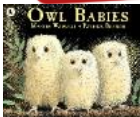


Reception Curriculum Overview

	Autumn 1 Being Brave	Autumn 2 Community	Spring 1: Kenya Near and Far	Spring 2 Differences	Summer 1 Moving Forward	Summer 2 Exploration	
	  	  	  	  	 	  	
	N/A	Words	Words/ Captions	Simple sentences	Simple sentences	Sentences	Sentences
Tr a n s c r i p t i o n :	- Write left to right and top to bottom Using phonics they have been taught: 'Hold' and write a word or label which has been orally composed and rehearsed as a group/ class to fix in working memory usually with finger spaces, that can be read back by themselves	- With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer Using phonics they have been taught: 'Hold' and write a simple caption/ phrase/ sentence usually with finger spaces which has been composed and rehearsed as a group/ class to fix in working memory using finger spaces, that can be read by themselves and others	- Beginning to separate words with spaces without prompting - With adult prompting, use full stops to demarcate simple sentences - With adult prompting, use capital letters at the start of sentences Using phonics they have been taught: 'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/	- Usually separates words with spaces without prompting - Begin to use full stops to demarcate simple sentences without adult prompting - Begin to use capital letters at the start of sentences without adult prompting Using phonics they have been taught: - Orally compose and rehearse an innovated sentence with	- Separate words with spaces of a roughly consistent size Using phonics they have been taught: - Orally compose and rehearse an invented sentence and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish.	- Separate words with spaces of a roughly consistent size - Independently use full stops to demarcate simple sentences - Independently use capital letters at the start of sentences Using phonics they have been taught: - Orally compose, rehearse and write an invented piece consisting of 2-3 simple sentences on the same subject, that can be read by themselves and others	

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			class to fix in working memory using finger spaces, that can be read by themselves and others • Begin to innovate when given some phonetically known word choices	phonetically known word choices and hold it in memory before writing it, using finger spaces, that can be read by themselves and others e.g. The frog is in the water. The bin is full of rubbish.		(phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur.
Composition:	• Repeat sentences relating to a known text • Orally compose sentences relating to a known text. • Begin to innovate sentences relating to a known text using given vocabulary	• Orally sequence ideas and events in narrative • Orally innovate sentences relating to a known text using independently chosen vocabulary • Orally create sentences given rich vocabulary or phrases that children are familiar with. • Orally create sentences using 'story teller language' eg. Once upon a time	• As a class or group, sequence ideas and events in narrative, e.g. creating a story map and using it to orally rehearse ideas. • Independently orally create groups of sentences drawing on rich vocabulary and phrases known to pupils • Begin to orally join sentences using 'and'			

Mathematics	Place Value within 5	Addition and subtraction within 5	Number pattern
	• Value of 1, 2 and 3. • Value of 4 (1, 2 and 3 recap)	• Number bonds within 5 including 1, 2, 3, 4 and 5	• Odd and even numbers

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	- Value of all including 0 Sorting - Based on size, colour and value Place Value within 5 - Compare and order. - More or less - Same and different - Subitise numbers. Addition and subtraction - Introduce + and – symbols. - Find one more or less Time - Order the events of the day. - Yesterday, today and tomorrow		Place value within 10 - Value of 6, 7 and 8 - Value of 9 and 10 - Compare numbers within 10 Multiplication and division - Doubles and halves up to 5+5 Addition and subtraction within 10 - Addition by counting on - Subtraction by counting back		Addition and subtraction within 10 - Number bonds to 10 Place value to 20 - Value teen numbers - Counting, comparing and ordering numbers Measures - Length - Weight - Capacity - Ordering and comparing	
PSED Discrete Jigsaw sessions	Being in my World - Who me? - How am I feeling today? - Being at school - Gentle hands - Our rights - Our responsibilities	Celebrating Difference - What am I good at? - I’m special, I’m me! - Families - Houses and homes - Making friends - Standing up for yourself	Dreams and Goals - Challenge - Never giving up - Setting a goal - Obstacles and support - Flight to the future - Footprint awards	Healthy Me - Everybody’s body - We like to move it, move it - Food, glorious food - Sweet Dreams - Keeping clean - Stranger danger	Relationships - My family and me - Make friends, make friends, never ever break friends - Falling out and bullying - Being the best friends we can be	Changing Me - My body - Respecting my body - Growing up - Fun and fears - Celebration
UTW Past and Present	Who am I? Describe themselves physically and make	Who are the people in the community who help us? Name and identify	What is it like in Kenya? Know where Kenya is located in		What is it like to live in the countryside or a city? Identify what the countryside/ city is and describe	

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People, Culture and Communities	comparisons in appearance with other people • Talk about things that are important to them, they like and dislike • Define what a family is and who is in their family • Talk about similarities and differences between their family and others • Talk about features of my home • Sequence key events from their own life • Recognise things that have changed during their life	important places in the community • Understand what a simple map is • Name important people in the community • Understand what it means to have a job • Understand what a doctor does and how to stay healthy • Understand what a dentist does and how you can keep your teeth healthy • Explain what other named professional does e.g. a firefighter , police officer, vet, famer etc. • Understand the difference between a	the world and begin to understand that it is part of Africa • Understand what the climate and weather is like in Kenya and how this compares to that of the UK in different seasons • Describe key features of the savannah landscape found in Kenya comparing it to the area where the school is located • Identify and describe animals found in the savannah, comparing them to		what they might see there (human and physical geography) • Identify animals that may commonly be seen in the countryside/ city and learn about where they live (simple habitats) • Name and describe different occupations people may have in the countryside/ city • Describe leisure activities people take part in in the countryside/ city • Compare life in the countryside/ city to life in their own local area	
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		stranger and a safer stranger • Talk about how to cross the road safely	animals found in the UK • Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in locally near the school • Identify food which is grown in Kenya and compare with food which is grown in the UK • Compare key similarities and differences between human and physical geography and climate			
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			in Kenya and the area where our school is			
UTW The natural world	What changes do we notice through the seasons? (autumn) Describe how trees and plants change in autumn	What is the difference between light and dark? - Understand what light is and identify sources of light - Understand what darkness is and how it is the opposite of light - Understand that light travels through transparent materials - Understand that shadows are created by light and solid objects	What changes do we notice through the seasons? (winter) Recognise how colder weather in winter affects people, animals, and the environment	What do plants and animals need to live and grow? - Understand that plants and animals are living things and need food, water, air, and space to grow and survive - Describe the life cycle of a plant and understand what plants need to grow - Understand the role of people in caring for plants so they can complete their life cycles - Describe the life cycle of a butterfly and	What is a force and how can ice change? - Understand and use the term push and pull - Understand that some objects will float and some will sink when placed in water - Understand what happens when you leave ice out in the sun and what happens when you shake salt onto it - Understand that a magnet can attract an object and why this is	What is a habitat? - Understand what a habitat is and why it is important for living things - Describe the grounds of the school/ garden habitats in the UK and describe the features of the plants that might grow there - Name and describe animals that live in garden habitats in the UK/ the grounds of the school - Describe a desert habitat and the features of plants that might grow there

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				understand that animals change as they grow - Describe the life cycle of a chicken and understand that they will change as they grow - Understand their role in caring for animals they will change as they grow		- Compare the garden and desert habitats and identify similarities and differences - Compare and contrast animals that live in deserts to those that live in gardens and the school grounds in the UK What changes do we notice through the seasons? (summer) - Explore the effects of warmer weather in summer on people, animals, and plants
UTW Discrete RE sessions	Which stories are special and why? - Talk about some religious stories - recognise and use new vocabulary, especially some religious words, e.g. God, Jesus, Bible, Christian, Prophet. Muhammad, Muslim				Where do we belong? - Re-tell religious stories making connections with personal experiences of belonging - Share and record occasions when things have happened in their lives that made them feel special	

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- Identify some of their own feelings in the stories they hear
- Identify and name a sacred text and religion, e.g. 'the Bible is for Christians' 'The Qur'an is for Muslims'
- Use recently acquired vocabulary to talk about what simple teachings from the religious stories e.g. Jesus and Muhammad taught people about keeping promises, being thankful or being kind
- Use talk expressively to share ideas about the experiences of thanking and being thanked, praising and being praised

Which people are special and why?

- Talk about people who are special to them
- Say what makes their family and friends special to them
- Identify some of the qualities of a good friend
- Recall and talk about stories of Jesus as a friend to others
- Recall a story about a special person in Sikhism and talk about what can be learnt from it

- Recall simply what happens at a traditional Christian infant baptism and dedication
- Recall simply what happens when a baby is welcomed into Islam
- Hold conversations about special religious signs of belonging, using new vocabulary
- Talk about the lives of other people using simple ideas about the experiences of belonging and community
- Talk about information on the ways different religious communities of the UK welcome a new baby

What is special about our world?

- Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world.
- Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature.
- Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.
- Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings.
- Talk about what people do to mess up the world and what they do to look after it.
- Talk about their own experiences and feelings about when the world is and is not looked after.

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EAD Creating with materials	3D Sculpture (Clay) • Explore malleable media such as clay, papier mache, salt dough, playdoh and sand • Impress and apply simple decoration • Cut shapes using scissors and other modelling tools • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials • Consider their final outcome before making	Printing • Recognise and name different colours • Understand that when colours are mixed, new colours are created. • To select and create different colours • Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects • Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). • To work from direct observation and imagination	Textiles • Developing simple weaving, wrapping and knotting skills. • Developing understanding of tools and materials to embellish strips of fabric using a variety of media. • Developing wrapping and knotting skills. • Using textured surfaces to produce effective rubbings
EAD Being imaginative and express	Exploring sound • Explore using our voice to make a variety of sounds • Explore using our bodies to make a variety of sounds • Explore using instruments to make a variety of sounds • Using instruments to make sounds from the environment • Children listen to sounds in nature and try to recreate them	Music and Movement • Learn why songs can have actions and learn simple Makaton signs to accompany a song • Explore beat through body movement • Learn to recognise and react to different tempos in music • Express different pitch and tempo in music through dance • Perform a movement song	Big Band • Learn about different musical instruments • Learn about the 4 groups of music instruments • Follow a beat using an untuned instrument • Play tuned and untuned instruments • Sing a familiar song changing the tempo or dynamic • Practice and perform a song
Physical Development	Gymnastics Manipulation and coordination	Cooperate and solve problems Dance	Speed and agility Body management

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