Children understand how to make new friends and develop relationships with adults. - Children learn how to cope with and resolve conflicts with others. - Children develop self-confidence, speaking in front of an audience.	- Pencil grips introduced into provision for phonics/writing. - Children begin to hold pencil using tri-pod grip. - Joining tools introduced. Children use a range of joining tools effectively e.g. glue sticks, PVA & spreaders, hole punch & staplers. - Children practice painting skills previously learnt. - Children develop core strength for sitting at tables. - Children develop skills of balancing, running and hopping. - Children explore travelling in a range of ways. - Scooping, pouring, digging using big equipment (sand/water/mud play)

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Spring 1	- Children will give attention to what others say and respond appropriately. - Children use modelled vocabulary during discussions. - Children use language to compare e.g. big, bigger, biggest. - Children begin to have longer back-and-forth conversations. - Children will use talk to organise their play. - Children will organise their talk when talking about objects of interest.	- Children understand what kindness is. - Children think about how others might be feeling in different situations. - Children know some kind words to encourage people with. - Children develop confidence in a range of situations. - Children begin to take ownership of their environment e.g. can access paint resources independently.	- Children to use effective pencil grip, beginning to form letters correctly. - Children practice fastenings on jumpers, cardigans and coats. - Adults teach scissor skills - cutting lines and simple shapes. - Children to create shapes and balances. - Children to develop jumps and rolls. - Children travel using different levels and directions.
Spring 2	- Children can ask questions to find out more information. E.g. What does that mean? Why did they do that? - Children use connectives to join their ideas when speaking e.g. because, if, so, but. - Children can express their views and begin to give reasons for their opinions - using voice 21 sentence stems. - Children can confidently talk in small groups or whole class situations.	- Children understand the importance of challenging themselves. - Children keep trying and persevere until they achieve a goal. - Children learn about being brave and taking risks in their play. - Children learn to feel proud when achieving a goal.	- Children develop handwriting style, using tripod grip efficiently. - Children practice scissor skills previously taught. - Children choose dance themed actions in response to stimulus. - Children copy and remember actions. - Children keep in time with music and perform to others.
Summer 1	- Children can listen well to differing viewpoints and respond with gestures and words. - Children develop social phrases, e.g. Good Morning, How are you?. - Children will use talk to help solve problems and organise their thoughts.	- Children can talk about some of the things that help them become healthy. - Children are aware of the importance of good sleep routine - Children understand the importance to balance the use of technology.	- Children develop a handwriting style that becomes automatic and fluent. - Children to further develop small motor skills, including threading and woodwork. - Children develop ball skills including kicking, dribbling, bouncing and catching. - Children dig, rake and hoe using garden tools.

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Summer 2	- Children listen attentively and can respond to what they hear. - Children recall and understand vocabulary taught throughout the year. - Children can hold a conversation, engaging in back-and-forth exchanges with adults or peers. - Children to participate in small group or whole class discussions, offering their own ideas and using ambitious vocabulary. - Children express their ideas using full sentences, using past, present and future tenses and conjunctions.	- Children understand the importance of winning, losing and taking part. - Children can talk about how they feel about moving into Year 1. - Children can discuss their achievements and fun things that have happened over the year. - Children have an awareness of change and transition.	- Previously taught skills revisited. Children given opportunity to refine small motor skills including painting, drawing and scissor skills. - Children play tagging games. - Children to aim when throwing. - Children explore striking a ball.
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Specific Areas				
	Literacy	Maths	Understanding the World	Expressive Arts & Design
Autumn 1	- Adults read a wide range of books, promoting a love of stories. - Children listen to and talk about stories. - Children learn how to use and look after a book. - Children recognise recently taught GPCs. - Children participate in daily oral blending activities, learning to segment and blend.	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. - Identify when a set can be subitised and when counting is needed. - Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. - Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.	- Local Area: Our School - children familiarise themselves with their immediate environment. - Children talk about some members of their family. Children understand that all families are different. - Children can name some body parts and show understanding of what the human body can do. - Children understand and talk about significant events from the past. - Children understand basic human growth (baby to adult). - Measuring self-using non-standard units. E.g. blocks	- Children explore mixing of colours and learn how to make a desired colour using two other colours. - Children are taught specific paint skills such as printing, using paint tools effectively and brush skills. - Children to have access to a range of media, including paint, colouring pencils and crayons. - Children to explore making different sounds, experimenting with a range of instruments. - Children explore and experiment with dough to create different shapes. - Children learn and sing a variety of nursery rhymes and familiar songs.

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Autumn 2	• Children begin writing simple words and their own name. • Children recognise recently taught tricky words. • Children to retell stories, using repeated and familiar phrases. • Children order and sequence events in stories, using pictures and story maps. • Children engage in extended conversations about stories, recalling new vocabulary.	• Spot smaller numbers 'hiding' inside larger numbers. • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. • Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. • Compare sets of objects by matching. • Begin to develop the language of 'whole' when talking about objects which have parts.	• Children understand that the local environment changes during Autumn. Children observe trees over time. • Children know that we live in England, which is part of the UK. They can find England on a UK map. • Children to look at and discuss houses and homes from around the world, showing awareness that different houses exist. • Children to investigate and explore different materials and their properties e.g. the strength of different materials to build houses from. • Children understand that things were different in the past, commenting on familiar past/present images of houses.	• Children practice recently learnt painting skills and colour mixing knowledge in provision. • Children are taught a range of joining techniques, using different tools such as glue sticks, PVA, sticky tape, hole punch and staplers. • Children to create collages using a range of materials. • Children learn new songs and perform them to a large audience.
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Spring 1	- Children to read and write simple phrases - Children read words that contain digraphs. - Children spell recently taught tricky words. - Children write non-fiction captions. - Children write short sentences based on a meaningful context. - Children start to choose books that interest them.	Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. - Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. - Begin to identify missing parts for numbers within 5.	- Children understand some similarities and differences between UK and a contrasting environment. E.g. Antarctica - Children understand that the local environment changes during Winter. Children observe signs of Winter and can talk about how living things adapt during Winter. - Children observe plants and can name different parts of a plant. E.g. Daffodil. - Children can talk about and compare explorer equipment from the past and present.	- Children practice recently learnt joining techniques by exploring a range of 'junk modelling resources'. - Children learn call and response songs and copy steady beats and simple rhythms by using different musical instruments. - Children perform recently taught beats and rhythms to a small audience. - Explore and use a range of media, including watercolours, chalk and pastels.
Spring 2	- Children to recognise and form capital letters correctly. - Children write a simple recount of past events using past tense. - Children read longer words including double letters. - Children secure spelling of tricky words.	- Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. - Focus on equal and unequal groups when comparing numbers. - Understand that two equal groups can be called a 'double' and connect this to finger patterns. - Sort odd and even numbers according to their 'shape'.	- Children understand that the local environment changes during Spring. - Children understand the importance of taking care of their immediate environment, by respecting the growth of their own vegetable patch. - Children observe farm animals and begin to understand animal growth. - Children compare farm equipment from the past and present, commenting on familiar images.	- Children observe, draw and paint plants in their immediate environment. - Children explore a range of musical instruments in provision practising last half terms skill of playing to a rhythm or beat. - Children to move to and talk about pieces of music. - Children to create collaborative dance pieces by sharing ideas and working together.

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		- Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. - Order numbers and play track games - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.		
Summer 1	- Children to - Children write longer sentences. - Children develop a fluent writing style. - Children read sentences with greater fluency. - Children recognise recently taught tricky words. - Children retell stories in their own words using narrative language Children can retell stories using their own words.	Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. - Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. - Compare quantities and numbers, including sets of	- Share non-fiction books about bears, children to learn some bear facts. - Children show awareness of plant growth, and can take care of plants. - Children can explore and name some vegetables, discussing the benefits of healthy eating. - Children grow and measure plants using non-standard units.	- Children to copy and create simple rhythms using body percussion, voices and instruments. - Children to participate in a re-telling of a well-known story. - Children are given access to a wide range of materials in provision to construct collaboratively. - Children to begin to adapt stories and songs by changing the words. E.g. We're Going on a Bear Hunt.

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Summer 2	- Using familiar texts as a model for writing own stories - Write longer pieces of writing - Spell a range of tricky words. - Begin to use capital letters, finger spaces and full stops. - Show an understanding of what they have read by answering questions.	objects which have different attributes. - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. - Begin to generalise about 'one more than' and 'one less than' numbers within 10. - Continue to identify when sets can be subitised and when counting is necessary. - Develop conceptual subitising skills including when using a rekenrek.	- Children understand that you can travel to different parts of the UK in different ways. - Children know some similarities and differences between transport in the past and present. - Children can name some points of interest when talking about London.	- Children refine their drawing skills so that they can represent objects with increasing skill. E.g. observational drawings. - Children to complete a project using skills previously taught including drawing, painting and drawing. - Children given the opportunity to watch a live musical performance. - Children explore recently taught rhythms, beats using musical instruments in provision.
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