

Reception Overview 23/24

<u>Term/Area of Learning</u>	<u>PSED</u> <u>Prime Area</u>	<u>PD</u> <u>Prime Area</u>	<u>C&L</u> <u>Prime Area</u>	<u>Lit</u> <u>Specific Area</u>	<u>Maths</u> <u>Specific Area</u>	<u>UfW</u> <u>Specific Area</u>	<u>EAD</u> <u>Specific Area</u>
Rationale Here at St Martin's our curriculum has been designed to give all of our pupils the best start to their school lives! We have focussed on all 7 areas of learning, and broken them down into skills which have been carefully mapped out over the half terms, each time building on prior learning. Our topics have been designed to inspire learning and promote awe and wonder, with topics linked to stories to promote imagination and vocabulary. Schemes such as Jigsaw, Kinetic Letters and Little Muddle are used to alongside our EYFS curriculum to develop children's PSED and phonics development.	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait or what they want and direct attention as necessary. Through adult modelling and guidance they will learn how to look after their bodies, including healthy eating and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, cooperate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.	Physical activity is vital in children's all-round development. Gross and fine motor experiences develop incrementally throughout early childhood. GMS help develop the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop precision, control and confidence.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	Reading consists of two dimensions: language comprehension and word reading. Comprehension develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
<u>Au1</u> All about me! (8 weeks) Suggested Texts: The Colour Monster The Worrysaurus The Koala who could. The Hugasaurus Owl Babies Starting School	Aware of rules and why we need to follow them Play with one or more other child Model practices that support good hygiene Begin to develop resilience Talk about their own families <u>Jigsaw Puzzle 1</u> Being me in my World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Develop body strength and balance Further develop fine motor skills Further develop skills required; hand washing / toileting Manipulate objects with good fine motor skills Draw lines and circles using gross motor skills	<u>Speaking:</u> Use a wider range of new vocab in play Engages in story time Develop social phrases such as "Good morning – how are you?" Speak to peers in play. <u>Listening:</u> Listen carefully to rhymes and songs, paying attention to how they sound . Listens to their friends / teachers for a short period Follow instructions with two - part sequence Focus attention on one thing at a time	<u>Word reading:</u> Read individual letters by saying their sounds <u>Comprehension:</u> Demonstrate an understanding of new vocabulary from books and texts. <u>Writing:</u> Begin to form lower case letters correctly Consolidate writing first name Write first name Write recognisable lower case letters	Counts objects, actions and sounds Link number symbols to cardinal number value 5+ Recognise numerals and order to 5 and beyond Write numerals 1-5 Compare size, mass and capacity	Talking about features of themselves. Naming parts of the Human body Learning the 5 senses Talk about members of their immediate family. Note similarities and differences between families. Navigate around the classroom and outdoor areas. Discussions of own celebrations key events they remember. Begin to explore ICT <u>RE:</u> FI Being special: where do we belong?	<u>Creating</u> Build familiar models using construction equipment. Self-portraits. Drawing recognizable representations <u>Music</u> Join in with songs about the body / feelings / themselves. Call-and response songs Represent emotions using instruments. <u>Movement</u> Watch and talk about dances / performance art. <u>Imagination</u> Role play - using resources available for props. Home corner – developing storylines in play. Taking on familiar roles.
<u>Au2</u> Celebrations (8weeks) Sparks in the Sky The Jolly Christmas Postman Paddington's Christmas Adventure Where the poppies now grow Secrets of Winter	Explain what they are good at and what they need to practise Take turns in games and group activities with support Show confidence in small groups and in social situations Able to share	Develop control and grace in movement Develop co-ordination and agility Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<u>Speaking:</u> Use and demonstrate new vocab in daily conversations Hold a conversation with an adult / friend Describe familiar events in detail. Retell experiences to an adult in the classroom. Retell the story, some as exact repetition and some in their own words <u>Listening:</u> Listen to friends / teachers for longer periods of time	<u>Word Reading:</u> Blend sounds in to words (phase 2) Read phase 2 sound phrases and exception words Begin to read what has been written to check for 'sense' <u>Comprehension:</u> Answer 'closed' questions <u>Writing:</u> Write phase 2 words	Count beyond 10 forward and backwards Begin to subitise to 5 Begin to compare numbers including 'more than', 'less than' etc (up to 5) Begin to find 'one more' and 'one less' Explore composition of numbers up to 5 2D shapes	Christmas celebrations in their past Look at Bonfire Night Diwali Remembrance Day Talks about similarities / differences between themselves /their family Name some towns / countries with familiar links RE: F2	<u>Creating</u> Use different and materials- Models of Baby bear's chair. Different media for artwork to celebrate Diwali / Bonfire Night Firework pictures, Christmas decorations, Christmas cards, Diwas lamps Confidently mix colours Begin to explore tint and shade

The Dinosaur that pooped Christmas Rama and Sita	Ask for help and be able to help others Begin to manage own needs <u>Jigsaw Puzzle 2: Celebrating differences</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud, Consequences	Develop muscle tone to put pencil pressure on paper Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy	Answer a wider range of questions independently Listens to rhymes / poems and songs		Begin to use time vocabulary to describe morning and night routines	Why do Christians perform Nativity plays?	Music Learn songs / poems How sounds can be changed. Tapping out of simple rhythms. Name a wide variety of musical instruments Sings in a group trying to keep in time Movement Listen to music and make their own dances in response. Imagination Use story maps, props, puppets & story bags. Retell, invent, and adapt stories. Role Play Parties and Celebrations Role Play Nativity
<u>Sp1</u> Traditional Tales (5 weeks) Goldilocks Little Red Riding Hood The 3 Billy Goats Gruff The Gruffalo We're going on a bear hunt	Understand and explain how they can improve Plays in a group – sharing ideas Recognise the feelings of others (including characters) Persevere to reach intended goal <u>Jigsaw Puzzle 3</u> Dreams and Goals Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenges	Develop and control tripod grip Achieve good posture Confidently and safely use a range of large apparatus Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Holding Small Items Button Clothing Cutting with Scissors Develop the overall body strength, co-ordination, balance and agility needed to engage successfully gymnastics.	<u>Speaking:</u> Learns rhymes, poems and songs Hold a conversation (back and forth) Describe events in some detail Use new vocabulary in different contexts. Talk about facts they have learned in school / from books. <u>Listening:</u> Listen to longer stories and begin to understand them Focus attention between two things at a time	<u>Word Reading:</u> Blend sounds to read phase 3 words <u>Comprehension:</u> Identify features of a text Can use vocabulary from books in different contexts. Engage with and talk about non-fiction books. Answer 'open questions' related to a text / story <u>Writing:</u> Form lower case and capital letters correctly. Write own first and surname. Begin to write short phrases, verbally rehearsing them first. Begin to write dictated phrases. Spell some common exception words.	Count beyond 15 (forwards and backwards) Find one less than a number Begin to recall number bonds to 5 Begin to understand addition as the combining of sets of objects Begin to recognise '+' and what it represents Use manipulatives to find totals of two groups within 5 Explore other 2D shapes and their properties Create and continue patterns Compare mass- heavier/lighter Compare capacity- full/empty	Stranger Danger linked to Little Red Riding hood. Maps from story Little Red Riding Hood/Goldilocks Naming objects around the home and understanding where they belong. Investigating materials for strength (e.g. baby bear's chair). Compare and contrast characters from stories Explore growth and change Name different religious venues Discuss own religion RE: Which places are special and why?	Creating Salt dough people Shading by adding black or white, colour mixing – fire pictures. Mother's Day Cards Music Making their own music – being musicians. Keeping a steady beat. Play instruments to accompany songs. Movement Freeze framing people who help us. Imagination Taking on a role such as a doctor / police officer / firefighter etc. Provide a wide range of props for play which encourage imagination.
<u>Sp2</u> People who help us (5 weeks) Jolly Postman Humpty Dumpty A Superhero like you People who help us Thing Big	Able to ask for help for 'uncomfortable' feelings Understand how to make healthy choices Follow rules independently Takes turns in games and group activities without support	Confidently and safely use a range of small apparatus Being healthy and making healthy choices Become a safe pedestrian rolling crawling walking jumping	<u>Speaking:</u> Use new vocabulary in different contexts Ask questions to find out 'more' Explain how things work and why they might happen Use longer sentences and some questions.	<u>Word Reading:</u> Read phase 3 phrases and sentences Read common exception words (phase 3) <u>Comprehension:</u> Can listen to a longer story and remember much of the plot. Read books for pleasure <u>Writing:</u> Write own first and surname.	Link numerals and amounts (10+) Subitise up to 5 Begin to compare numbers (to 10) using 'more than' etc Explore composition of numbers to 10 Write numbers 1 – 10	Talk about the people who help them in their everyday lives. Look at occupations that may be familiar to the children – police officer, Fireman, Doctor, Postman etc. Children recall experiences involving people who have helped them. How can we help others?	Creating Explore Rousseau's Tiger - animal prints. Designing homes for hibernating animals. Creating animal masks. Pastel animal drawings Printing Colour match to a specific shade

	Understand 'Stranger Danger' Be responsible to manage own needs Jigsaw Puzzle 4: Healthy me Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road safety	running hopping skipping climbing Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.	Connect one idea or action to another using a range of connectives. Listening: Explores and listens to non-fiction texts Follow instructions with more than two parts Learns rhymes poems and songs.	Form lower case and capital letters correctly. Write short phrases with finger spaces Write short, dictated sentences. Spell some common exception words.	Begin to understand subtraction and recognise — and what it represents Begin to name common 3D shapes	Look at the role of charities in supporting those in need. Interview a visitor into school. Compare and contrast objects and historical figures Know what personal information is and that it should not be shared Use simple ICT programmes with increasing levels of independence Easter celebrations RE: Why do Christians put a cross in an Easter Garden?	Independently select additional tools to improve painting Use extended vocabulary to describe texture Music Listen and respond to music which represents different animals e.g. The carnival of the animals Sing in a group — matching pitch and melody Movement Exploring different movements which represent different animals. Imagination Role-play vets, pet shops etc. Small world animals' farm / zoo etc.
Sul Come outside! (8 weeks) The Hungry Caterpillar The Bad Tempered Ladybird The enormous turnip Jack and the Beanstalk The Tiny Seed The snail and the Whale Caterpillar Butterfly	Build constructive and respectful relationships Show confidence in group activities Recognise feelings and respond appropriately Tell others how they made them feel Regulate behaviour Explain the importance of sharing Jigsaw Puzzle 5: Relationships Belonging to a family Making friends Physical contact Qualities as a friend Self-acknowledgement Being a good to myself Special relationships	Develop overall body-strength, balance, co-ordination and agility. Develop ball skills Show accuracy and care when drawing Draw a cross. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Use a range of tools competently, safely and confidently Cut along a straight line with scissors Start to cut along a curved line, like a circle	Listening: Listen to and talk about stories — remember key features of plot, characters, settings... Listen attentively and respond to what is heard Understand why listening is important Speaking: Speak to unknown adults when necessary. Speak in well-formed sentences. Has a long conversation — switching from topic to topic Retell stories	Word Reading: Blend sounds to read phase 4 words Comprehension: Independently check writing for 'sense' Answer questions relating to vocab, prediction and sequence Can explain the difference between fiction / non-fiction Re-read what is written. Writing: Form capital letters consistently Begin to write for different purposes such as a list, a recipe, a story or a poem. Begin to remember more common exception words to use in their writing.	Count beyond 20 (forwards and backwards) Find 1 more and 1 less in mixed problems Begin to recall number bonds to 10 Recognise pattern of counting system Add within 20 Subtract from groups of objects Compare length and height	What plants need to survive. Looking after plants as they grow. Naming insects and minibeasts Looking at habitats for minibeasts and insects Look at life cycle of a butterfly then a frog Recycling / taking care of our world. Impact of rubbish on environment. Noticing change in living things. Building a 'Bug Hotel' Use the Bee-Bots Explain differences between family members Explore the natural world — respect and care for the environment and living things Plant survival and growth in Summer Observation and drawings of plants	Creating Make different textures and patterns in artwork using natural materials. Designing and making scarecrows / plant pots etc. Representing the seasons through artwork Symmetrical butterflies. Use a variety of artistic effects Father's Day Crafts Music Learning songs individually and in groups matching the pitch and following the melody. Performs rhymes and songs Movement Learning dances with set moves to music. Imagination Provide a wide range of props for play which encourage imagination. Minibeast research centre

						Describe memories and sequence events <u>RE:</u>	
<u>Su2</u> Where in the world? (8 weeks) Handa's Surprise Handa's Noisy Night Giraffes Can't Dance A Squash and a Squeeze We're going on a Lion Hunt	See themselves as a valuable individual Show sensitivity when required Show perseverance and resilience Show confidence in whole class sessions Understand why we have rules and explain these to friends Transition to year one <u>Jigsaw Puzzle 6:</u> <u>Changing me</u> Life cycles – animal/human Changes since being a baby Differences between bodies Coping with change	Move safely -negotiating space and considering others Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming with precision and accuracy. Sports Day Show control when writing on lines Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego	<u>Speaking:</u> Uses well - formed sentences with conjunctions Use 'talk' to work out problems and organise thinking Use talk to help work out problems, organise thinking and explain how things work/why they might happen <u>Listening:</u> Listen to and talk about non - fiction texts Listen carefully to others and repeat what is heard	<u>Word Reading:</u> Reads phase 4 common exception words Reads phase 4 phrases and sentences <u>Comprehension:</u> Re-read what is written. Can use new vocabulary in discussions about books and texts. <u>Writing:</u> Spell a range of common exception words. Use full stops and capital letters sometimes accurately. Write for different purposes such as a list, a recipe, a story or a poem. Writes 'readable' sentences	Link numerals and amounts to 20 Confidently compare quantities to 10 Confidently recall number bonds to 10 Double numbers Write numbers 0 - 20 Confidently subtract within 20 Identify odd and even numbers Have some spatial awareness and reasoning- capacity Begin to share objects and amounts between 2,3,4 and 5.	Use Handa's Surprise to explore a different country (Africa) Weather in Africa compared to England. How would you get there? Exploration of maps / globes Commenting on the weather – appropriate vocabulary. Comparing places on Google Earth – how are they similar/different? Observations and drawings of animals Ask questions about the world Identify similarities / differences between homes in other countries <u>RE:</u> Why is friendship special?/ Which stories are special and why?	Creating Reclaimed materials to create houses, bridges boats and transport. African patterns / colours and textiles Creating necklaces and jewellery Music Explore music from around the globe Compare African music to music they may hear on the radio here. Create their own music Create their own drums and shakers Movement Learn a traditional African song and dance and perform it Imagination Retelling stories from African culture – props available.