

Reception Curriculum Overview 2021 - 22

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC		All About Me! (Ourselves)	What a Wonderful World (Celebrations)	Walking Through the Jungle (Animals)	Up, Up and Away! (Growing and Spring)	Adventurers	Space
KEY TEXTS for writing		Oral Storytelling – T4W Goldilocks and the Three Bears The Three Little Pigs	Rosie’s Walk Naughty Bus	The Magic Paintbrush Tell Me a Dragon Oi Frog! (rhyming strings)  Non-fiction texts	The Little Red Hen Jack and the Beanstalk	Supertato The Great Explorer The Night Pirates	Whatever Next! Look Up Astro Girl Non-fiction texts
Reading	Comprehension	Storytime Phonics focus books with talking bookmark questions: <ul style="list-style-type: none"> <li>visualising</li> <li>prediction</li> <li>retrieving</li> </ul>			Shared whole class reading with a focus on skills of: <ul style="list-style-type: none"> <li>inference</li> <li>making links</li> </ul>	Shared whole class reading with a focus on skills of: <ul style="list-style-type: none"> <li>inference</li> <li>making links</li> </ul>	Shared whole class reading with a focus on skills of: <ul style="list-style-type: none"> <li>inference</li> <li>making links</li> </ul>
	Phonics/Word Reading	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li><b>Phase 1:</b>Revisiting Aspect4- 7 Rhyme/ alliteration</li> <li><b>Phase 2:</b> Teach letter name, sound and formation s, a, t, p i n, m, d g, o, c, k</li> <li>Oral segmenting and blending for reading</li> <li>Reading simple CVC words</li> </ul>	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li><b>Phase 2:</b> Teach letter name, sound and formation ck, e, u, r h, b, f, l ff, ss , ll</li> <li><b>Phase 3:</b> j, v, w ,x y, z, zz, qu</li> <li>Oral segmenting and blending for reading and spelling</li> </ul>	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li><b>Phase 3:</b> Teach digraphs and trigraphs sh, ch, th, ng ai, ee, or, oa igh, oo, ar, ur ow, oi, ear, air ure, er</li> </ul>	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li><b>Phase 4:</b> recap writing the correct grapheme for each of the 42 previously taught phonemes</li> <li>Read and spell words with two or more syllables</li> <li>Read and spell words which have adjacent consonants</li> </ul>	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li>Consolidation of Phase 3/ 4 Phonics</li> <li>Focus on application in independent work.</li> <li>Consolidate reading and spelling tricky words</li> <li>Phase 5 where appropriate</li> </ul>	<b>Storytime Phonics</b> <ul style="list-style-type: none"> <li>Consolidation of Phase 3/4 Phonics, and application in independent work.</li> <li>Continuation of consolidation of reading and spelling Reception tricky words.</li> <li>Phase 5 where appropriate</li> </ul>
Communication		<ul style="list-style-type: none"> <li>Understand how to listen carefully</li> <li>Engage in story times</li> <li>Talk for Writing - oral storytelling focus</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Talk for Writing – oral storytelling focus</li> <li>Helicopter Stories</li> </ul>	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Talk for Writing – oral storytelling focus</li> <li>Helicopter Stories</li> </ul> <p><b>High Scope:</b></p> <p><i>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</i></p>	<p><b>Whole class shared reading:</b></p> <ul style="list-style-type: none"> <li><i>Listen to and talk about stories to build familiarity and understanding</i></li> <li><i>Engage in non-fiction books</i></li> <li></li> </ul>	<p><b>Whole class shared reading:</b></p> <ul style="list-style-type: none"> <li><i>Describe events in some detail</i></li> <li><i>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</i></li> </ul>	<p><b>Whole class shared reading:</b></p> <ul style="list-style-type: none"> <li><i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i></li> </ul>
		Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts		

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UTW	The Natural World	<b>Brilliant Bodies</b> <ul style="list-style-type: none"> <li>Funny Bones– part of our body (including teeth)</li> <li>Senses</li> <li>Seasonal Changes</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>Floating/sinking</li> <li>Magnets</li> <li>Taking care of our planet</li> </ul>	<b>Animals 1</b> <ul style="list-style-type: none"> <li>Different categories of animals</li> <li>Nocturnal animals</li> <li>Seasonal Changes – growth and change over time</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>Growing seeds – what do plants need?</li> <li>Investigating plants in school grounds/local area</li> <li>Seasonal Changes</li> </ul>	<b>Animals 2</b> <ul style="list-style-type: none"> <li>Lifecycle of a frog (link to pond dipping)</li> <li>Habitats – minibeasts</li> <li>Continuing to look after plants</li> </ul>	<b>Light and Dark</b> <ul style="list-style-type: none"> <li>Light explore sources</li> <li>Shadow play</li> </ul>
	Past and Present	<b>History:</b>	<b>Geography:</b> <ul style="list-style-type: none"> <li>Explore and identify features in the school/ local environment</li> <li>Devise simple maps</li> </ul>	<b>History:</b>	<b>Geography:</b>	<b>History:</b>	<b>Geography:</b>
	People, Culture and Communities	<b>RE Thematic Unit: Creation</b> Who made the world?	<b>RE Thematic Unit: Incarnation</b> Why does Christmas matter to Christians?	<b>RE: Islam</b> Lunar New Year	<b>RE Thematic Unit: Salvation</b> Why does Easter matter to Christians?	<b>RE:</b> Comparing Christmas/Diwali to Eid	<b>RE:</b>
EAD	Creating with Materials						
	Being Imaginative and Expressive	Listening and voice development	Listening and composition Christmas performance	Pitch and Tempo developing singing skills	Listening and thinking, playing and timbre	Develop thinking voice and composition	Pulse, rhythm, dynamics using percussion instruments
Physical Development	Fine Motor	Using cutlery at lunch Funky fingers activities, including Big Drawing and Dough Disco	Using cutlery at lunch Funky fingers activities, including Big Drawing and Dough Disco	Handwriting: long ladder letters and one-armed robot letters	Handwriting: curly caterpillar letters and zig-zag monster letters	Handwriting - Holds paper in position and uses their preferred hand for writing, using a correct pencil grip. Beginning to be able to write on lines and control letter size	Handwriting - consolidation Confidently use a range of small tools including paintbrushes and scissors

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	Gross Motor	Dance moving confidently in a range of ways, safely negotiating space develop co-ordination in large and small movements, moving confidently in a range of ways	Games	Gymnastics <ul style="list-style-type: none"> <li>jumping off objects and landing appropriately, negotiating space, travelling with confidence</li> <li>experiments with different ways of moving, jumping and landing appropriately</li> </ul>	Ball Skills – throwing, catching	Swimming	Multi-sports - races, throwing, catching, jumping
		<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. <i>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</i></p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Develop overall body-strength, balance, co-ordination, and agility through use of climbing frames</p>					
PSED	Jigsaw PSED unit: <ul style="list-style-type: none"> <li>becoming familiar with a new classroom environment and new routines</li> <li>making new friends and forming positive relationships with familiar adults in school</li> <li>being able to explain things we enjoy, what we need and things we dislike</li> <li>following rules, routines and being aware of boundaries in and around school</li> </ul>	Jigsaw PSED unit: Celebrating Difference	Jigsaw PSED unit: Dreams and Goals	Jigsaw PSED unit: Healthy Me	Jigsaw PSED unit:	Jigsaw PSED unit: Changing Me	
	Self-care needs – building independence to clean and look after themselves, including dressing independently for P.E, cleaning teeth, eating healthy foods						
Key Festivals	Harvest	Bonfire Night Remembrance Christmas	Valentine’s Day Shrove Tuesday Mother’s Day	Easter		Father’s Day	
	Halloween	Diwali	Lunar New Year – parent visit?		Ramadan Eid		
Events	Visit to Arbury Court Library Autumn walk	Visit to Church of the Good Shepard Nativity performance	Visit to the shops Visit to Shepreth Wildlife Park Spring walk	Growing sunflowers and vegetables Blanaceability sessions	Pond dipping Whole school Eid celebrations Swimming lessons Summer Walk	Visit to the shops Sports Day Transition	

