



Curriculum Overview Year Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reading	Phonics phase2 - Read individual letters by saying the sounds for them and blend them into the words Using Collins phonics book s a t p i n m d g o c k c k e u r h b f l Tricky words l s l the	Phonics phase2 - Read individual letters by saying the sounds for them and blend them into the words, reading phrases and simple sentences. Using Collins phonics book ff ll ss j v w x y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk Tricky words put* pull* full* as and has his her go no to into she push* he of we me be	Phonics phase3 - Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading phrases and simple sentences. Using Collins phonics book ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words	Phonics phase3 - Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences. Using Collins phonics book Review ai ee igh oa oo ar or ur oo ow oi ear er air words with double letters longer words words with two or more digraphs longer words words ending in -ing compound words longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Phonics phase4 - Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences. Using Collins phonics book short vowels CVCC, short vowels CVCC CCVC, short vowels CCVCC CCCVC CCCVCC longer words, longer words compound words, root words ending in: -ing, - ed /t/, -ed /id/ /ed/ -est Tricky words said so have like some come love do	Phonics phase4 - Read individual letters, digraphs, trigraphs by saying the sounds for them and blend them into the words, reading long sentences. Using Collins phonics book long vowel sounds CVCC CCVC, long vowel sounds CCVC CCCVC CCV CCVCC, Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words, Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words, Phase 4 words ending in: -s
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					were here little says there when what one out today	/s/, -s /z/, -es longer words
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Writing	Writing CVC words	Writing CVC words	Writing caption and phrases	Writing sentences	Writing sentences	Writing sentences
	Handwriting practise Writing names <u>Focus book:</u> Anansi the spider' by Gerald McDermott <u>Writing outcome:</u> Labels and captions, booklets about spiders	Handwriting practise <u>Focus book:</u> Look up!' by Nathan Bryon and Dapo Adeola Sings and label, thoughts bubbles, own narrative <u>Focus book:</u> I am Henry Finch by Alexis Deacon <u>Writing outcome:</u> List, commands, guidebook 'How to think'	Handwriting practise <u>Focus book:</u> 'Super Milly' by Stephanie Clarkson Retelling, job application <u>Focus book:</u> 'I will not ever never eat a tomato' by Lauren Child <u>Writing outcome:</u> Statements Shopping list	Handwriting practise <u>Focus book:</u> 'The tiny seed' by Eric Carle <u>Writing outcome:</u> Labels, captions <u>Focus book:</u> The Extraordinary Gardener by Sam Boughton <u>Writing outcome:</u> Letter of advice Leaflet	Dictation <u>Focus book:</u> 'Weirdo' by Zadie Smith and Nick Laird <u>Writing outcome:</u> Posters, instructions, leaflets <u>Focus book:</u> 'The night pirates' by Pete Harris and Deborah Allwright <u>Writing outcome:</u> Labels, captions. Guide	Dictation <u>Focus book:</u> 'And Tango makes three' by Justin Richardson and Peter Parnell <u>Writing outcome:</u> New baby cards, alternative version <u>Focus book:</u> 'Oi frog!' by Kes Gray and Jim Field <u>Writing outcome:</u> Rhyming book, Questions



Maths	around a border					
Communication and language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Learn rhymes, poems and songs.	Develop social phrases. Engage in Storytimes. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound.	Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Connect one idea or action to another using a range of connectives. Describe events in some detail. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.



Understanding the World	Name and describe people who are familiar to them. Describe what they see, hear and feel whilst outside	Talk about members of their immediate family and community. Recognise that people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past	Understand that some places are special to members of their community. Understand the effect of changing seasons on the natural world around them.	Compare and contrast characters from stories, including figures from the past Recognise some similarities and differences between life in this country and life in other countries	Comment on images of familiar situations in the past. Draw information from a simple map.	Recognise some environments that are different from the one in which they live. Explore the natural world around them.
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Expressive arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Kapow – Me! Music and movements	Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Kapow – My stories! Music and movements	Listen attentively, move to and talk about music, expressing their feelings and responses. Kapow – Everyone! Music and movements	Watch and talk about dance and performance art, expressing their feelings and responses. Kapow – Our World! Music and movements	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Kapow – Big Bear Fank Music and movements	Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Kapow – <i>Reflect, Rewind and Replay</i> Music and movements
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PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



PD	Revise and refine the fundamental movement skills they have already acquired: • walking • running Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	Revise and refine the fundamental movement skills they have already acquired: • climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient.	Revise and refine the fundamental movement skills they have already acquired: rolling • crawling Progress towards a more fluent style of moving, with developing control and grace. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming	Revise and refine the fundamental movement skills they have already acquired: • hopping Combine different movements with ease and fluency. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Revise and refine the fundamental movement skills they have already acquired: skipping/ jumping Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.	Revise and refine the fundamental movement skills they have already acquired: • climbing Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Pledge	Zip up my coat Dance in the rain Learn Makaton	Perform in a show Write a card to my friend Make a leaf rubbing	Make a healthy snack Grow a plant Water the plants	Meet the fire brigade Visit the library	Meet a police officer Pack my school bag Look after chicks	Go on a treasure hunt Pack a picnic Travel on the tube



		Meet a reindeer	Jump in muddy puddles			Listen to seashells
Trip/workshop		Watch a pantomime	Pilot visit	Willesden Library	Gladstone Park Duck Pond	ZSL London Zoo