



St. John's C.E Primary School

Reception Curriculum Overview 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Values	Respect	Thankfulness	Compassion	Truthfulness	Trust	Responsibility
Topic	All about me	Lets Celebrate!	Where do you live?	Amazing Animals	Traveling around the world	I do like to be beside the seaside
Enrichment	Buddy Assembly October - Black history month- stories from other cultures. October 3-31 st - Harvest	Autumn walk around school grounds. 4 th Nov – Diwali 5 th Nov - Bonfire night 11 th Nov - Remembrance day 15 th Nov – Anti-bullying week (odd socks) 19 th Nov – Children in need Christmas Nativity Visit from People who help us	Winter walk around school grounds Goldilocks crime scene 1 st feb - Chinese new year food tasting. 7 th Feb – (14 th Feb) Act of kindness/ valentines (cards) 9 th Feb - Safer internet day	1 st March Lent, Shrove Tuesday 3 rd March - World book day 27 th March - Mother's Day (WB 21 st March card making) Dinosaur egg excavation Spring walk around school grounds. Caterpillars/ Butterflies in class.	What a wonderful world presentation WB 19 th April (2 th April) – Ramadan 2 nd June - Queens platinum jubilee 19 th June - Fathers day (WB 13 th June card making)	Pirate day Trip out Sports day
English and Phonics	Increasing range of books. Mark Making Phase 1 and 2 phonics Hand writing Labelling	Information retrieved from books and computers. Name writing Labelling Retelling stories Phase 2 phonics Writing tricky words such as I, to, no, go, the Writing CVC words Labels using CVC, CVCC, CCVC words.	Rhyming string Understand simple sentence Character description Phase 2 phonics	Rhyming string Read and understand simple sentences Creating own story maps, writing captions and labels, writing simple sentences Phase 2 and 3 phonics Writing short sentences to accompany story maps. Labels and captions	Uses vocabulary and forms speech that are increasingly influenced by their experiences of books Phase 3 phonics Common irregular words and irregular common words Writing for a purpose lower-case and capital letters	Reading comprehension Non-fiction writing Phase 3 and 4 Phonics
Maths (White Rose)	Baseline assessment Early Number Early calculation Mathematical language Early understanding of pattern Matching Sorting Comparing amounts Compare size, mass and capacity. Exploring patterns	Introducing 1 and 0. Representing 1,2,3. Comparing 1,2,3. Equal/not equal 5 frames Composition of 1,2,3 Addition 3 step pattern- triangles Circles, triangles and spatial awareness. (Jigsaws) Introduce 4 Squares and rectangles Introduce 5 Pentagons 5 rhymes- 5 current buns, sizzling sausages 1 more/1 less Subtraction One more/one less on fingers, with counters/cubes and on a number line Comparing shapes Night and day time. Measurement. Consolidation and recap.	Comparing numbers to 5. Composition of 4 and 5. Making pairs to make the whole. Introducing whole, part, part method. Number bonds to 5 Addition and subtraction Compare mass Recap and consolidate composition within numbers. Comparing capacity. Meet number 6 Making pairs Combining 2 groups Subitising on a dice Doubles Consolidate use of tens frames. Partitioning into equal groups. Whole, part, part. Doubling and halving Subitising One more than Partitioning into equal groups. Days of the week Symbols and numbers	Length, height and time. 5 minutes peace. Number 9 Comparing numbers to 9 Ordering numbers Numberblocks the 3 3s. Partitioning and combining (inverse) Structure of square numbers 4 and 9 Number 10 10 ones and 1 ten Ten rhymes Flat land Pattern Palace 3D shape and pattern. 3D shape and pattern continued. Consolidation and recap. Assessment	Building number beyond 10 Counting patterns beyond 10 Spatial reasoning 1 match, rotate, manipulate. Adding more Taking away Spatial reasoning 2 compose and decompose.	Find my pattern Double Sharing Grouping Odd and even Spatial reasoning 3 visualise and build On the move Deepening understanding, patterns and relationships Spatial reasoning 4 Mapping

			Positional language Money			
Religion	Myself/ Family I am special Harvest	Celebration Christmas Special times in our lives Diwali Hanukkah	Chinese New Year Stories Jesus heard Stories Jeasus told	Growing Easter	Special places Special times	Our World Hinduism Friendship
PSED	Establishing rules in the classroom Seeing themselves as a valuable individual. Build constructive and respectful relationships with peers/teachers Express their feelings and consider the feelings of others What makes us special? Dressing- coats Healthy lifestyles – what keeps us healthy? Personal hygiene – Hand washing & toileting Healthy eating – fruit	Its ok to be different Likes and dislikes Same and different families Express their feelings and consider the feelings of others Turn taking – Games Growing and changing Dressing – Shoes and socks Healthy lifestyles – what keeps us healthy? Exercise Personal hygiene – Washing	Showing sensitivity towards others Keeping myself safe Safe indoors and outdoors Listening to my feelings and acting upon them. Keeping safe online People who help to keep me safe Show resilience and perseverance in the face of challenge. To work as a team Dressing – PE Kits	Looking after special people: Caring relationships are at the heart of happy families. Looking after my friends: What makes a good friend Being helpful at home and caring for our classroom Caring for our world Dressing - School uniform	Bouncing back when things go wrong: Building confidence and resilience Healthy eating Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies) Dressing - School uniform	Getting bigger Me and my body, girls and boys Turn taking Taking about the perspective of others Transition into Year 1 Year 1 readiness Dressing - School uniform
Physical Development	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Multi skills- movement Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Multi skills – equipment Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors Dance/ gymnastics Move energetically Copy basic actions Move to music Negotiate space	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognizable letters most correctly formed Gymnastics using equipment Balance Core muscle strength Jumping and landing Using big equipment Awareness of space	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle Outdoor Game sports Follow the rules of a game Use a racket or a bat Catching the ball Kicking the ball	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognizable Build things with smaller linking blocks, such as Duplo or Lego Outdoor athletics Running skills Agility Sports day
Understanding the world Blue – History related Yellow- Science related Green- Geography related	Identifying family Commenting on photos of their family; naming who they can see and of what relation they are to them. Show interest in the lives of other people who are familiar to me Can talk about what they do with their family and places they have been with their family Talking about how we change and developed as we get older Changing seasons	Recognise that people have different beliefs and celebrate special times in different ways Recognise and describe special times or events for family or friend Shows an interest in different occupations and ways of life Guy Fawkes: Past key significant figure Florence Nightingale: Past key significant figure Talk about significant events in my own experience Talk about why things happen Changing seasons	Comparing where we live and the types of homes. Find places they know on Google earth maps Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Knowing there are different countries in the world Comparing the properties of materials to build a strong house. Changing seasons Celebrate Chinese New year	Dinosaur facts knowing they are now extinct. What other animals are? Different categories of animals Growth & Change: caterpillar life cycle Similarities and differences between countries/environments/Africa/Animals using Handa's Hen Describe special events (Easter) Know what a plant needs to grow (growing the beanstalk) Develop an understanding of growth, decay and changes over time	Looking at transport and how it has changed over the years. Materials: Floating / Sinking – boat building Metallic / non-metallic objects To talk about significant people To look into space using Non fiction texts and the internet. To create a class fact file on space. To talk about ways in which I can look after the environment REFLECTION TIME DAILY	Planting sunflower seeds and watching them develop over time. (sunflower diary) Seasides past and present Share non-fiction texts that offer an insight into contrasting environments Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. Facts about what is under the sea Pirate maps REFLECTION TIME DAILY

