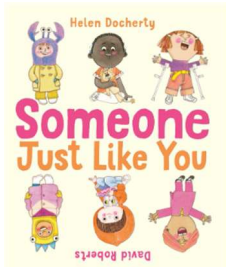
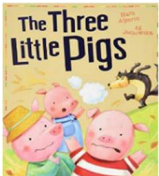
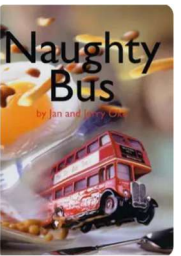











## St Peter's Reception Curriculum Overview

	Autumn 1 All About Me Natural History Museum	Autumn 2 Our School Floating Classroom Forest School	Spring 1 Our Local Area Visit the local park Forest School	Spring 2 Dinosaurs Egg hatching Zoo trip Forest School	Summer 1 Pirates Forest School Zoo	Summer 2 Superheroes People who help us visit Forest School
<b>Literacy</b>	<p style="text-align: center;"><b>All About Me</b></p>  <p style="text-align: center;">Someone just like you by Helen Docherty</p> <p><b>Outcome:</b> label a picture and write a simple caption</p> <p><b>Themes:</b> families, feelings, differences, similarities, acceptance, hobbies</p>	<p style="text-align: center;"><b>Traditional tales</b></p>  <p style="text-align: center;">The Three Little Pigs by Mara Alperin</p> <p><b>Outcome:</b> oral retelling &amp; draw images, write labels.</p> <p><b>Themes:</b> families, cookery, maps, farm animals.</p>	<p style="text-align: center;"><b>London</b></p>  <p style="text-align: center;">Naughty Bus by Jan Oke</p> <p><b>Outcome:</b> recount of where Naughty bus has been</p> <p><b>Themes:</b> maps, routines, London, pondlife</p>	<p style="text-align: center;"><b>The land before time</b></p>  <p style="text-align: center;">Gigantosaurus by Johnny Duddle</p> <p><b>Outcome:</b> retell/rewrite of the story</p> <p><b>Themes:</b> dinosaurs, jungle, families, telling the truth games.</p>	<p style="text-align: center;"><b>Pirates</b></p>  <p style="text-align: center;">The Pirates are coming! By John Condon</p> <p><b>Outcome:</b> retell/rewrite from character POV</p> <p><b>Themes –</b> boats, travel, pirates, treasure, maps, flags, sea creature</p>	<p style="text-align: center;"><b>Superheroes-</b></p>  <p style="text-align: center;">Supertato by Sue Hendra</p> <p><b>Outcome-</b> a wanted poster with a character description</p> <p><b>Themes:</b> superheroes, rule-breaking, growing veg, supermarkets.</p>
<b>Poetry</b>	<p style="text-align: center;"><i>A bundle of rhymes!</i> by Mother Goose</p> 	<p style="text-align: center;"><i>Creepy Crawly Busy Bugs</i> by Anon by James Carter</p> 	<p style="text-align: center;"><b>Into the Pond!</b></p> 	<p style="text-align: center;"><i>The Farmyard</i> by A. A. Allwood</p> 	<p style="text-align: center;"><b>I Wonder</b> By Margarita Engle</p> 	<p style="text-align: center;"><i>Eat Your Peas, Louise!</i> by Pegeen Snow 5 <i>Dinner-time Rhyme</i> by June Crebbin</p> 

Comprehension	<p>Children will develop concepts about print</p> <ul style="list-style-type: none"> <li>- Print relays a message</li> <li>- Knowledge about book orientation and directionality of print</li> <li>- Book handling (how to turn the pages and hold the book)</li> <li>- Emerging knowledge of the alphabet</li> <li>- Awareness of books, pages, words and letters</li> </ul>	<p>children will engage and enjoy an increasing range of books. Children will sequence familiar stories, using language linking to the beginning, middle and end</p>	<p>children will act out stories using recently introduced vocabulary. Children will begin to predict what might happen in a story.</p>	<p>Children will be able to talk about the characters in the books they are reading. Children will suggest how a story may end</p>	<p>Children will retell a story using vocabulary influenced by their book. Children will follow a story without props or pictures.</p>	<p>children will be able to answer questions about what they have read. Children will talk about the characters and how they may feel in different parts of the story.</p>	
	<p>Children will read individual sounds and begin blending sounds together to read cvc words</p> <p>For more detail, see Little Wandle progression of Skills.</p>	<p>Children will read phase 2 sounds and digraphs. They will continue to blend words to read phrases.</p> <p>For more detail, see Little Wandle progression of Skills.</p>	<p>Children will recognise taught digraphs in words and blend the sounds together. They will read sentences.</p> <p>For more detail, see Little Wandle progression of Skills.</p>	<p>Children will read words with double letters &amp; longer words</p> <p>Reading words with 2 or more digraphs</p> <p>For more detail, see Little Wandle progression of Skills.</p>	<p>Children will read longer sentences containing phase 4 words and tricky words &amp; tricky words</p> <p>Reading decodable books</p> <p>For more detail, see Little Wandle progression of Skills.</p>	<p>Children will read words with long vowel sounds and words ending in -es -ing</p> <p>For more detail, see Little Wandle progression of Skills.</p>	
	<p><b><u>Initial sounds and mark making and name writing</u></b></p> <p>Children will give meanings to the marks they make and begin to copy letters in their name.</p> <p>They will hear and record initial sounds in words and practise correct pencil grip</p>	<p><b><u>CVC words and Phonics</u></b></p> <p>Children will begin to segment and write simple cvc words using phonemes they have been taught. They will continue to develop correct letter formation and begin to leave spaces between words with support.</p>	<p><b><u>Captions/labels and phrases</u></b></p> <p>Children will write labels and short phrases using their phonic knowledge. They will begin to form simple captions related to familiar topics or pictures</p>	<p><b><u>Simple sentences</u></b></p> <p>Children will write short sentences that can be read by others. They will use a capital letter at the beginning and a full stop at the end.</p>	<p><b><u>Sentence Structure and tense</u></b></p> <p>Children will write simple extended sentences using words like and or because. They will show growing awareness of</p>	<p><b><u>Short Narratives and Punctuation</u></b></p> <p>Children will write a short narrative or recount with a beginning and logical sequence. They will use capital letters, full stops and spell</p>	

		m 'mum'				sentence structure and correct use of tense.	some common exception words correctly.
Writing outcomes & Specific Writing activities		<ul style="list-style-type: none"> <li>Mark making</li> <li>Write the initial sound 'm' for mum</li> <li>label a picture</li> <li>write a simple caption.</li> </ul>	<ul style="list-style-type: none"> <li>Oral retelling</li> <li>Write CVC words</li> <li>write labels</li> <li>begin to form lowercase letters correctly holding pencil effectively</li> <li>write my name</li> </ul>	<p>Recount of where Naughty Bus has been.</p> <ul style="list-style-type: none"> <li>Write labels, captions or simple 2 word phrases</li> <li>Begin forming simple phrases with finger spacing between each word.</li> </ul>	<p>retell/rewrite from characters point of view.</p> <ul style="list-style-type: none"> <li>Write a simple sentence independently</li> <li>Spaces between words</li> <li>Use capital letters for names or the start of the sentence</li> <li>Applying phonics to spelling</li> </ul>	<p>retell/rewrite the story.</p> <ul style="list-style-type: none"> <li>Write simple, coherent sentences</li> <li>Use present and past tense correctly</li> <li>Begin to use conjunctions and or but to join ideas</li> <li>Applying phonics to spelling</li> </ul>	<p>To write a wanted poster with a simple description of the character</p> <ul style="list-style-type: none"> <li>Narrative sentences</li> <li>Punctuation</li> <li>Applying phonics to spelling</li> </ul>
	Maths	<p>Children will have a deep understanding of 1-3 (children will recognise, subitise and find 1 more than/1 less than these numbers).</p> <p><b>Numerical Patterns</b> Children will verbally say which group has more or less.</p> <p><b>Shape, Space &amp; Measure</b></p>	<p>Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers).</p> <p><b>Numerical Patterns</b> Children will continue to verbally say find one more and one less than a given number</p> <p><b>Numerical Patterns</b> Children will begin to name and recognise</p>	<p>Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers).</p> <p><b>Numerical Patterns</b> Children will continue to verbally say find one more and one less than a given number</p>	<p>Children will have a deep understanding of numbers 1-10. (children will recognise, subitise and find 1 more than/1 less than these numbers).</p> <p><b>Numerical Patterns</b> Children will add and subtract using number sentences.</p>	<p>Children will have a deep understanding of numbers beyond 10 (children will recognise, subitise and find 1 more than/1 less than these numbers). Children will revise number bonds to 5.</p> <p><b>Numerical Patterns</b> Children will share quantities equally.</p>	<p>Children will have a deep understanding of numbers 1-20. (children will recognise, subitise and find 1 more than/1 less than these numbers). Children will know number bonds to 10, including doubling facts.</p>

		Children will be able to match objects and sort objects into groups talking about similarities and differences. Children will be able to copy and begin to continue patterns	some 2d shapes (circle, triangle, cone, sphere, triangular prism)	<b>Numerical Patterns</b> Children will begin to name and recognise some 2d shapes (circle, triangle, cone, sphere, triangular prism)	<b>Shape, Space &amp; Measure.</b> Children will order objects by height and length Children will explore and build different creations using 3D shapes	<b>Shape, Space &amp; Measure</b> Children will explore measuring; capacity	<b>Numerical Patterns</b> Children will be able to count beyond 20 and higher.  <b>Shape, Space &amp; Measure</b> Children will explore money. Children will begin to read time; o'clock.
	<b>Listening attention &amp; understanding</b>	Children will be able to understand how to listen carefully and know why it is important.	Children will begin to understand how and why questions	Children will learn to ask questions to find out more.	Children will retell a story and follow a story without pictures or props.	children will be able to understand a question such as who, what, where, when, why and how	children will be able to have conversations with adults and peers with back-and-forth exchanges.
	<b>Speaking</b>	Children will talk in front of small groups and their teacher offering their own ideas.	Children will use new vocabulary throughout the day	Children will talk in sentences using conjunctions, e.g. and, because.	Children will engage in non-fiction books and to use new vocabulary in different contexts.	children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	children will use talk in sentences using a range of tenses
<b>PSHE</b>		Health and Wellbeing My Identity and Skills  Relationships Safe and Unsafe	Living in the wider world Keeping Safe	Health and Wellbeing Self-awareness- feelings and goals	Living in the wider world Accidents and preventions/ cooperative skills	Health and Wellbeing Developing skills- improving and growing Keeping well and clean  : Relationships Special people	Living in the wider world Cooperative learning- games
	<b>Gross motor</b>	<b>Gymnastics &amp; Dance</b> • To move in different ways	<b>Movement skills</b> • To move and balance in different ways (hopping, running, skipping, jumping)	<b>Best of balls skills</b> • To explore a ball • To move the ball around the body	<b>Throwing and catching</b> • To move around without a ball	<b>Fun &amp; games</b> • To move in lots of different ways	<b>Games- The Olympics</b>

		<ul style="list-style-type: none"> <li>To climb safely using a range of apparatus and equipment</li> <li>To copy actions from a teacher</li> <li>To move to the music</li> <li>To copy actions from a partner</li> <li>To create your own actions and movements</li> </ul>	<ul style="list-style-type: none"> <li>To move, on, over and under equipment</li> <li>To play imagination games</li> <li>To move into space</li> <li>To take part in races and tag games</li> </ul>	<ul style="list-style-type: none"> <li>To travel with the ball</li> <li>To play with others To throw a ball</li> </ul>	<ul style="list-style-type: none"> <li>To move with a ball</li> <li>To explore different body parts to move the ball</li> <li>To explore how the ball moves</li> <li>To play command games</li> </ul>	<ul style="list-style-type: none"> <li>To move into space</li> <li>To play games with others</li> <li>To use equipment in games</li> <li>To keep score</li> </ul>	<ul style="list-style-type: none"> <li>To develop the ability to throw an object.</li> <li>To develop the ability to move at speed.</li> <li>To adapt the body when moving at speed.</li> <li>To learn how to jump safely.</li> <li>To develop the ability to jump in different ways</li> </ul>
	<b>Fine motor</b>	<p style="text-align: center;"><b><u>Finger gym:</u></b> Daily opportunities for children to develop their fine motor skills. The children practise these skills in the morning before school and during provision. Some of these activities include, threading, name writing, letter formation, using tweezers, cutting and sticking.</p> <p style="text-align: center;"><b><u>Using a range of tools competently, safely and confidently</u></b> The children learn how to use tools such as pencils and crayons for writing and drawing, a paintbrush and scissors for cutting. Developing the foundations of a hand writing style, the children learn how to hold a pencil effectively in preparation for fluent writing using the tripod grip.</p>					
	<b>Past &amp; present</b>	<p style="text-align: center;"><b><u>Humans Me &amp; Myself</u></b> <b>What makes me unique?</b> Children will explore how they have changed since they were a baby.</p>			<p style="text-align: center;"><b><u>The land before time</u></b> <b>How do we know dinosaurs lived on earth?</b></p>	<p style="text-align: center;"><b><u>Pirates from a long time ago</u></b> <b>What was life like for pirates long ago, and how is it</b></p>	

		<p>Identifying who is in their class and how are they different. Finding out about who is in my family and how are they different to others.</p>			<p><b>Animals excluding humans</b></p> <p>Children will share their prior knowledge about dinosaurs and investigate how dinosaurs lived on earth. They will learn and use vocabulary such as 'extinction' 'palaeontologist' 'fossils' 'long ago'.</p>	<p><b>different from life today?</b></p> <p>Children will share their prior knowledge about pirates and investigate how pirates lived long ago. They will learn and use vocabulary such as 'past', 'pirates', 'ships', 'treasure', and 'then and now'. For example, children will: Compare pirate life with their own lives today. Explore and handle objects pirates might have used. Talk about how pirates travelled and found treasure long ago. Sequence events to understand what happened in the past and what happens now.</p>	
	<p><b>People, culture &amp; communities</b></p>		<p><b><u>Our school</u></b></p> <p>My classroom Children will identify features of a classroom and mapping out the features as a class. They will go on an adventure walk around the school grounds. And derive information from a simple Ariel photo. Possible activities:</p> <ul style="list-style-type: none"> <li>- Use a simple plan map of the school grounds to find and / or mark in</li> </ul>	<p><b><u>Our Local Area</u></b></p> <p>Children will identify features of their local area and make comparisons to Malawi <a href="#">A child's time at Shine Early Years – SHINE RELIEF TRUST (shine-relief.org)</a></p>			<p><b><u>Humans</u></b></p> <p><b>Who are the people in our local community that help us?</b></p> <p>Children will explore local superheroes (fire fighters, police) and find out where a police station, hospital, school, post office is located in our community.</p>

			<p>features e.g. playground/toilets/class</p> <ul style="list-style-type: none"> <li>- Point to N/S pole</li> <li>- Draw and create a simple map of classroom and begin to use symbols</li> </ul>				
	<b>The Natural World</b>	<p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>- Describing family members and characteristics. Comparing feet/hand sizes</li> <li>- Body parts, growth, senses.</li> </ul> <p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>- Identifying signs of Autumn</li> </ul>	<p><b><u>Materials including changing materials strong or weak?</u></b></p> <ul style="list-style-type: none"> <li>- Designing homes out of straw, sticks and bricks</li> <li>- Testing materials</li> <li>- Building rafts and testing which material is the strongest</li> </ul> <p>Heating/cooling</p> <p><b><u>Seasonal changes</u></b></p> <p>Understanding the changes from Autumn to Winter.</p>	<p><b><u>Materials including changing materials</u></b></p> <p>Exploring materials used in buildings and transport in London</p> <p>Investigate different materials used in famous London buildings and bridges (stone, glass, metal). Compare materials—what is strong, waterproof, or smooth?</p> <p><b><u>Plants</u></b></p> <p>Observing and caring for urban nature</p> <p>Explore plants and trees in London parks and gardens. Learn about pond life in city parks (frogs, insects, water plants).</p> <p>Discuss how animals and plants adapt to the city environment.</p>	<p><b><u>Animals including humans-</u></b></p> <p>Investigate dinosaurs and their environments (jungles, forests).. Explore life cycles through chicks hatching and plant growth.</p>	<p><b><u>Animals including humans</u></b></p> <p>Explore sea creatures and ocean habitats</p>	<p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>- Identifying signs of Summer</li> <li>- Understanding the changes from Spring to Summer.</li> </ul> <p><b><u>Light</u></b></p> <p>Explore shadows</p> <p>Explore rainbows</p>
<b>EA</b>	<b>CwM</b>	<p><b><u>Drawing &amp; Painting</u></b></p> <ul style="list-style-type: none"> <li>• Paint self-portraits mixing skin tones</li> <li>• Draw family members</li> <li>• Paint feelings using colours</li> </ul>	<p><b><u>3D form</u></b></p> <ul style="list-style-type: none"> <li>• Build houses from straw, sticks, bricks</li> <li>• Shape and paint clay gingerbread men</li> <li>• Make Stick Man models with natural materials</li> </ul>	<p><b><u>Printing</u></b></p> <ul style="list-style-type: none"> <li>• London skyline silhouette painting: Introduce contrast (black silhouette on watercolour wash).</li> </ul>	<p><b><u>Materials/Collage:</u></b></p> <ul style="list-style-type: none"> <li>• Make jungle collages with paper and fabric</li> <li>• Create life cycle collages with mixed materials</li> </ul>	<p><b><u>Painting &amp; Mixed media:</u></b></p> <ul style="list-style-type: none"> <li>• Paint textured seascapes</li> <li>• Design and paint pirate flags</li> </ul>	<p><b><u>Textiles &amp; Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Design superhero masks or capes</li> <li>• Paint patterned pebbles</li> <li>• Draw and collage hero portraits</li> </ul>

		<p><b>Evaluation:</b> Children talk about their choice of colours and how their portrait shows their features or feelings.</p> <p><b>Skills for Year 1:</b> Drawing skills and colour mixing</p>	<ul style="list-style-type: none"> <li>Children describe how they made their models and what materials they chose.</li> </ul> <p><b>Evaluation:</b> Children describe how they made their models and what materials they chose.</p> <p><b>Skills for Year 1:</b> <i>Making and shaping 3D objects</i></p>	<ul style="list-style-type: none"> <li>Maps and marks: Printing and mark-making using recycled materials (bubble wrap, sponges) to explore city textures.</li> <li>Make textured prints with sponges and bubble wrap</li> <li>Print vehicle tracks with toy cars</li> </ul> <p><b>Evaluation:</b> Children discuss how different objects create different patterns and textures in their prints.</p> <p><b>Skills for Year 1:</b> <i>Creating patterns and textures with printing</i></p>	<ul style="list-style-type: none"> <li>Make dinosaur skin texture collages</li> </ul> <p><b>Evaluation:</b> Children explain why they chose certain materials and how they layered them.</p> <p><b>Skills for Year 1:</b> Layering materials and arranging shapes</p>	<ul style="list-style-type: none"> <li>Make treasure maps with paint and collage</li> </ul> <p><b>Evaluation:</b> Children share their favourite colours and patterns and explain their choices.</p> <p><b>Skills for Year 1:</b> <i>Using paint and combining materials</i></p>	<p><b>Evaluation:</b> Children talk about how their artwork shows something special about themselves or their hero.</p> <p><b>Skills for Year 1:</b> <i>Using different materials and drawing with detail</i></p>
BI and E	children will sing and perform nursery rhymes. Children will learn and perform songs. Children will use costumes and props to act out narratives in the role play areas	Children will sing and perform in the EYFS / KS1 Nativity. Children will learn / perform a poem & songs in music. Children will use costumes and props to act out narratives in the role play areas.	Children will join in with whole school singing assemblies. Children will use costumes and props to act out narratives in the role play areas.	Children will learn and perform a simple dance routine. Children will learn a familiar story and act it out. Children will use costumes and props to act out narratives in the role play areas.	Children will learn and perform a simple dance routine, moving in time to the music. Children will create their own costumes and props to act out narratives in the role play areas.	Children will learn and perform their assembly. Children will listen to poems and create their own.	

RE	<p><u>Christianity</u></p> <p>Who made the wonderful world and why?</p> <p>See RE unit planning for more detail</p>	<p><u>Christianity</u></p> <p>Why is Christmas special for Christians?</p> <p>See RE unit planning for more detail</p>	<p><u>Christianity</u></p> <p>Why do Christians believe Jesus is special?</p> <p>See RE unit planning for more detail</p>	<p><u>Christianity</u></p> <p>What is so special about Easter?</p> <p>See RE unit planning for more detail</p>	<p><u>World Faith</u></p> <p>Who cares for this special world?</p> <p>See RE unit planning for more detail</p>	<p><u>Christianity</u></p> <p>How did Jesus rescue people?</p> <p>See RE unit planning for more detail</p>
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