

Reception: Yearly Curriculum Overview 2018/19

Subject / Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Settling in - Do you want to be friends? Sounds - What's that sound? Transport - Are we there yet? Technology - Can I switch it on?	Autumn - Why do squirrels hide their nuts? Healthy eating - Are carrots orange? Autumn - Celebrations Space/aliens	People who help us Fire fighter The Police service Doctors and nurses	Traditional Tales Goldilocks and the 3 bears Jack and the beanstalk The Gingerbread man Little Red Riding Hood Farm animals Do cows drink milk?	Fairy tales Will you read me a story? Mini- beasts What can you see in summer? Why do ladybirds have spots?	Animals in the wider world Why don't snakes have legs? Why do zebras have stripes? Who lives in a rock pool?
Communication & Language	Listens to others in small groups. Listens to stories with increasing attention and recall. Respond to simple instructions. Retell a simple past event in correct order.	Understand 'why' and 'how' questions. Show understanding of prepositions eg under, over, behind etc. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Build up vocabulary that reflects the breath of their experiences. Uses language to imagine and recreate roles and experiences in play situations.	Sit quietly during appropriate activity. Listens attentively in a range of situations. Respond to what they hear with relevant comments, questions or actions.	Listen attentively and be able to follow a story without pictures or props. Listen in a larger group and maintain attention/concentration.	Carry out instructions with several parts in a sequence. Express their views about events or characters in stories.
Literacy	Looks at and handle books independently. Listens to and joins in with stories in small groups. Ascribes meanings to marks that they see in different places. Gives meanings to marks they make as they draw, write and paint. Write their names using correct formation.	Describes main story settings, events and characters. Show interest in illustrations and print in books and in the environment. Link sounds to letters, naming and sounding letters of the alphabet.	Hear and say initial sound in words. Enjoy an increasing range of books. Write own name and other things such as captions, labels etc. Use some letters to communicate meaning in words correctly and in sequence.	Begin to read words and simple sentences using segmenting and blending skills. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Use their phonic knowledge to decode regular words and read them out aloud accurately. Attempt to write short sentences in meaningful contexts. Begin to use connectives in their sentences and speech.	Read with expression and out aloud. Write for different purposes which can be read by themselves and others. Spell words correctly both regular and irregular words. Read high frequency words.
Phonics	Phonics - Letters & sounds program. - linked with Jolly Phonics actions					
Reading	Reading is based on Oxford Reading scheme and Songbird books					

<p>Maths</p>	<p>Number rhymes</p> <p>Count reliably up to 10.</p> <p>Estimate a number of objects and check by counting.</p> <p>Say which number is one or less than a given number to 10.</p>	<p>Count & recognise numbers reliably within 10.</p> <p>Recognise, create and describe patterns.</p> <p>Begin to use mathematical language to name and describe 2d/3d shapes.</p> <p>Talk about time and the calendar.</p>	<p>Count reliably up to 20.</p> <p>Use everyday language to talk about weight, size, length and capacity.</p> <p>Use everyday language when talking about position, direction, distance and time.</p>	<p>Count & recognise numbers reliably up to 20.</p> <p>Say which number is 1 more or less than a given number to 20.</p> <p>Add and subtract 2 single digit numbers by counting on and backwards.</p>	<p>Count reliably numbers beyond 20.</p> <p>Talk about properties of 2d and 3d shapes.</p> <p>Problem solving using addition and subtraction.</p> <p>Solve number problems including doubling, halving and sharing.</p>	<p>Count to number upto 100.</p> <p>Consolidation of 2d/3d shapes</p> <p>Use every day language related to money.</p>
<p>Understanding the World</p>	<p>Remember and talks about significant events in their own experience.</p> <p>Talk about features of their immediate environment.</p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p>Talks about why things happen and how things work.</p> <p>Recognises and describes special times and events for family and friends.</p> <p>Shows care and concern for living things and the environment.</p>	<p>Shows interest in different occupations and ways of life.</p> <p>Make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Talk about similarities and difference in relation to friends and family.</p> <p>Talk about the past and present event in their own lives.</p>	<p>Complete a simple program on the computer, tablet, ipad etc</p> <p>Understand the use of technology in our everyday lives.</p>
<p>Physical Development</p>	<p>Show different ways of moving. Travels with confidence and skill around, under, over, through balancing and NEW climbing equipment.</p> <p>Dresses with help.</p>	<p>Moves freely and with pleasure and confidence in a range of ways.</p> <p>Show good control in large and small movements.</p> <p>Dress and undress independently.</p> <p>Begin to form recognisable letters.</p>	<p>Negotiates space successfully when playing with others, adjusting speed or changing directions to avoid obstacles.</p> <p>Enjoys a range of healthy foods.</p>	<p>Show some understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Move confidently with good co-ordination in large and small movements.</p> <p>Handle equipment and e-tools effectively, including pencils for writing.</p>	<p>Talk about the importance of healthy diet, physical exercise and ways to keep healthy and safe.</p> <p>Dress and undress independently.</p>
<p>Personal Social & Emotional Development</p>	<p>Play in a group, extending and elaborating play ideas.</p> <p>Select and use activities and resources with help.</p> <p>Be confident to talk to other children when playing.</p> <p>Communicate freely about own home and community.</p>	<p>Demonstrate friendly behaviour, initiating conversations and forming good relationships with adults and children.</p> <p>Enjoy carrying out small responsibilities.</p> <p>Be aware of boundaries set and of behaviour expectations in setting.</p>	<p>Shows confidence in asking adults for help.</p> <p>Be aware of their own feelings, and those of others.</p> <p>Become more confident in new social situations.</p>	<p>Understand the consequences of their own actions and how they affect others.</p> <p>Takes steps to resolve conflicts with other children.</p>	<p>Play co-operatively with other taking turns and sharing.</p> <p>Be sensitive to the needs of others and form positive relationships with adults and other children.</p>	<p>Be confident to try new activities and say why they like some activities more than others.</p> <p>Be confident to speak in familiar groups about their ideas.</p> <p>Say when they do and don't need help.</p> <p>Talk about their feelings and adapt behaviour to different events.</p>

Expressive Arts and Design.	Uses various construction materials. Begins to build a repertoire of songs and dances. Captures experiences and responses with a range of media. Build stories around toys.	Explores the different sounds of instruments. Constructs with a purpose in mind, using a range of resources. Plays alongside other children as part of a group to develop and act out narrative.	Create simple representation of events, people and objects. Introduce a storyline or narrative into their play.	Manipulate materials to achieve a planned effect. Use simple tools and techniques competently and appropriately.	Sing songs, make music, and dance and experiment with ways of changing them. Experiment with colour, design, texture and form. Safely use a range of tools and techniques.	Express ideas and opinions through music, images and creations. Talk about ideas and processes of their product. Talk about features of their own work and that of others, discussing strengths and differences.
Music	Special People Beat & Tempo Growth and change Loud and quiet	Going Places High and low	Stories and sounds Structure	Moving patterns Structure	Working World Texture	Our senses Timbre
SMSC	Use a range of social skills in different contexts. Use imagination and creatively in their learning.	Sense enjoyment and fascination when learning about themselves, others and the world around them.	Understand the consequences of their behaviour and actions.	Participate in a variety of communities and social settings. Reflect willingly on their experiences.	Participate in and respond positively to artistic, musical, sporting and cultural opportunities.	Recognise the differences between right and wrong and apply this understanding to their lives.

*The above topics are subject to change in line with the children's interests.