

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

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

	Black history month: Looking at a	REFELCTION TIME DAILY	Past and present Kings and Queens.	To talk about some of the things		
	globe, where we live and where Africa	REFELCTION TIME DALL	REFELCTION TIME DAILY	observed such as plants, animals,		
	is on the globe		REFELCTION TIME DAILT	natural and found objects		
	is on the globe			Use images, video clips, shared texts		
	REFELCTION TIME DAILY					
	REFELCTION TIME DAILY			and other resources to bring the wider		
				world into the classroom.		
				Listen to what children say about what		
				they see		
				REFELCTION TIME DAILY		
Communication	Welcome to EYFS !	Tell me a story!	Tell me why!	Explain to mel	Recount an event!	Tell me about differences?
and language	Settling in activities	Develop vocabulary: Word aware	Develop vocabulary: Word aware	Word Aware: explore vocab	Word Aware: Explore Vocab	Word Aware: Explore Vocab
	Making friends	What are your passions / goals /	Using language well	Reciting poems and songs	Learn and recite, poems and songs:	Learn and recite, poems and songs:
	Children talking about experiences	dreams?	Ask's how and why questions	Learn and recite, poems and songs:	Rhyme of the week	Rhyme of the week
	that are familiar to them	About family routines and special	Retell a story with story language	Rhyme of the week	Listen to, engage in and talk about	Talk about similarities and differences
	Show an interest in the lives of other	occasions	Remember key points from a story	Tell me a story - retelling stories: talk	non-fiction	between things in the past and now
	people	Tell me a story - retelling stories: talk	Story invention – talk it!	for writing	Using the iPad to take a photograph	(seasides)
	Follow instructions (settling in, putting	for writing	Ask questions to find out more and to	Articulate a life cycle	Describe events in some detail:	Talk about the experiences they have
	my things away)	Story language	check they understand what has been	Listen to and engage in and talk about		had at different points in the school
	Develop vocabulary: Word aware	Listening and responding to stories	said to them.	selected non-fiction		year (end of year video)
	Model talk routines through the day.	Following instructions	Describe events (Chinese New Year)	Articulate my ideas and thoughts into		
	For example, arriving in school: "Good	Takes part in discussion	Listen to and talk about stories to	well-formed sentences		
	morning, how are you?"	Understand how to listen carefully	build familiarity and understanding.	Ask questions to find out more		
		and why listening is important.	Learn rhymes, poems and songs.			
		Choose books that will develop their				
		vocabulary.				
Expressive art and	Join in with songs	Colour mixing	Modelling	Modelling	Pastel drawings, Life cycle	Artist Focus-paint
design	Exploring Colour	Use different textures and materials	Talk about a famous artists.	To develop the ability to manipulate a	Flowers-Sun flowers (Van Gough)	Colour mixing – underwater pictures.
	To draw a self-portrait (enclosing	to make firework pictures	Making lanterns, and exploring	variety of materials, including clay, to	Junk modelling transport.	Father's
	lines): draw definite features	Listen to music and make their own	Chinese music.	create dinosaur models.	Creating the solar system out of paper	Day Crafts
	Build stories around toys (small world)	dances in response.	To construct with a purpose in mind.	Mother's Day crafts	Mache.	Making models from recycled
	use available props to support role		Making castles using junk.	Artwork themed around African Art	Following the charanga music	materials: link to keeping our sea
	play	Christmas decorations, Christmas	Following the charanga music	Learn a traditional African song and	framework	clean.
		cards, Christmas songs/poems.	framework	dance and perform it / Encourage	Drama conventions through literacy	
	Build models using construction	Teach children different techniques	Drama conventions through literacy	children to create their own music.		Putting our art skills into place.
	equipment.	for joining materials, such as how to				Creating wow art work using whatever
	Junk modelling, take picture of	use adhesive tape and different sorts		Easter crafts printing, patterns on		they want.
	children's creations and record them	of glue		Easter eggs		Following the charanga music
	explaining what they did.	Music: Christmas Songs		I can combine media to make a		framework
	Exploring sounds and how they can be	and nativity		collage		Drama conventions through literacy
	changed, tapping out of simple	Following the charanga music		Following the charanga music		2
	rhythms.	framework		framework		
	Feelings: taking photos of children	Drama conventions through literacy		Drama conventions through literacy		
	acting out emotions					
	Following the charanga music					
	framework					
	Drama conventions through literacy					
	stand contentions in ough literacy					

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.