

Reception Long term curriculum overview

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Whole school assembly themes/Focus		School values, British Values, 9 protected characteristics, no outsiders, celebration assemblies, author and musician of the week.					
Celebrations/significant events		Harvest Festival – Methodist church Diwali	Life Education Bonfire Night/Guy Fawkes Remembrance Day Anti-bullying week Children in Need Christingle Nativity performance Black history month Christmas fayre	Chinese New Year Balance bikes Phonics workshop for parents Children's mental health week Online safety day International women's day Women's history month International day of women and girls in science.	World book day Mothering Sunday Easter Easter bonnet parade Eid Al-Fitr Fairtrade fortnight World wildlife day Comic relief Diversity day	Father's Day Class assembly Village get together World refugee day	Multi-sports at Lowdham Wheelchair basket ball Family picnic Transition Diversity week World refugee day Carer week Learning disability week
Visits/trips		People from the community who help us Life Education Harvest Festival	F2 Perlethorpe nativity Christingle at St Wilfred's	Chinese New Year – visit by a parent	Author/illustrator for world book day	St Wilfred's Church (RE)	Multi-sports at Lowdham
Themes		People who help us	People who help us	Traditional tales	Traditional tales	Space and explorers	Space and explorers
Focus texts		The Colour Monster The Colour Monster at School The Little Red Hen	Julia Donaldson The Smartest Giant in Town The Bower Bird The Christmas Pine The Nativity Story	The British Isles Goldilocks Goldilocks and Just One Bear Elves and the Shoemaker The Enormous Turnip	The British Isles The Ghanaian Goldilocks Chicken Licken Spring	Whatever Next Bringing Down the Moon Moon facts The Way Back Home Astro Girl	Ticket to ride The planets of our Solar System The Train Ride Mr Gumpy's Outing Rosie's Walk Emma Jane's Aeroplane We Catch the Bus What the Ladybird Heard The Troll
Communication and Language		<i>Please note: communication and language is developed every day throughout the year in a variety of situations through high quality communication and interactions with all children including for example, during continuous provision, whole class carpet time and discussions, circle times, SCARF, story, singing, speech and language interventions, assemblies.</i>					
English		Listening, Attention and Understanding	Settling in. Establishing routines and expectations. Following simple instructions. The Colour Monster moods and feelings	Links to festivals. Listening to stories and developing vocabulary.	Listen to stories to build familiarity, understanding and increase vocabulary.	Sustained focus when listening in a variety of situations such as stories, assemblies, visitors etc	Relate the stories they have listened to their own lives and role play.
							Listening to and following instructions during transition. Listening and following instructions when engaged in

							multi-sports and sports day
	Speaking	Taking turns to speak during whole class carpet sessions. Adults modelling social phrases throughout the day. Perform songs and The little Red Hen as part of Harvest.	Talking about shared and familiar experiences. Songs – Christmas nativity and performing in front of an audience.	Learn new vocabulary throughout the day and use in context.	Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	Retell a stories with increased knowledge of story language and vocabulary.	Use new vocabulary confidently in different contexts. Talk about their own abilities in a positive way.
Personal, Social and Emotional Education (SCARF) PSHE	Self-Regulation	Me and my Relationships: All about me What makes me special? Me and my special people Who can help me? My feelings Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Valuing differences: I'm special, you're special Same and different Same and different families Same and different homes Kind and caring	Keeping myself safe: What's safe to go in my body? Safe indoors and outdoors Listening to my feelings Keeping safe online	Rights and responsibilities: Looking after my special people Looking after my friends Being helpful at home and in the classroom Caring for our world Looking after money	Being my best: Bouncing back when things go wrong Yes I can! Healthy eating Move your body A good nights sleep	Growing and changing: Seasons Life stages: plants, animals and humans Human life stages – who will I be? Where do babies come from? Getting bigger Me and my body
	Managing self						
	Making Relationships						
Physical Development PE DT	Gross Motor (<i>Complete PE</i>)	Dance: Nursery rhymes Sports coach: Hands 1	Gymnastics: High and Low Sports coach: Feet 1	Dance: Ourselves Sports coach: Hands 2	Gymnastics: Moving Sports coach: Raquets, bats, balls.	Locomotion: Jumping Sports coach: Games for understanding	Sports day skills and practice Sports coach: Games for understanding
	Fine Motor	Model, support and encourage children to use a comfortable tripod grip when using a whiteboard pen and other writing and mark making tools. Name writing.	Model, support and encourage children to use a comfortable tripod grip when using a whiteboard pen and other writing and mark making tools. Name writing.	Children to use a comfortable tripod when using a pencil and other writing and mark making tools. Handwriting – embed letter formation. Refining skills taught and learned so far and introduce new	Children to use a comfortable tripod when using a pencil and other writing and mark making tools. Handwriting – embed letter formation. Beginning to combine and apply different	Children to use a comfortable tripod grip when using writing and mark making tools. Handwriting – secure letter formation. Begin to construct in 3D requiring greater	Children to use a comfortable tripod grip when using writing and mark making tools. Handwriting – secure letter formation. Develop ability to construct in 3D.

		<p>Handwriting – practice writing individual letters/ 'letter families'</p> <p>Model using various tools needed for children to use independently: Scissors, glue spreader with PVA glue, paint brush.</p> <p>Model how to join using a hole punch, split pins and treasury tags.</p> <p>Support and encourage children to use a knife and fork correctly.</p>	<p>Handwriting – practice writing individual letters/ 'letter families'</p> <p>Continue to model and support children to use various tools correctly.</p> <p>Provide challenges related to weekly themes/topics requiring children to practice using various tools and fine motor skills independently in construction, funky fingers, making and painting.</p>	<p>techniques to develop fine motor skills.</p> <p>Fork to paint a bear's face, split pin bear, using a pencil to make curls for Goldilocks hair.</p> <p>Rolling playdough into a ball to create a bear, a pig.</p> <p>Threading, designing, making and lacing a shoe.</p> <p>Folding paper in a concertina way to create legs for a gingerbread man, join arms using split pins.</p> <p>Drawing around 2D shapes to cut out for houses.</p>	<p>fine motor skills and techniques with greater precision and accuracy.</p> <p>Twisting paper to create a beanstalk, drawing and cutting out own leaves. Creating a ladder using carefully measured and cut straws for the princess's bed.</p> <p>Use own ideas and apply learned techniques to choose how to create a moving giraffe, lion with a mane.</p>	<p>challenge to use fine motor skills independently.</p> <p>Make a cone and a tube for a rocket.</p> <p>Create a tower tall enough to reach the moon in construction.</p> <p>Make an alien and moving astronaut.</p> <p>Make a moon buggy using construction.</p>	<p>Continue to create by rolling paper/card into a tube for windmill, tree, binoculars.</p> <p>Construct a viaduct and aquaduct</p> <p>Create a rocking boat</p> <p>Construct a boat using lego and test to see if it floats.</p> <p>Follow instructions to create an aeroplane from card with a moving propeller.</p> <p>Use tools to create effects in and on clay.</p>
<p>Literacy</p> <p>English</p>	<p>Comprehension</p>	<p>Listening to stories.</p> <p>Identify a favourite part of the story.</p> <p>Answering simple questions.</p> <p>Begin to talk about what they are drawing.</p> <p>Talk about pictures and recite nursery rhymes in wordless books during focussed reading sessions</p> <p>Windmills and making bread.</p>	<p>Beginning to retell stories through role play, small world, puppet theatre.</p> <p>Begin to talk about books during focus reading groups.</p> <p>Non-fiction- Bowerbird Christmas pine</p> <p>Perform rhymes and stories</p>	<p>Retell a story using story language</p> <p>Say repeated refrains of well-known traditional tales.</p> <p>Engage in conversation about books during focus reading groups.</p> <p>Instructions for making a gingerbread man</p>	<p>Build fluency and understanding.</p> <p>Retell stories with recently introduced vocabulary.</p> <p>Describe main story settings, events and principle characters.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Begin to answer simple questions about what they have</p>	<p>Explain stories they have listened to or read themselves.</p> <p>Suggest how a story might end based on the detail of the story.</p> <p>Begin to use inference about what they have read during focus reading groups.</p>	<p>Anticipate key events.</p> <p>Make relevant comments.</p> <p>Make predictions.</p> <p>Fiction – story.</p> <p>Non-fiction – information- butterflies, bees, ladybirds</p>

		Seasonal books ongoing throughout the year. Recite rhymes and stories			read during focus reading groups.		
	Word Reading (<i>Little Wandle</i>)	Phase 2: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words: <i>is, I, the</i> Focus reading groups: wordless books	Phase 2: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk words with s at the end Tricky words: <i>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</i> Focus reading groups: matched to children's phonic knowledge of Autumn 1 phonics.	Phase 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words Tricky words: <i>was, you, they, my, by, all, are, sure, pure</i> Focus reading groups: matched to children's phonic knowledge of Autumn 2 phonics.	Phase 3: Review: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er words with double letters longer words Introduce: Words with two or more digraphs Longer words Words ending -ing Compound words Words with s in the middle Words ending -s and -es Tricky words: Review all taught so far Secure spelling Focus reading groups: matched to children's phonic knowledge of Spring 1 phonics.	Phase 4: Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC Longer words Compound words Root words ending in -ing, -ed /t/, -ed /id/ /ed/, -est Tricky words: <i>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i> Focus reading groups: matched to children's phonic knowledge of Spring 2 phonics.	Phase 4: Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC Phase 4 words ending -s /s/, -s /z/, -es Longer words Root words ending -ing, -ed /t/, -ed /id/, /ed/, -ed /d/, -s /s/ -s /z/, -es Tricky words: Review all taught so far Secure spelling Focus reading groups: matched to children's phonic knowledge of Summer 1 phonics.
	Writing	Mark making/emergent writing. Names Drawing/mark making characters, setting, 'adventure time' related to texts. Use a sound mat with support. Practising correct letter formation.	Begin to write letters and word build (single cvc words, a list, tricky words) Names Drawing/mark making characters, setting, 'adventure time' related to texts. Use a sound mat with support. Identify and write tricky words with support.	Write a simple phrase with support. Drawing characters, setting, 'adventure time' related to texts. Use a sound mat with increasing independence. Identify and write tricky words with support. Use 'purple polish' with support.	Say and write a simple phrase with increasing independence. Drawing characters, setting, 'adventure time' related to texts. Use a sound mat with increasing independence. Identify and write tricky words with increasing independence. Use 'purple polish' with support.	Say and write a simple sentence including punctuation with support. Drawing with greater detail characters, setting, 'adventure time' related to texts. Use a sound mat independently. Identify and write tricky words with minimal support/ independently.	Say and write a simple sentence including punctuation with minimal support/ independently. Drawing with greater detail characters, setting, 'adventure time' related to texts. Use a sound mat independently. Identify tricky words with minimal support/ independently.

			<p>Introduce 'Purple polish'.</p> <p>Practising correct letter formation.</p>	Embed correct letter formation.	Embed correct letter formation.	<p>Independent writing challenge relating to texts read.</p> <p>Begin to use 'purple polish' with greater independence.</p> <p>Secure correct letter formation.</p>	<p>Independent writing challenge relating to texts read.</p> <p>Begin to use 'purple polish' with greater independence.</p> <p>Secure correct letter formation.</p>
<p>Mathematics (Whiterose)</p> <p>Maths</p>	Number	<p>Match sort and compare: Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p>	<p>It's me 1,2,3: Find 1, 2, and 3 Subitise 1, 2, and 3 Represent 1, 2, and 3 1 more, 1 less Composition of 1, 2 and 3</p> <p>1,2,3,4,5: Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more, 1 less Composition of 4 and 5 Composition of 1 to 5</p>	<p>Alive in 5: Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more, 1 less Composition Conceptual subitising to 5</p> <p>Growing 6,7,8: Find 6, 7 and 8 Represent 6, 7 and 8 1 more, 1 less Composition of 6, 7 and 8 Make pairs - odd and even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitising</p>	<p>Building 9 and 10: Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more, 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd</p>	<p>To 20 and beyond: Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now?: Add more How many did I add? Take away How many did I take away?</p>	<p>Sharing and grouping Explore sharing: Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Make connections: Deepen understanding Patterns and relationships</p>
	Numerical Patterns						
	<i>Shape, space and measure</i>	<p>Talk about measure and patterns: Compare size, mass, capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p>	<p>Circles and triangles: Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>Shapes with 4 sides: Identify and name shapes with 4 sides</p>	<p>Mass and capacity: Compare mass Find a balance Explore capacity Compare capacity</p>	<p>Length, height and time: Explore and compare length Explore and compare height Talk about time Order and sequence time</p> <p>Explore 3D shapes: Recognise and name 3D shapes Find 2D shapes within 3D shapes</p>	<p>Manipulate, compose and decompose: Select shapes for a purpose Rotate and manipulate shapes Explain shape arrangements Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Visualise, build and map: Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping</p>

			Combine shapes with 4 sides Shapes in the environment My day and night		Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment		Represent maps with models Create own maps from familiar places Create own maps and plans from story situations
Understanding the world History Geography RE Science	Past and Present	Talk about family, personal family events and experiences in the past and present.	Talk about famous people: Florence Nightingale Mary Secole Compare and contrast hospitals now to those in the past. Remembrance	Discuss characters from stories and identify common themes such as bravery and difficult choices. Relate to the children's own personal experiences.	Discuss characters from stories and identify common themes such as bravery and difficult choices. Relate to the children's own personal experiences.	Talk about famous people I know: Neil Armstrong Tim Peake	Helen Sharman – first British female astronaut in space from Sheffield Mae Jamison – first black African American in space Transport in the past.
	People, Culture and Communities	Which stories are special and why? Talk about and share experiences of different people who help us.	Which People are special and why? Diwali Bonfire night Remembrance Christingle Christmas	What places are special and why? Our local area Calverton and Nottingham Chines New Year	What times are special and why? Our local area Calverton and Nottingham Life in Africa and Ghana Easter	Belonging: Who are we and how do we belong?	Our wonderful world: how can we care for living things on the earth?
	The Natural World	The four seasons Autumn: Plants: observing changes, investigating 'Autumn treasures' Animals in Autumn Talk about the weather	Continue to observe autumnal changes. Nursery rhyme science: Humpty dumpty Incy Wincy Hickory dickory dock Twinkle twinkle little star	Winter: Talk about the weather. Observe and discuss frost and ice. Investigate what happens to the gingerbread man in water Investigate waterproof materials	Spring: Plants: observing changes Spring flowers - Observe and name parts of a flower Observe real flowers open over time Investigate flowers made from different	Summer: Discuss the weather and staying safe in the sun. Space: The solar system Investigating light and dark Investigating reflective materials	Summer All about bees, butterflies and ladybirds including life cycles Forces - construct a boat see if it floats How many pennies needed to sink a 'boat'?

		Investigating colour	Begin to be able to name a variety of everyday materials and talk about how they feel and look. Talk about the differences between materials.	to keep the gingerbread man dry Investigate different materials to construct houses. Investigate making a strong bridge Investigate making a rainbow Nursery rhyme science Row row row your boat, head shoulders knees and toes	materials and how they bloom in water Sort and compare leaves Plant beans Observe and discuss a variety of fruits inside and out	Investigating forces: magnets and bottle rocket Make a crater	
Expressive Arts and Design Art English Music	Creating with Materials	Colour Monster: collage and colour mixing Self-portraits using different media Paul Klee	Drawing: Florence Nightingale and Mary Secole	Creating collages (British Isles) Colour mixing shades of green for leaves	Textiles (British Isles) Collaborative project – beanstalk leaves Observational painting/drawing of daffodils. Printing pattern to replicate Kente cloth	Printing (Neil Armstrong and Mae Jamison) Print a rocket	3D/sculptures Collaborative river/water making waves with wavy paper for boats Continue to develop printing skills (trains) Observational Drawing/painting of a sunflower
	Being Imaginative and Expressive	Role play house and bakery Music with music teacher: Me!	Role play clothes shop with giant clothes, doctors Music with music teacher: My stories	Role play bears cottage, shoe shop, pigs house Music with music teacher: Everyone!	Role play the Giant's house, market stall, florist Music with music teacher: Our world	Role play 'Whatever next', tea party, space station Music with music teacher: Big Bear Funk	Role play train/train station, boat, bus/bus station Music with music teacher: Reflect, rewind and replay
ICT Purple Mash		Mouse and track pad skills Technology around us	Keyboard skills Hardware	Drawing skills Safety and privacy	Robots Quizzes	Sounds Using Purple Mash with an individual login	Photography

Highlighted to show links to 9 protected characteristics and British Values		
Age	Religion	Gender
Who I choose to love	Race	Families
Having a baby	Being myself	Disability
Rule of law	Democracy	Individual liberty
Mutual respect	Tolerance of those with different faiths	