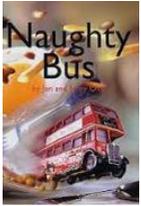
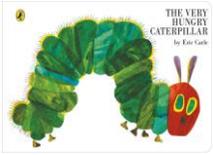
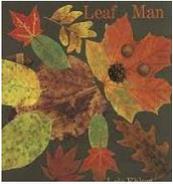
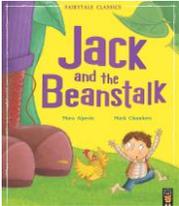
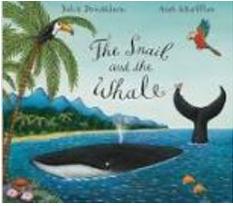
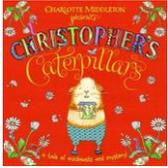
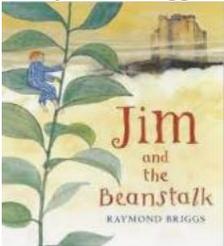
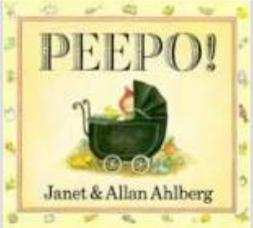
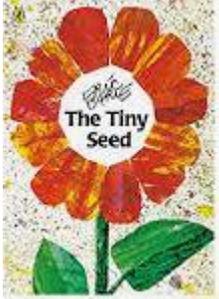
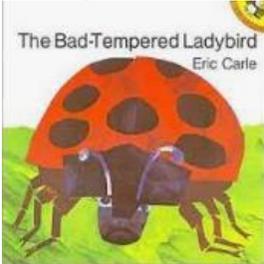
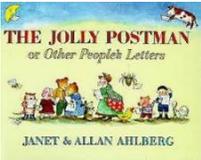
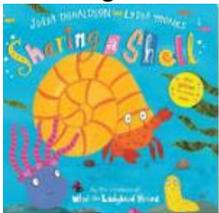
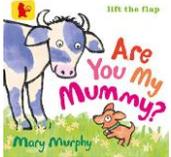
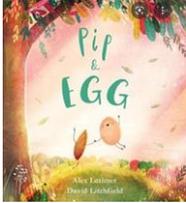
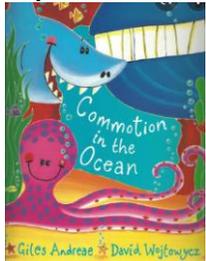




Reception Curriculum Overview

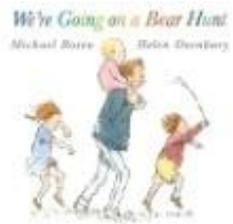
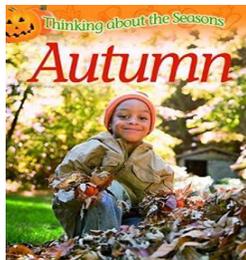
YEAR EYFS	Autumn Term	Spring Term	Summer Term
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YEAR EYFS	Autumn Term	Spring Term	Summer Term
English	<p>The Gingerbread Man</p> 	<p>Naughty Bus by Jen and Jerry Oke</p> 	<p>Very Hungry Caterpillar by Eric Carle</p> 
	<p>Leaf Man by Lois Ehlert</p> 	<p>Jack and the Beanstalk</p> 	<p>Julia Donaldson texts Snail and the Whale</p> 
	<p>We're Going on a Bear Hunt by Michael Rosen</p> 	<p>Queens Knickers by Nicholas Allan</p> 	<p>Christopher's Caterpillars by Charlotte Middleton</p> 
	<p>Stick Man by Julia Donaldson</p> 	<p>When Granny Went To Market by Stella Blackstone</p> 	<p>Jim and the Beanstalk by Raymond Briggs</p> 
	<p>Peepo by Janet and Allen Ahlberg</p> 	<p>Tiny Seed by Eric Carle</p> 	<p>Bad Tempered Ladybird by Eric Carle</p> 
	<p>Jolly Postman by Janet and Allen Ahlberg</p> 	<p>Supertato by Sue Hendra</p> 	<p>Sharing a Shell by Julia Donaldson and Liz Parnot</p> 
<p>Are You my Mummy by Mary Murphy</p> 	<p>My Granny Went to Market by Stella Blackstone</p> 	<p>Pip and Egg by Alex Latimer</p> 	
<p>Commotion in the Ocean by Giles Andreae</p> 			

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Rhymes and	Baa, baa, black sheep Hey diddle diddle Horsie, Horsie Incy Wincy Spider Twinkle, twinkle Humpty Dumpty	Little Bo Peep Little Miss Muffet One, two, buckle my shoe Star light, Star Bright Georgie Porgie	It's raining, it's pouring Rain, rain, go away Roses are Red The train She'll be coming round the mountain The Wheels on the Bus	Old McDonald had a farm Mary had a little lamb Ladybird, ladybird Mary, Mary, quite contrary	Jack & Jill Old Mother Hubbard Sing a song of sixpence	Jack be nimble See saw, Margery Daw Simple Simon
Maths	<div data-bbox="159 424 353 571">Getting to Know You</div> <div data-bbox="159 611 353 751">Just Like Me!</div>	<div data-bbox="521 400 757 571">It's Me 1 2 3!</div> <div data-bbox="521 592 757 767">Light and Dark</div>	<div data-bbox="813 411 1043 576">Alive in 5!</div> <div data-bbox="902 603 1122 767">Growing 6, 7, 8</div>	<div data-bbox="1144 424 1373 595">Building 9 and 10</div>	<div data-bbox="1552 411 1749 571">To 20 and Beyond</div> <div data-bbox="1552 603 1767 759">First Then Now</div>	<div data-bbox="1865 424 2063 563">Find My Pattern</div> <div data-bbox="1877 600 2074 743">On The Move</div>

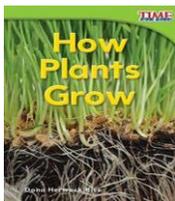
Autumn Term

Finding out Autumn



Spring Term

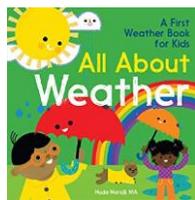
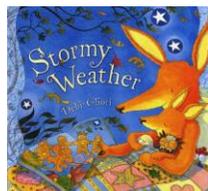
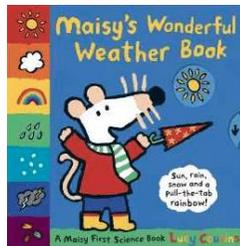
Finding out about Spring and how things grow.



Planting a Rainbow by Lois Ehlert

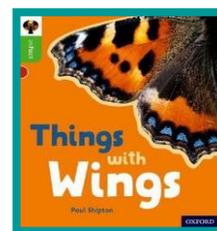
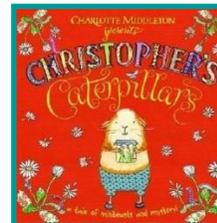
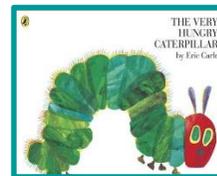


The Weather

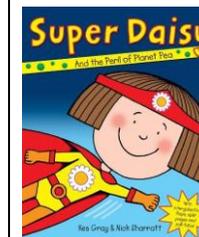
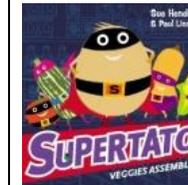


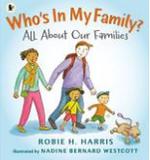
Summer Term

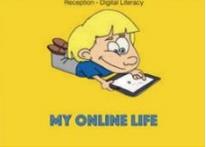
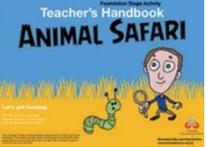
Mini Beasts

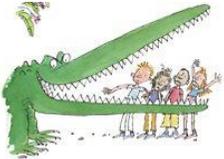
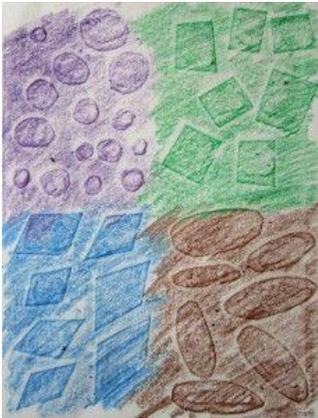


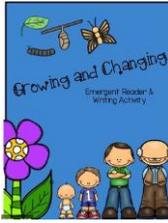
Super Heroes – scientific experiments

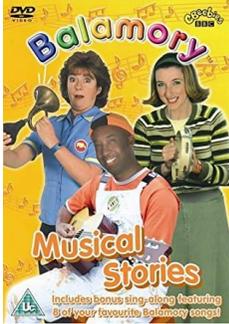


YEAR EYFS	Autumn Term	Spring Term	Summer Term
History	<p>Bonfire Night and Guy Fawkes.</p>   <p>Remembrance Sunday</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Chinese New Year – China</p>    <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<p>Family celebrations</p> <ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 
	Geography	<p>Finding out about ourselves and families</p>  <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. • Draw information from a simple map. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<p>Chinese New Year – China people and communities</p>    <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Computing	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can use a camera. I can go online. I can do the basics with technology. <p>Computer Science:</p> <ul style="list-style-type: none"> I can explain an algorithm. I can explain sequencing. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can discuss the use of technology in the world around me. I can use a search engine. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can use a camera. I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can discuss the use of technology in the world around me.  <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can use a camera. I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can go online. I can use a camera. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. <p>Digital Literacy:</p> <ul style="list-style-type: none"> I can discuss the use of technology in the world around me. I understand that people can talk to each other (communication) online. I can use a search engine. I can discuss the rules for staying safe online. I know online content is made and belongs to someone. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can use a camera. <p>Computer Science:</p> <ul style="list-style-type: none"> I can explain an algorithm. I can explain sequencing. I can give instructions to a programmable toy. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can use a camera. I can do the basics with technology. <p>Information Technology:</p> <ul style="list-style-type: none"> I can select and use technology for particular purposes. 	 <p>Mandatory Skills:</p> <ul style="list-style-type: none"> I can do the basics with technology. I can use a camera. <p>Computer Science:</p> <ul style="list-style-type: none"> I can explain an algorithm. I can explain sequencing. I can give instructions to a programmable toy.

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Art	<p data-bbox="271 140 383 165">Drawing</p>  <p data-bbox="170 336 483 362">Artist Link –Quentin Blake</p> <ul data-bbox="159 411 495 730" style="list-style-type: none"> • Begin to use a variety of drawing tools • Use drawings to tell a story Investigate different lines • Explore different textures Encourage accurate drawings of people 	<p data-bbox="600 140 703 165">Painting</p>  <p data-bbox="521 371 748 429">Artist Link – Albert Irvin</p> <ul data-bbox="521 480 775 946" style="list-style-type: none"> • Experimenting with and using primary colours • Naming colours • Mixing colours (not formal) • Learn the names of different tools that bring colour • Use a range of tools to make coloured marks on paper 	<p data-bbox="909 140 1012 165">Printing</p>  <p data-bbox="808 593 1115 655">Artist Link – Frottage (Art form)</p> <ul data-bbox="808 703 1099 876" style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours 	<p data-bbox="1279 140 1382 165">Textiles</p>  <p data-bbox="1171 406 1480 432">Artist Link – Ulrike Martin</p> <ul data-bbox="1137 480 1469 655" style="list-style-type: none"> • Handling, manipulating and enjoying using materials • Sensory experience • Simple weaving 	<p data-bbox="1603 140 1771 165">Mixed Media</p>  <p data-bbox="1576 402 1794 464">Artist Link – Basic symmetry</p> <ul data-bbox="1541 512 1823 651" style="list-style-type: none"> • Repeating patterns • Irregular painting patterns • Simple symmetry 	<p data-bbox="1939 140 2063 165">Sculpture</p>  <p data-bbox="1872 399 2130 461">Artist Link – Building blocks</p> <ul data-bbox="1850 509 2119 791" style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing • Building and destroying • Shape and model

YEAR EYFS	Autumn Term			Spring Term		Summer Term			
ation	<h3 data-bbox="179 135 336 199">Families and Friends</h3>  <ul data-bbox="156 558 358 1197" style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Play with one or more other children, extending and elaborating play ideas. • Form positive attachments to adults and friendships with peers. <p data-bbox="156 1117 358 1197">Show sensitivity to their own and others' needs.</p>	<h3 data-bbox="403 135 560 199">Safe Relationships</h3>  <ul data-bbox="392 446 582 1588" style="list-style-type: none"> • Increasingly follow rules, understanding why they are important. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions 	<h3 data-bbox="616 135 772 199">Respecting ourselves and others</h3>  <ul data-bbox="604 526 784 1588" style="list-style-type: none"> • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Understand gradually how others might be feeling. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • See themselves as a valuable individual. • Build constructive and respectful relationships 	<h3 data-bbox="817 135 974 199">Belonging to a community</h3>  <ul data-bbox="817 422 985 766" style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. <p data-bbox="806 798 985 957">Form positive attachments to adults and friendships with peers.</p>	<h3 data-bbox="1019 135 1153 199">Media literacy and digital resilience</h3> 	<h3 data-bbox="1220 135 1467 199">Money and work</h3>  <ul data-bbox="1187 470 1512 662" style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. 	<h3 data-bbox="1556 135 1713 199">Physical health and mental well-being</h3>  <ul data-bbox="1545 454 1724 1588" style="list-style-type: none"> • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing. • Manage their own needs. • personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: <i>regular physical activity</i> <i>healthy eating</i> <i>tooth brushing</i> 	<h3 data-bbox="1758 135 1915 199">Growing and changing</h3>  <ul data-bbox="1747 518 1915 1588" style="list-style-type: none"> • Manage their own needs. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<h3 data-bbox="1960 135 2116 199">Keeping safe</h3>  <ul data-bbox="1937 526 2139 1157" style="list-style-type: none"> • being a safe pedestrian • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Music	<p>Music and continuous provision</p>	<p>Exploring Sound</p>  <ul style="list-style-type: none"> • Clapping and playing in time to the pulse. • Playing simple rhythms on an instrument. • Using bodies, voices, un-tuned instruments and natural objects to create sound. • Responding to a sound by likening it to a character, animal or familiar environmental sound. • Recognising familiar sounds. 	<p>Celebration Music</p>  <ul style="list-style-type: none"> • Singing short songs from memory, adding simple dynamics. • Using un-tuned instruments to play alongside and in response to different types of music. • Listening to and commenting on the descriptive features of music. • Responding expressively to music using your body. • Responding to music through expressive and appropriate movement. 	<p>Music and Movement</p>  <ul style="list-style-type: none"> • Singing short songs from memory, adding simple dynamics. • Responding expressively to music using your body. • Responding to music through expressive and appropriate movement. 	<p>Big Band</p>  <ul style="list-style-type: none"> • Playing simple patterns on un-tuned instruments incorporating high/low (pitch) and fast/slow (tempo). • Singing and playing in response to instructions as part of a class performance. • Playing instruments expressively. • Experimenting with tempo and pitch using tuned and untuned instruments. 	<p>Musical Stories</p>  <ul style="list-style-type: none"> • Playing simple patterns on un-tuned instruments incorporating high/low (pitch) and fast/slow (tempo). • Playing instruments expressively. • Listening to and commenting on the descriptive features of music. • Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. • Creating and selecting appropriate sounds to tell a story.

YEAR EYFS	Autumn Term		Spring Term		Summer Term	
Physical	<ul style="list-style-type: none"> Finding spaces 	<ul style="list-style-type: none"> Ball control 	<ul style="list-style-type: none"> Large Apparatus 	<ul style="list-style-type: none"> Music and Movement 	<ul style="list-style-type: none"> Team Games 	<ul style="list-style-type: none"> Sports Day Activities 
	Religious	<ul style="list-style-type: none"> Diwali Festival 	<ul style="list-style-type: none"> The Nativity Story 	<ul style="list-style-type: none"> Chinese New year 	<ul style="list-style-type: none"> The Easter Story 	<ul style="list-style-type: none"> Family celebrations 

YEAR EYFS	Autumn Term	Spring Term	Summer Term			
Languages	<p>Hello, Goodbye Greetings Farewells Saying thank you</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language 	<p>Counting Numbers 1-10</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language 	<p>Days and Birthdays</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language 	<p>Rainbows</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language 	<p>Families and Bears</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language 	<p>Pirate fun- listening and joining in</p>  <ul style="list-style-type: none"> • Begin to be aware of some of the sounds of a new language. • Begin to explore our listening skills to help hear sounds and words in a new language. • Explore how to listen and join in with rhymes, songs and stories. • Explore how to join in with games, played in a different language. • Explore how to say some of the new sounds and words we hear in a different language

