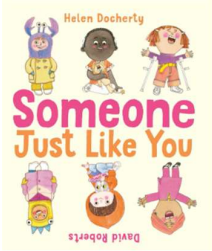
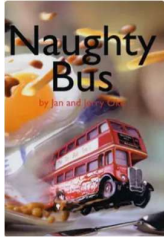


St Peter's Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	All About Me  Someone just like you by Helen Docherty Outcome: label a picture and write a simple caption using the sounds they know Themes: families, feelings, differences, similarities, acceptance, hobbies	Traditional tales  The Three Little Pigs by Mara Alperin Outcome: oral retelling & draw images, write labels. Themes: families, cookery, maps, farm animals.	London  Naughty Bus by Jan Oke Outcome: recount of where Naughty bus has been Themes: maps, routines, London, pondlife	The land before time  Gigantosaurus by Johnny Duddle Outcome: retell/rewrite of the story Themes: dinosaurs, jungle, families, telling the truth games.	Pirates  The Pirates are coming! By John Condon Outcome: retell/rewrite from character POV Themes – boats, travel, pirates, treasure, maps, flags, sea creature	Superheroes-  Supertato by Sue Hendra Outcome- a wanted poster with a character description Themes: superheroes, rule-breaking, growing veg, supermarkets.
Poetry	<i>A bundle of rhymes!</i> by Mother Goose 	<i>Creepy Crawly</i> by Anon <i>Busy Bugs</i> by James Carter 	Into the Pond! 	<i>The Farmyard</i> by A. A. Allwood 	I Wonder by Margaretta Engle 	<i>Eat Your Peas, Louise!</i> by Peggyn Snow 5 <i>Dinner-time Rhyme</i> by June Crebbin 
Comprehension	Children will develop concepts about print - Print relays a message	children will engage and enjoy an increasing range of books. Children will sequence familiar	children will act out stories using recently introduced vocabulary. Children will	Children will be able to talk about the characters in the books	Children will retell a story using vocabulary	children will be able to answer questions about what they

		- Knowledge about book orientation and directionality of print - Book handling (how to turn the pages and hold the book) - Emerging knowledge of the alphabet - Awareness of books, pages, words and letters	stories, using language linking to the beginning, middle and end	begin to predict what might happen in a story.	they are reading. Children will suggest how a story may end	influenced by their book. Children will follow a story without props or pictures.	have read. Children will talk about the characters and how they may feel in different parts of the story.
	Word reading	Children will read individual sounds and begin blending sounds together to read cvc words For more detail, see Little Wandle progression of Skills.	Children will read phase 2 sounds and digraphs. They will continue to blend words to read phrases. For more detail, see Little Wandle progression of Skills.	Children will recognise taught digraphs in words and blend the sounds together. They will read sentences. For more detail, see Little Wandle progression of Skills.	Children will read words with double letters & longer words Reading words with 2 or more digraphs For more detail, see Little Wandle progression of Skills.	Children will read longer sentences containing phase 4 words and tricky words & tricky words Reading decodable books For more detail, see Little Wandle progression of Skills.	Children will read words with long vowel sounds and words ending in -es -ing For more detail, see Little Wandle progression of Skills.
	Writing Skills progression	Initial sounds and mark making and name writing Children will give meanings to the marks they make and begin to copy letters in their name. They will hear and record initial sounds in words and practise correct pencil grip m 'mum'	CVC words and Phonics 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.	Captions/labels and phrases Children will write labels and short phrases using their phonic knowledge. They will begin to form simple captions related to familiar topics or pictures	Simple sentences 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.	Sentence Structure and tense Children will write simple extended sentences using words like and or because. They will show growing awareness of sentence structure and correct use of tense.	Short Narratives and Punctuation Children will write a short narrative or recount with a beginning and logical sequence. They will use capital letters, full stops and spell some common exception words correctly.

	Writing outcomes & Specific Writing activities	- Mark making - Write the initial sound 'm' for mum - label a picture/write a caption using the sounds they know	- Oral retelling - Write CVC words - write labels - begin to form lowercase letters correctly holding pencil effectively - write my name	Recount of where Naughty Bus has been. - Write labels, captions or simple 2-word phrases - Begin forming simple phrases with finger spacing between each word.	retell/rewrite from characters point of view. - Write a simple sentence independently - Spaces between words - Use capital letters for names or the start of the sentence - Applying phonics to spelling	retell/rewrite the story. - Write simple, coherent sentences - Use present and past tense correctly - Begin to use conjunctions and or but to join ideas - Applying phonics to spelling	To write a wanted poster with a simple description of the character - Narrative sentences - Punctuation - Applying phonics to spelling
	Maths	Children will have a deep understanding of 1-3 (children will recognise, subitise and find 1 more than/1 less than these numbers). Numerical Patterns Children will verbally say which group has more or less. Shape, Space & Measure Children will be able to match objects and sort objects into groups talking	Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers). Numerical Patterns Children will continue to verbally say find one more and one less than a given number Numerical Patterns Children will begin to name and recognise some 2d shapes (circle, triangle, cone, sphere, triangular prism)	Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers). Numerical Patterns Children will continue to verbally say find one more and one less than a given number Numerical Patterns Children will begin to name and recognise some 2d shapes (circle, triangle,	Children will have a deep understanding of numbers 1-10. (children will recognise, subitise and find 1 more than/1 less than these numbers). Numerical Patterns Children will add and subtract using number sentences. Shape, Space & Measure.	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. Numerical Patterns Children will share quantities equally. Shape, Space & Measure	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. Numerical Patterns Children will be able

		about similarities and differences. Children will be able to copy and begin to continue patterns		cone, sphere, triangular prism)	Children will order objects by height and length Children will explore and build different creations using 3D shapes	Children will explore measuring; capacity	to count beyond 20 and higher. Shape, Space & Measure Children will explore money. Children will begin to read time; o'clock.
	Listening attention & understanding	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.
	Speaking	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
PSHE		Self-regulation: My Feelings	Building relationships: Special Relationships	Managing Self: Taking on Challenges	Self-regulation: Listening and following instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
	Gross motor	Introduction to PE: Unit 1 Theme: Witches and Wizards To move safely and sensibly in a space with consideration of others.	Introduction to PE: Unit 2 Theme: People Who Help Us To move around safely in space. Theme: Friends and Family To follow instructions and stop safely.	Dance: Unit 1 Theme: Head, Shoulders, Knees and Toes To explore different body parts and how they move.	Gymnastics: Unit 1 Theme: Rainforest Animals To copy and create shapes with your body.	Games: Unit 2 Theme: Polar Regions To aim when throwing and	Athletics (Use Year 1/2 planning) To move at different speeds over varying distances.

	Theme: Pirates To develop moving safely and stopping with control. Theme: Mythical Creatures To use equipment safely and responsibly Theme: To the Castle To use different travelling actions whilst following a path. Theme: Superheroes To work with others co-operatively and play as a group Theme: Monsters To follow, copy and lead a partner Fundamentals: Unit 1 Theme: Body Parts To develop balancing whilst stationary and on the move Theme: Feelings To develop running and stopping Theme: Our senses To develop changing direction Theme: Ways we look after ourselves To develop jumping and landing Theme: My favourite things To develop hopping and landing with control Theme: It is good to be me To explore different ways to travel	Theme: Houses and Homes To stop safely and begin to use control with equipment. Theme: Morning Time To follow instructions and play safely as a group. Theme: At the Shops To follow a path and take turns. Theme: Dinner Time To work co-operatively with a partner. Fundamentals: Unit 2 Theme: At the Circus To develop balancing. Theme: On Safari To develop running and stopping. Theme: Under the Sea To develop changing direction. Theme: Space Explorers To develop jumping. Theme: At the Farm To develop hopping. Theme: Into the Woods To explore different ways to travel using equipment.	Theme: Head, Shoulders, Knees and Toes To explore different body parts and how they move and remember and repeat actions. Theme: Transport To express and communicate ideas through movement exploring directions and levels. Theme: Transport To create movements and adapt and perform simple dance patterns. Theme: Morning Routine To copy and repeat actions showing confidence and imagination. Theme: My Journey to School To move with control and co-ordination, linking, copying and repeating actions. Ball Skills: Unit 1 Theme: Beetles To develop rolling a ball to a target. Theme: Busy Bees To develop stopping a rolling ball. Theme: Ladybirds and Butterflies To develop accuracy when throwing to a target.	Theme: Woodland Animals To be able to create shapes whilst on apparatus. Theme: Lakeland Animals To develop balancing and taking weight on different body parts. Theme: Desert Animals To develop jumping and landing safely. Theme: Sea Animals To develop rocking and rolling. Theme: Pet Animals To copy and create short sequences by linking actions together. Games: Unit 1 Theme: Cars To work safely and develop running and stopping. Theme: Aeroplanes To develop throwing and learn how to keep score. Theme: Cyclists To play games showing an understanding of the different roles within it. Theme: Buses To follow instructions	practise keeping score. Theme: The Rainforest To follow instructions and move safely when play tagging games. Theme: Australia To learn to play against a partner. Theme: Wild West To develop co-ordination and play by the rules. Theme: India To explore striking a ball and keeping score. Theme: Far East To work co-operatively as a team. Ball Skills: Unit 2 Theme: Windy Weather To develop rolling and tracking a ball. Theme: Snow is Falling To develop accuracy when throwing to a target. Theme: There's a Storm Coming To develop dribbling with hands	To develop balance. To develop changing direction quickly. To explore hopping, jumping and leaping for distance. To develop throwing for distance. To develop throwing for accuracy. Sports Day events practice
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				Theme: Grasshoppers To develop bouncing and catching a ball. Theme: Caterpillars To develop dribbling a ball with your feet. Theme: Spiders To develop kicking a ball.	and move safely when playing tagging games. Theme: Boats To work co-operatively and learn to take turns. Theme: Trains To work with others to play team games.	Theme: Rainy Days To develop throwing and catching with a partner. Theme: Sunshine and Rainbows To develop dribbling a ball with your feet. Theme: Foggy Days To develop kicking a ball to a target.	
	Fine motor	Finger gym: 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. Using a range of tools competently, safely and confidently 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 handwriting style, the children learn how to hold a pencil effectively in prepetition for fluent writing using the tripod grip.					
	Past & present	<u>Me/Myself</u> <u>What is my History and how do I know?</u> Understanding the Past Children talk about their own past experiences, such as birthdays, holidays, or memorable events. Children begin to recognise how they have changed over time (e.g., “I was a baby, now I am older”). Children understand that family members have past			<u>Dinosaurs</u> <u>How do we know dinosaurs lived on earth?</u> Understanding the Past Children explore the idea that dinosaurs lived a very long time ago. Children learn that evidence like fossils, footprints, and bones helps us know about		Homes and Castles How have homes changed over time? Understanding the Past Children explore different types of homes from the past, including castles, cottages, and historic houses. Children learn about how people lived in the past, including the materials,

		experiences that are different from their own. Understanding the Present Children talk about themselves, their likes, dislikes, and interests, and what makes them unique. Children explore similarities and differences between themselves and others in their class/family. Children begin to understand the concept of identity, including their name, age, appearance, and abilities. Connecting Past and Present Children sequence events in their own lives using simple timelines or drawings. Children share stories about themselves and their families, comparing “then” and “now”. Children reflect on what makes them special, helping them develop a			creatures from the past. Children begin to understand that people today did not see dinosaurs, but scientists study clues to learn about them. Understanding the Present Children talk about things that exist today and compare them to the past (e.g., animals that are alive now vs. extinct dinosaurs). Children begin to understand the role of scientists in studying the past. Connecting Past and Present Children sequence events to show then and now, e.g., “Dinosaurs lived millions of years ago, humans live now.” Children compare dinosaurs to familiar		furniture, and daily routines. Children begin to understand that homes and castles from long ago were very different from homes today. Understanding the Present Children talk about their own homes and what makes them special. Children explore different homes around the world today and compare them to their own. Children understand the purpose of homes and castles in providing safety and shelter. Connecting Past and Present Children sequence events and explore
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		sense of belonging and self-awareness.			animals to understand differences and similarities. Children develop curiosity about how the world has changed over time.		how homes have changed over time. Children compare past and present homes , noticing similarities and differences. Children develop an understanding of why castles were built and what life was like for the people who lived in them.
	People, culture & communities	Exploring Self and Immediate Family (Covered in Literacy and History) Children talk about their own families and relationships. Children begin to understand that families can look different. Children start to identify special people in their lives and what they do. Children develop a sense of belonging in the classroom	Exploring Maps To find and name familiar features on maps To consider shapes and positions of features when making a map To build and describe a model of a familiar place To explore a range of maps To apply their knowledge of maps to make their own Children explore celebrations, festivals, and traditions from	Outdoor Adventures To explore natural objects using the senses. To describe the effects of different weather conditions To use the senses to observe and talk about experiences whilst outside. To begin to notice some of the features of the changing seasons.	Festivals Children explore celebrations, festivals, and traditions from their own culture and those of others. Children begin to recognize similarities and differences between cultures and communities.	Around the world To compare features in the local environment to other places around the world. To compare contrasting places within the UK. To recognise the difference between city and countryside environments To compare different landscapes around the world.	Who are the people in our local community that help us? Children will explore local superheroes Children will identify different people who help us (e.g., doctors, firefighters, police officers, teachers, postal workers). Children understand the purpose of each role and how these people contribute to the community.

		and their immediate community. Children explore celebrations, festivals, and traditions from their own culture and those of others. Children begin to recognize similarities and differences between cultures and communities.	their own culture and those of others. Children begin to recognize similarities and differences between cultures and communities.	To begin to recognise seasonal weather conditions. To understand how to help local animals by making places for them to live. Children explore celebrations, festivals, and traditions from their own culture and those of others. Children begin to recognize similarities and differences between cultures and communities.		To understand the characteristics of desert environments, including climate and landscape. To explore and understand life in a cold place, comparing and contrasting it with our own To explore and understand life in a cold place, comparing and contrasting it with our own lives. Children explore celebrations, festivals, and traditions from their own culture and those of others. ☑Children begin to recognize similarities and differences between cultures and communities.	Children talk about personal experiences of being helped by these people Children explore celebrations, festivals, and traditions from their own culture and those of others. Children begin to recognize similarities and differences between cultures and communities.
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	The Natural World	Animal adventures To sort objects into living and non-living. To find and describe minibeasts. To sort and describe farm animals. To sort animals based on where they live. To compare my home with a zoo animal home.		I am a scientist To explore ways to make objects move. To explore different sounds. To explore whether objects float or sink. To explore freezing and melting. To explore how light makes shadows		Our beautiful planet To recognise some ways to look after the planet To identify and name plants To explore what helps seeds grow	
		Changing Seasons To recognise changes outside in autumn. Teach this lesson at the end of Autumn 1. To recognise different types of weather. Teach this lesson at the end of Autumn 2. To recognise how animals prepare for winter. Teach this lesson at the end of Spring 1. To recognise changes outside in spring. Teach this lesson at the end of Spring 2. To investigate the mixture needed to build a sandcastle. Teach this lesson at the end of Summer 1. To recognise changes outside in summer. Teach this lesson at the end of Summer 2.					
EA	Exploring and Using Media and materials	Art and Design Drawing: Marvellous Marks To investigate the marks and patterns made by different textures To explore making marks with felt tips To explore making marks with chalk To explore mark making with pencils To create a simple observational drawing To use a variety of colours and materials to create a self portrait	DT Structures: Junk modelling To explore and investigate the tools and materials in the junk modelling area To investigate cutting different materials To learn how to plan and select the correct resources needed to make a model To verbally plan and create a junk model To share a finished model and talk about the processes in its creation	Art and Design Painting and Mixed media: Paint my world To explore paint through finger painting To create natural paintbrushes using found objects To respond to music through the medium of painting To make child led collages using mixed media To create landscape collages inspired by the work of Megan Coyle To create a large piece of group ark work inspired by London	DT Cooking and nutrition: Soup To explore fruit and vegetables and the differences between them To explore a pumpkin and describe it using the 5 sentences To design a fruit and vegetable soup recipe To learn how to use a knife safely To safely use tools to prepare ingredients To design food packaging	Art and Design Sculpture: 3d Creation To explore clay and its properties To explore play doh and it's properties To create natural 3D landscape pictures using found objects To generate inspiration and conversation about sculpture art and artists To begin making a 3D clay sculpture using the designs	DT Structures: Boats To understand what waterproof means and to test whether materials are waterproof To test and make predictions for which materials float or sink To compare the uses of boats To investigate how the shape and structure affects the way boats move To design a boat To create a boat based upon their own design

						created last lesson (animals) To make a 3D clay sculpture using the designs created last lesson	
	Being imaginative	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		<u>Christianity</u> Who made the wonderful world and why? See RE unit planning for more detail	<u>Christianity</u> Why is Christmas special for Christians? See RE unit planning for more detail	<u>Christianity</u> Why do Christians believe Jesus is special? See RE unit planning for more detail	<u>Christianity</u> What is so special about Easter? See RE unit planning for more detail	<u>World Faith</u> Who cares for this special world? See RE unit planning for more detail	<u>Christianity</u> How did Jesus rescue people? See RE unit planning for more detail