



## Curriculum Overview

### Reception

Autumn		Spring		Summer	
Learning Unit					
All About Me, People Who Help Us	Festivals and Celebrations	Traditional Tales	Pirate Adventures	Bugs, Beans and Tall Dreams	The World Around Us
Big Idea					
We are starting school. We have grown and changed a lot. We will explore how we have changed since we were babies. We will be learning lots of rules, making new friends and finding out about them. We will meet people who help us in school and find out about their roles.	We all go to bed at night when the sun goes down, but what happens when the moon and stars come out? Who is still awake? We will discover which animals are out at night. We will learn about different celebrations and how light is involved.	Traditional tales can transport us to another place and time. We will explore stories that have stood the test of time. We will retell some magical stories and explore the characters and events within them and who wrote them. We will also find out about the past. What was it like before we were born?	Pirates sail the seven seas and find out all about the world around them. We will explore map making, floating and sinking and what creatures live in the ocean. We will make observations about our environment and how the weather changes through the year.	Lurking underneath our feet is a mini world of insects and plants. The more we look the more we find; animals and plants are everywhere! We will search for mini beasts, grow some plants from seed and find out about animal life cycles. We will find out about people whose job is to watch and observe animals.	There are lots of places outside that we like to go to, but what is beyond our classroom? We will follow maps to find our way around and explore our environment very closely. We will find out what it is like to live in different countries and compare them to where we live.
Big Questions					
How are we the same? How are we different? How have we changed? Who helps us?	Why do we celebrate in different ways? How do other people celebrate? What animals come out at night?	What opinion do we have about fairy tale characters? Were all the fairytale characters respectful?	How can maps help us to get around? Why do things change?	How can we look after our school environment? How can we look after plants and animals?	What is our opinion of different countries? Why would you choose to visit another country?
Literacy (focus texts)					
Super Duper You (Sophy Henn) In Every House on Every Street (Jess Hitchman) Busy People – Doctor, Police Officer, Firefighter	Owl Babies (Martin Wadell) Night and Day (Usborne Beginners) Nocturnal animals (Usborne Beginners) All through the Night (Polly Faber) Little Glow (Katie Sahota)	We're Going on a Bear Hunt (Michael Rosen) Goldilocks and the Three Bears Rapunzel (Bethan Woollvin) Paperbag Princess (Robert Munsch) The Three Little Pigs	The Night Pirates (Peter Harris) The Rainbow Fish (Marcus Pfister) Commotion in the Ocean (Giles Andreae)	Oliver's Vegetables (Alison Bartlett and Vivienne French) Jasper's Beanstalk (Nick Butterworth) Lifecycles: Caterpillar to Butterfly Little People, Big Dreams – David Attenborough	The Great Explorer (Chris Judge) Emma Jane's Aeroplane (Katie Haworth) Welcome to Our World (Maira Butterfield) Little People, Big Dreams – Amelia Earhart
Mathematics (White Rose Education Maths)					
Match, sort and compare Talk about measure and pattern It's me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, build and map Make connections



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<b>Understanding the World</b>					
Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them.	Explore the natural world around them. Describe what they see, hear and feel whilst outside.
<b>Celebrations</b>					
<b>October</b> Harvest	<b>November</b> Diwali, Remembrance Day <b>December</b> Christmas, Hannukah	<b>February</b> Chinese New Year	<b>March</b> Shrove Tuesday / Lent Mother's Day Easter	<b>June</b> Father's Day	<b>July</b> Eid
<b>Key Visits / Visitors</b>					
School and different staff and their jobs	Firefighter / Police Visit Church	Story Tellers	Visitors from different countries	Local area walks – old and new buildings	Class trip
<b>Expressive Arts and Design</b>					
<b>Design and Technology</b> <u>Key Skills</u> – Cutting, threading, manipulating paper to make tubes, using different joining techniques (glue, Sellotape)	<b>Art</b> <u>Simple Printmaking</u> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry	<b>Design and Technology</b> <u>Teddy Bears' Picnic</u> Making a chair Food Tech- making a picnic spreading, arranging, peeling, bridge knife Recipe 1- Top Banana sandwich	<b>Design and Technology</b> Food from around the world <u>Key skills:</u> arranging & decorating. know that food comes from plants or animals and that it is farmed or caught.	<b>Art</b> <u>Playful Making</u> Exploring materials and intention through a playful approach	<b>Art</b>
<b>Physical Development</b>					
To move safely within a given space. To stop safely. To develop control when using basic equipment	To run, change direction and stop on a given signal. To jump, hop, balance, and move in a variety of ways with increasing control.	To create short sequences using shapes, balances and travelling movements. To developing rocking and rolling. To safely explore apparatus, balancing, travelling and jumping safely; around, over and through.	To throw and catch with a partner. To roll and track a ball. To dribble a ball using hands and then feet. To develop accuracy when throwing to a target.	To play by rules given and develop co-ordination. To learn to play as a team. To learn to play against an opponent. To follow instructions safely and carefully when playing team games.	Sports Day practise



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Music – Charanga & Untuned Percussion Instruments					
Charanga Unit 1 – Me!	Charanga Unit 2 – My Stories	Charanga Unit 3 – Everyone!	Charanga Unit 4 – Our World	Composition	Performance with a range of untuned percussion instruments
PSED					
My feelings and my family Zones of Regulation	Resolving conflicts and problem solving	How do my actions affect others, developing confidence	Friendship – what makes a good friend?	Working as a team	Aspirations, goals and reflection
British Values					
The rule of law Mutual respect	Tolerance of those of different faiths and beliefs	Individual liberty	Individual liberty	The rule of law Democracy	Democracy Mutual Respect
RE					
<b>F1</b> Where do I live? What is special to me?	<b>F2</b> How are special times celebrated? Autumn and Winter	<b>F3</b> Which places are special and why?	<b>F4</b> How are special times celebrated? Spring and Summer	<b>F5</b> What makes a good helper?	<b>F6</b> What do religious believers believe about who created the world?