
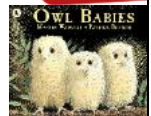

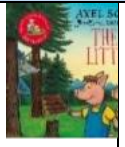
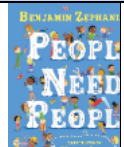













Autumn 1 Being Brave		Autumn 2 Community		Spring 1: Kenya Near and Far		Spring 2 Differences		Summer 1 Moving Forward		Summer 2 Exploration				
 														
N/A	Words	Words/ Captions		Simple sentences		Simple sentences		Sentences		Sentences				
Tr a n s c r i p t i o n :	<ul style="list-style-type: none">Write left to right and top to bottom <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">'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	<ul style="list-style-type: none">With adult prompting, separate words with spaces, e.g. using a finger or lollipop stick as a spacer <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">'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	<ul style="list-style-type: none">Beginning to separate words with spaces without promptingWith adult prompting, use full stops to demarcate simple sentencesWith adult prompting, use capital letters at the start of sentences <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">'Hold' and write a simple sentence usually with finger spaces which has been composed and rehearsed as a group/	<ul style="list-style-type: none">Usually separates words with spaces without promptingBegin to use full stops to demarcate simple sentences without adult promptingBegin to use capital letters at the start of sentences without adult prompting <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">Orally compose and rehearse an innovated sentence with	<ul style="list-style-type: none">Separate words with spaces of a roughly consistent size <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">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.	<ul style="list-style-type: none">Separate words with spaces of a roughly consistent sizeIndependently use full stops to demarcate simple sentencesIndependently use capital letters at the start of sentences <p>Using phonics they have been taught:</p> <ul style="list-style-type: none">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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			<p>class to fix in working memory using finger spaces, that can be read by themselves and others</p> <ul style="list-style-type: none">• Begin to innovate when given some phonetically known word choices	<p>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.</p>		<p>(phonetically plausible attempts) e.g. I went to London. I went to the museum. I saw a dinosaur.</p>
Composition:	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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
	<ul style="list-style-type: none"> • Value of 1, 2 and 3. • Value of 4 (1, 2 and 3 recap) 	<ul style="list-style-type: none"> • Number bonds within 5 including 1, 2, 3, 4 and 5 	<ul style="list-style-type: none"> • Odd and even numbers

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	<ul style="list-style-type: none"> Value of all including 0 <p style="text-align: center;">Sorting</p> <ul style="list-style-type: none"> Based on size, colour and value <p style="text-align: center;">Place Value within 5</p> <ul style="list-style-type: none"> Compare and order. More or less Same and different Subitise numbers. <p style="text-align: center;">Addition and subtraction</p> <ul style="list-style-type: none"> Introduce + and – symbols. Find one more or less <p style="text-align: center;">Time</p> <ul style="list-style-type: none"> Order the events of the day. Yesterday, today and tomorrow 		<p style="text-align: center;">Place value within 10</p> <ul style="list-style-type: none"> Value of 6, 7 and 8 Value of 9 and 10 Compare numbers within 10 <p style="text-align: center;">Multiplication and division</p> <ul style="list-style-type: none"> Doubles and halves up to 5+5 <p style="text-align: center;">Addition and subtraction within 10</p> <ul style="list-style-type: none"> Addition by counting on Subtraction by counting back 		<p style="text-align: center;">Addition and subtraction within 10</p> <ul style="list-style-type: none"> Number bonds to 10 <p style="text-align: center;">Place value to 20</p> <ul style="list-style-type: none"> Value teen numbers Counting, comparing and ordering numbers <p style="text-align: center;">Measures</p> <ul style="list-style-type: none"> Length Weight Capacity Ordering and comparing 	
<p style="text-align: center;">PSED</p> <p>Discrete Jigsaw sessions</p>	<p style="text-align: center;">Being in my World</p> <ul style="list-style-type: none"> Who me? How am I feeling today? Being at school Gentle hands Our rights Our responsibilities 	<p style="text-align: center;">Celebrating Difference</p> <ul style="list-style-type: none"> What am I good at? I'm special, I'm me! Families Houses and homes Making friends Standing up for yourself 	<p style="text-align: center;">Dreams and Goals</p> <ul style="list-style-type: none"> Challenge Never giving up Setting a goal Obstacles and support Flight to the future Footprint awards 	<p style="text-align: center;">Healthy Me</p> <ul style="list-style-type: none"> Everybody's body We like to move it, move it Food, glorious food Sweet Dreams Keeping clean Stranger danger 	<p style="text-align: center;">Relationships</p> <ul style="list-style-type: none"> My family and me Make friends, make friends, never ever break friends Falling out and bullying Being the best friends we can be 	<p style="text-align: center;">Changing Me</p> <ul style="list-style-type: none"> My body Respecting my body Growing up Fun and fears Celebration
<p style="text-align: center;">UW</p> <p>Past and Present</p>	<p style="text-align: center;">Who am I?</p> <ul style="list-style-type: none"> Describe themselves 	<p style="text-align: center;">Who are the people in the community who help us?</p>	<p style="text-align: center;">What is it like in Kenya?</p>		<p style="text-align: center;">What is it like to live in the countryside or a city?</p>	

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<p>People, Culture and Communities</p>	<p>physically and make comparisons in appearance with other people</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Name and identify 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 stranger and a safer stranger • Talk about how to cross the road safely 	<ul style="list-style-type: none"> • Know where Kenya is located in 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 		<ul style="list-style-type: none"> • Identify what the countryside/ city is and describe 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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			<div>savannah, comparing them to animals found in the UK</div> <ul style="list-style-type: none">• 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			
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			human and physical geography and climate in Kenya and the area where our school is			
UW The natural world	What changes do we notice through the seasons? (autumn) <ul style="list-style-type: none"> Describe how trees and plants change in autumn 	What is the difference between light and dark? <ul style="list-style-type: none"> 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) <ul style="list-style-type: none"> Recognise how colder weather in winter affects people, animals, and the environment 	What do plants and animals need to live and grow? <ul style="list-style-type: none"> 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 	What is a force and how can ice change? <ul style="list-style-type: none"> 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? <ul style="list-style-type: none"> 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

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				<p>they can complete their life cycles</p> <ul style="list-style-type: none"> Describe the life cycle of a butterfly and 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 <p>What changes do we notice through the seasons? (spring)</p>		<ul style="list-style-type: none"> Describe a desert habitat and the features of plants that night grow there 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 <p>What changes do we notice through the seasons? (summer)</p> <ul style="list-style-type: none"> Explore the effects of warmer weather in summer on
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						people, animals, and plants
UW Discrete RE sessions	TERM 1 Which places are special and why? Big Questions - Expressing - F3 Which places are special and why? Year group: Recommended Reception/F2 Strand: Expressing Questions in this thread: 1.5 What makes some places sacred? L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship? 3.6 Should religious buildings be sold to feed the starving? Religions and worldviews: This unit plan mainly focuses on Christians and Muslims although teachers may wish to teach about other religions alongside or instead of these when delivering this scheme of work to their own classes. During a visit or virtual tour of a place of worship, pupils may have the opportunity to see religious items that they have learnt about in previous units (such as holy books or objects linked with religious festivals) TERM 2 Incarnation Making sense of the Text – why do Christians perform nativity plays at Christmas? Linking to Round of Applause in EAD.	Term 3 Which stories are special and why? Believing - Big Questions - F1 Which stories are special and why? Recommended: Reception/F2 Strand: Believing Questions in this thread: 1.4 What can we learn from sacred books? L2.2 Why is the Bible so important for Christians today? 3.2 Does living biblically mean obeying the whole bible? Religions and worldviews: Christianity and other faith traditions There are strong links between this unit and literacy. Term 4 Believing – Different Beliefs - BIG Questions 1.3 Who is Jewish and what do they believe? 1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? L2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God’s existence? Religions and worldviews: Jewish people	Term 5 How should we care for others and the world, and why does it matter? Living 1.8 How should we care for others and the world, and why does it matter? Year group: Recommended Year 2 Strand: Living Questions in this thread: F6. What is special about our world? L2.9 What can we learn from religions about deciding what is right and wrong? U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in...? 3.10 Does religion help people to be good? 3.11 What difference does it make to believe in...? 3.12 Is religion a power for peace or a cause of conflict in the world today? Religions and worldviews: Christians and Jewish people (other examples can be selected by the school). Term 6 Why is the word God important to Christians and other religions? Creation - Big Questions - Why is the word God important to Christians and other religions?			

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<p>EAD</p> <p>Creating with materials</p>	<p>3D Sculpture (Clay)</p> <ul style="list-style-type: none"> • 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 	<p>Printing</p> <ul style="list-style-type: none"> • 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 	<p>Textiles</p> <ul style="list-style-type: none"> • 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
<p>EAD</p> <p>Being imaginative and express</p>	<p>Exploring sound Pitch</p> <ul style="list-style-type: none"> • Discriminating between changes in pitch • Recognising high and low sounds • Use actions to demonstrate changes in pitch • Round of applause – Developing knowledge of performance (Nativity Production) • Learn why songs can have actions and learn simple Makaton signs to accompany a song • 	<p>Exploring sound Dynamic</p> <ul style="list-style-type: none"> • Exploring different effects of loud/soft voices • Explore different effects of loud/ soft percussion • Explore different effects of actions affecting simple rhyme/ chants • To choose/ match suitable instruments to make loud and soft sounds as required. • Explore using our voice to make a variety of sounds • Explore using our bodies to make a variety of sounds 	<p>Exploring sound Tempo</p> <ul style="list-style-type: none"> • Responding to music • Develop an awareness of how tempo can create or suggest the mood of a piece of music • Experiment the idea of fast and slow • To begin to illustrate fast and slow sounds into well-known stories: The 3 Billy goats Gruff, The Hair and the Tortoise and Peter and The Gingerbread man.

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		<ul style="list-style-type: none"> • 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 (forest school) • Follow a beat using an untuned instrument 	
Physical Development	Gymnastics	Cooperate and solve problems	Speed and agility
	Manipulation and coordination	Dance	Body management and manipulation