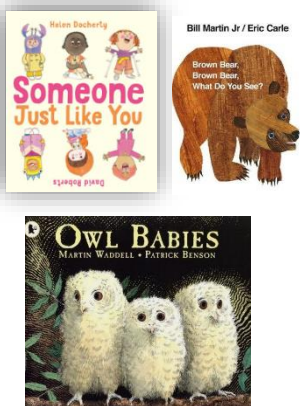
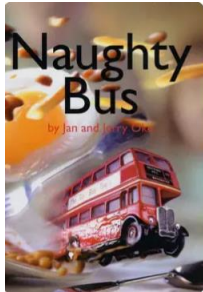
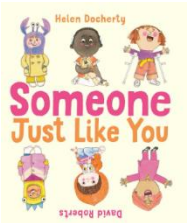
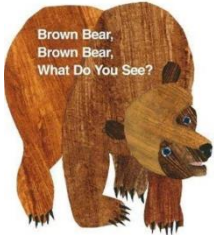
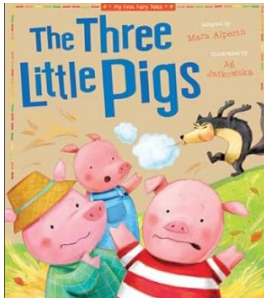
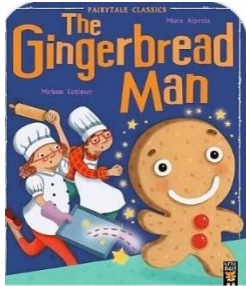
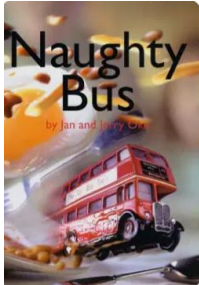
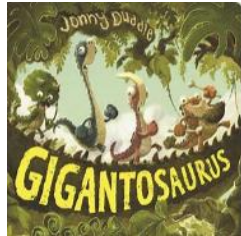
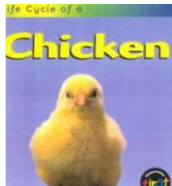
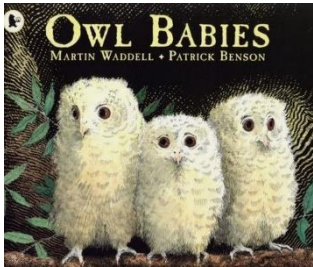


St Peter's Reception Curriculum Overview

	Autumn 1 Visit the local park Natural History Museum	Autumn 2 Science Musuem	Spring 1 London	Spring 2 Dinosaurs Egg hatching Zoologist visit Zoo trip	Summer 1 Pirates	Summer 2 Superheroes People who help us visit
Core Text						
Exploration Texts:	• Elmer • Dear Zoo • The Gruffalo • Animal homes: A lift the flap book of Discovery • Robin's Winter song • The squirrels who squabbled	• Each Peach Pear Plum • Stick man by Julia Donaldson • Rosie's Walk by Pat Hutchins • A Great big cuddle by Michael Rosen • The Christmas story • Peace At last	• We're going on a Bear hunt • Rosie's Walk by Pat Hutchins • Last stop on Market Street by Christian Robinson • Martha Maps it out by Leigh Hodgkinson • Tadpole's Promise	• Dinosaur Roar! • Tyrannosaurus Drip • Never show a T Rex a Book • Dinosaur bones by Bob Barner • My first book of dinosaurs • Where oh Where is Rosie's chick?	• The Night Pirates • The Pirates next door • The Pirate Mums • The Treasure of Pirate Frank • Usborne Beginners Pirates • See inside Pirate Ships • The Storm Whale	• The Jolly postman • Shine • All through the night: The people who work while we sleep • A Superhero like you • I'm the bin lorry driver • Olu's teacher • Rescue Crew

					Flotsam	How to be a doctor and other life saving jobs/
Topic Theme	<u>Me, My family and the World around me</u> Someone just like you By Helen Docherty  Themes: Getting to know one another. Names, identity, families, feelings, differences, similarities, acceptance, hobbies Weeks 3-4 Brown Bear, Brown Bear what do you see? Bill Martin Jr / Eric Carle 	<u>Traditional tales</u> The three little pigs  <u>Winter/Christmas</u> Weeks 4-7 The gingerbread man. 	<u>London</u> The Naughty Bus by Jan and Jerry Oke  Themes: maps, routines, London, pondlife, forgiveness	<u>The land before time</u> Gigantosaurus By Jonny Duddle  Themes: dinosaurs, jungle, families, telling the truth, games <u>New life</u> The life cycle of a chicken Big Book 	<u>Pirates</u> The Pirates are coming! By John Condon  Themes: pirates, boats, travel, treasure maps flags, sea creatures.	<u>Superheroes & People who help us</u> Supertato 

		Mini theme: Looking at our world. Animals, colours, observation, prediction and joining in with patterned language. Weeks 5-7 Owl Babies  Mini theme: families, feelings and belonging, separation, reassurance, emotions, sequencing and retelling.	Themes: families, homes, building, measuring, wolves, animals.				
	Comprehension	Children will develop concepts about print - Print relays a message - Knowledge about book orientation and directionality of print - Book handling (how to turn the pages and hold the book) - Emerging knowledge of the alphabet	children will engage and enjoy an increasing range of books. Children will sequence familiar stories, using language linking to the beginning, middle and end	children will act out stories using recently introduced vocabulary. Children will begin to predict what might happen in a story.	Children will be able to talk about the characters in the books they are reading. Children will suggest how a story may end	Children will retell a story using vocabulary influenced by their book. Children will follow a story without props or pictures.	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.

		- Awareness of books, pages, words and letters					
	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	Children will begin to write CVC words using the sounds they know. They will give meanings to the marks they make and begin to copy letters in their name. They will hear and record initial, medial, and final sounds in simple words. “cat” “mum”	Children will begin to write labels and simple captions using known sounds. They will write their full name and use phonics to segment and spell CVC words. big pig	Children will write simple sentences using finger spaces and phonetic spelling. They will begin to use a capital letter at the start of a sentence and a full stop at the end with adult support. “The bus is big and red.”	Children will write two or more connected sentences to retell or describe events. They will use familiar tricky words and begin to use 'and' to join ideas. “The big dinosaur is scary. He runs fast and he roars loud.	Children will write short narratives with a beginning, middle, and end. They will begin to re-read their writing to check it makes sense I saw a ship. The pirates came to town. I was scared. They did not fight. They had cake. I had fun.”	Children will write independently for different purposes (e.g. stories, instructions, letters). They will use capital letters, full stops, and finger spaces consistently and spell words using their phonics knowledge. He is small and green. He has red eyes. He is very mean. He gets out of the freezer. He rolls away fast.

							Do not let him go! If you see him, tell Supertato!
	Writing outcomes & Specific Writing activities	Outcome: label a picture and write a simple caption. Linked to the theme 'All About Me', children will: • Draw and label pictures of themselves and their families. • Write CVC words linked to body parts, clothing, or things they like (e.g. <i>leg, mum, dog</i>). • Begin to write labels and name tags for self-portraits or classroom displays. • Engage in early mark-making in role-play areas (e.g. doctor's surgery, home corner).	Outcome: label a plan and write a simple caption. Linked to the theme Traditional tales, children will: • Draw and label the three pigs' houses (straw, sticks, bricks). • Label pig characters and write simple captions (e.g., "The big pig"). Sequence story pictures and write labels and captions for each scene. • Write labels and captions for models in a house-building role play area. • Create a wanted poster for the wolf with labels and captions. • Write a shopping list for the pigs with labeled items. • Draw a story map and add labels and captions for key events. • Label body parts on pig pictures and write simple captions.	Outcome: recount of where Naughty Bus has been. • Describe London landmarks (e.g., "The bus goes to Big Ben.") • Write sentences about different types of London transport (e.g., "The taxi is red.") • Sequence story events and write one sentence for each picture (e.g., "The bus goes to the park.") • Write sentences about what the Naughty Bus does (e.g., "The bus is naughty.") • Describe parts of the bus (e.g., "The bus has big wheels.") • Write a sentence about what they like about London or the bus (e.g., "I like the big bus.")	Outcome: retell/rewrite from characters point of view. • Add speech bubbles to story illustrations. • Write thought bubbles showing how the character feels. • Retell part of the story in first person (e.g. "I was playing when..."). • Write a postcard from the jungle in role as a character. • Use role play and puppets to write speech or thought prompts. • Write a short conversation between two dinosaurs in speech bubbles.	Outcome: retell/rewrite the story. • Write a letter from one character to another. • Rewrite the story from a different character's point of view (e.g. a villager). Use puppets or small world play to act out and then write the story. • Make a comic strip version of the story with captions and speech.	Outcome: To write a wanted poster with a character description. • Write a wanted poster describing the villain (e.g. Evil Pea). • Create a character description using sentence starters (He is... / She has...). • Label a picture of the villain using adjectives (green, small, mean). • Write instructions for how to catch Evil Pea.
	Maths	Children will have a deep understanding of 1-3 (children will recognise, subitise and find 1 more than/1 less than these numbers).	Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers).	Children will have a deep understanding of numbers 1-5. (children will recognise, subitise and find 1 more than/1 less than these numbers).	Children will have a deep understanding of numbers 1-10. (children will recognise, subitise and find 1 more than/1 less than these numbers).	Children will have a deep understanding of numbers beyond 10 (children will recognise, subitise and find 1 more than/1 less than	Children will have a deep understanding of numbers 1-20. (children will recognise, subitise

		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 about similarities and differences. Children will be able to copy and begin to continue patterns	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)	Numerical Patterns Children will continue to verbally say find one more and one less than a given number Shape, Space & Measure: Children will compare mass and capacity. They will explore measuring different objects. Children will begin to read time; o'clock.	Numerical Patterns Children will add and subtract using number sentences. Shape, Space & Measure. Children will order objects by height and length Children will explore and build different creations using 3D shapes	these numbers). Children will revise number bonds to 5. Numerical Patterns Children will share quantities equally. Shape, Space & Measure Children will explore measuring; capacity	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 to count beyond 20 and higher. Shape, Space & Measure Children can be supported to manipulate and discuss pre-made scenes and models or ones of their own design. Children will explore money.
	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	children will use talk in sentences using a range of tenses

						thinking, ideas, feelings and events.	
RHE		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
	Gross motor	Gymnastics & Dance - To move in different ways - To climb safely using a range of apparatus and equipment - To copy actions from a teacher - To move to the music - To copy actions from a partner - To create your own actions and movements	Movement skills - To move and balance in different ways (hopping, running, skipping, jumping) - To move, on, over and under equipment - To play imagination games - To move into space - To take part in races and tag games	Best of balls skills - To explore a ball - To move the ball around the body - To travel with the ball - To play with others To throw a ball	Throwing and catching - To move around without a ball - To move with a ball - To explore different body parts to move the ball - To explore how the ball moves - To play command games	Fun & games - To move in lots of different ways - To move into space - To play games with others - To use equipment in games - To keep score	Games- The Olympics - To develop the ability to throw an object. - To develop the ability to move at speed. - To adapt the body when moving at speed. - To learn how to jump safely. - To develop the ability to jump in different ways

	Fine motor	<u>Finger gym:</u> 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. <u>Using a range of tools competently, safely and confidently</u> 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.					
	Past & present	<u>Humans</u> <u>Me & Myself</u> What makes me unique and where do I belong? Children will explore how they have changed since they were a baby. 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.			<u>The land before time</u> How do we know dinosaurs lived on earth? Animals excluding humans 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'.	<u>Pirates from a long time ago</u> What was life like for pirates long ago, and how is it different from life today? 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.	
	People, culture & communities		<u>Our school</u> How can we find our way around our school? 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: - Use a simple plan map of the school grounds to find and / or mark in features e.g. playground/toilets/class - Point to N/S pole - Draw and create a simple map of classroom and begin to use symbols	<u>Our Local Area</u> How can maps help us find our way around our local area and London? Children will identify features of their local area and make comparisons to Malawi A child's time at Shine Early Years – SHINE RELIEF TRUST (shine-relief.org)			<u>Humans</u> What makes someone a hero? Children will explore local superheroes (fire fighters, police) and find out where a police station, hospital, school, post office is located in our community.
	The Natural World (Science is linked to WRM)	<u>Animals including humans:</u> <u>Me and My Small World</u> - Describing family members and characteristics. - Identify Farm animals - Comparing feet/hand sizes - Body parts, growth, senses. -	<u>Animals Including Humans:</u> <u>Senses</u> explore the senses of sight, touch, sound, smell and taste and identify which part of their body they use. <i>Key vocabulary smell eyes touch ears see hear taste nose skin mouth tongue hands face head feel sound sight</i>	<u>Seasonal changes</u> <u>Animals, including humans</u> <u>Plants.</u> Changes in Winter observe and discuss seasonal changes in winter. Key Vocabulary: <i>winter rainy cold sunny warm freeze frozen</i>	<u>Animals</u> Animal Detectives explore and sort animals based on their simple features. Vocabulary: <i>animal scales feathers wings sort head mouse</i> Key questions <i>beak frog fur feet legs snake bird pigeon magpie toad cat dog fox</i>	<u>Animals, including humans</u> <u>Plants.</u> From City to Sea compare a range of environments, including their own. Key vocabulary <i>sea ocean city same different road building car pollution</i>	<u>Animals, including humans</u> Happy & Healthy explore ways to stay happy and healthy. Key vocabulary <i>fruit vegetables food choice picnic doctor nurse exercise sometimes</i>

		<i>Key vocabulary: animal farm horse head pig cow sheep body arms hands mouth teeth legs feet field sty barn</i> <u>Plants:</u> What's in my basket? Key vocabulary <i>fruit rough vegetable spiky size big little large small smooth colour seed heavy light</i>	<u>Seasonal changes:</u> Let's go outside Children explore the natural world around them. <i>Key vocabulary mud grass water ice tree leaf sticky rough smooth wet soft hard cold dry rainy cloudy sunny windy snowy weather autumn</i> <u>Materials:</u> What's changed: Children explore simple changes to materials: Key vocabulary <i>melt changed same different hard soft runny hot wet dry Key questions cold heat</i>	<i>frosty melt snowy water leaves tree change hibernate hedgehog polar polar bear penguin fur</i> <u>Materials</u> Let it flow Children investigate the concept of floating and sinking Key vocabulary <i>water wet dry flow float sink sand mud container pour fill large small Key questions tall full empty mix wide shallow deep heavy</i> <u>Seasonal changes</u> <u>Animals, including humans</u> <u>Plants.</u> Changes in Winter Key vocabulary <i>winter rainy cold sunny warm freeze frozen frosty melt snowy water leaves tree change hibernate hedgehog polar polar bear penguin fur</i>	<u>Materials</u> Pushes and Pulls children explore simple forces. Key vocabulary <i>slide push pull surface rough smooth bumpy ramp roll high low down up start stop magnet attract repel stretch spin</i>	<i>animal seaweed sand water rock shell village coast plastic litter</i> <u>Seasonal changes:</u> Look all around children continue to observe seasonal changes. When looking at their own environment, Key vocabulary <i>summer change same different tree plant leaf flower grass building school road house weather sunny rainy cloudy windy animal warm cold</i>	<i>tired sport help well unwell feeling every day active body hot warm coo</i>
--	--	---	--	---	--	---	---

EA	CwM	<u>Drawing & Painting</u> - Paint self-portraits mixing skin tones - Draw family members - Paint feelings using colours Evaluation: Children talk about their choice of colours and how their portrait shows their features or feelings. Skills for Year 1: Drawing skills and colour mixing	<u>3D form</u> - Build houses from straw, sticks, bricks - Shape and paint clay gingerbread men - Make Stick Man models with natural materials - Children describe how they made their models and what materials they chose. Evaluation: Children describe how they made their models and what materials they chose. Skills for Year 1: <i>Making and shaping 3D objects</i>	<u>Printing</u> - London skyline silhouette painting: Introduce contrast (black silhouette on watercolour wash). - Maps and marks: Printing and mark-making using recycled materials (bubble wrap, sponges) to explore city textures. - Make textured prints with sponges and bubble wrap - Print vehicle tracks with toy cars Evaluation: Children discuss how different objects create different patterns and textures in their prints. Skills for Year 1: <i>Creating patterns and textures with printing</i>	<u>Materials/Collage:</u> - Make jungle collages with paper and fabric - Create life cycle collages with mixed materials - Make dinosaur skin texture collages Evaluation: Children explain why they chose certain materials and how they layered them. Skills for Year 1: Layering materials and arranging shapes	<u>Painting & Mixed media:</u> - Paint textured seascapes - Design and paint pirate flags - Make treasure maps with paint and collage Evaluation: Children share their favourite colours and patterns and explain their choices. Skills for Year 1: <i>Using paint and combining materials</i>	<u>Textiles & Drawing</u> - Design superhero masks or capes - Paint patterned pebbles - Draw and collage hero portraits Evaluation: Children talk about how their artwork shows something special about themselves or their hero. Skills for Year 1: <i>Using different materials and drawing with detail</i>
	BI and E	children will sing and perform nursery rhymes. Children will learn and perform songs. Children will	Children will sing and perform in the EYFS / KS1 Nativity. Children will learn / perform a poem & songs in music. Children will use	Children will join in with whole school singing assemblies. Children will use costumes and props	Children will learn and perform a simple dance routine. Children will learn a familiar story and	Children will learn and perform a simple dance routine, moving in	Children will learn and perform their assembly. Children will listen to poems

		use costumes and props to act out narratives in the role play areas	costumes and props to act out narratives in the role play areas.	to act out narratives in the role play areas.	act it out. Children will use costumes and props to act out narratives in the role play areas.	time to the music. Children will create their own costumes and props to act out narratives in the role play areas.	and create their own.
RE		<u>Christianity</u> Creation - Who made the wonderful world? 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> What makes a place special? See RE unit planning for more detail	<u>Christianity</u> What can we learn from stories? See RE unit planning for more detail