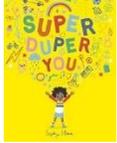
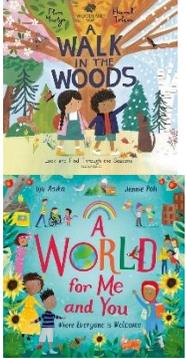




**Overview Curriculum**  
Reception

Autumn		Spring		Summer	
All About Me/ People Who Help Us 8 weeks	Festivals and Celebrations/ Light and Dark 7 weeks	Under the Sea 6 weeks	Traditional Tales 5 weeks	Bugs, Beans and Tall Dreams 6 weeks	The World Around Us 7 weeks
We are starting school. We will be learning how to be Ready, Respectful and Safe. We will be making new friends and finding out about them. We will meet people who help us in school and find out about their roles. We will also find out about people who help us in our community.	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.	Most of the Earth's surface is covered in water. We will be finding out about what animals and habitats we can find under the sea. We will be thinking about how we can care for and protect our world, including oceans.	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?	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.
<b>All About Me</b> <b>My family</b> <b>People Who Help Us</b> <b>Autumn</b> <b>Celebrations (Divali and Harvest)</b>  <i>How are we the same?</i> <i>How are we different?</i> <i>Who is in our family?</i> <i>What is special to me?</i> <i>What makes a good helper?</i> <i>Who is in our community?</i> <i>What communities are we a part of?</i> <i>Who helps us at home, school and in our community?</i>	<b>Bonfire Night</b> <b>Nocturnal Animals</b> <b>Nativity/Christmas</b>  <i>What is the difference between day and night?</i> <i>What happens at night time?</i> <i>What can we see in the dark?</i> <i>How and why do we celebrate?</i>	<b>World maps – locating seas/oceans</b> <b>Under the Sea habitats and sealife</b> <b>Protecting our environment</b>  <i>What can you find under the sea?</i> <i>How can we care and protect animals and plants in the sea?</i> <i>What objects float and what objects sink?</i>	<b>Traditional Tales</b> <i>What is a story?</i> <i>Who are the characters?</i> <i>What happens in the beginning, middle and end of the story?</i> <i>How are the characters feeling in the story?</i> <i>Can you describe the characters?</i> <i>How are they similar or different to you?</i> <i>Can you retell a familiar story?</i>	<b>Farming – animals and vegetables</b> <b>Lifecycles</b> <b>Planting</b> <b>Minibeasts</b>  <i>What animals and plants can we find in the world around us?</i> <i>What do they need to help them grow?</i> <i>Who looks after plants and animals in our world?</i>	<b>Maps of our school and local area</b> <b>Our environment and contrasting environments</b> <b>Life in other countries</b>  <i>Where do we live?</i> <i>What can we see in our environment?</i> <i>Can we compare other environments? (countryside, town, city, seaside)</i> <i>What is it like in other countries?</i> <i>How is it different or the same to where we live?</i>

Literacy (focus texts)					
 <ul style="list-style-type: none"> <li>Name writing</li> <li>Letter formation</li> <li>Fine Motor</li> <li>Sounding out words to write them</li> </ul>	 <ul style="list-style-type: none"> <li>Poetry (firework poetry performance with instruments)</li> <li>Lables and captions</li> <li>Lists</li> <li>Description</li> </ul>	 <ul style="list-style-type: none"> <li>Labels and captions</li> <li>Lists</li> <li>Description</li> <li>Poetry</li> </ul>	<ul style="list-style-type: none"> <li>Lables and captions (storymaps)</li> <li>Description</li> <li>Story (retell)</li> <li>Letters (to a character)</li> </ul>	 <ul style="list-style-type: none"> <li>Labels and captions</li> <li>Lists</li> <li>Recounts (trip?)</li> </ul>	 <ul style="list-style-type: none"> <li>Lables and captions</li> <li>Description</li> <li>Letters (to someone in a different county?)</li> </ul>
Mathematics					
KIRF (Key Instant Recall Facts)					
<p><b>KIRF</b> Say the number names in order forward and back to 5.  Subitise to 5</p>	<p><b>KIRF</b> Say the number names in order forward and back to 10.</p>	<p><b>KIRF</b> Partition numbers to 5 into 2 groups.  Find one more and one less than numbers up to 10.</p>	<p><b>KIRF</b> Partition numbers to 10 into 2 groups.</p>	<p><b>KIRF</b> Use physical objects to add and subtract single digits.</p>	<p><b>KIRF</b> Know doubles of numbers up to double 5 and use objects to find halves of numbers up to half of 10.</p>



Overview Curriculum  
Reception

	Know the days of the week in order				
<ul style="list-style-type: none"> <li>Patterns</li> <li>Recognition, representation and composition – 1, 2, 3</li> <li>2D shape</li> </ul>	<ul style="list-style-type: none"> <li>Recognition, representation and composition 1 – 5</li> <li>1 more and 1 less</li> <li>2D shape</li> </ul>	<ul style="list-style-type: none"> <li>Recognition, representation and composition 1 – 10</li> <li>1 more and 1 less</li> <li>Odd and even</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds within 10</li> <li>Pairs</li> <li>Mass</li> <li>3D shape</li> </ul>	<ul style="list-style-type: none"> <li>Numbers beyond 20</li> <li>Sharing and grouping</li> <li>Length and Height</li> <li>2D and 3D shape</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction</li> <li>Number bonds</li> <li>Doubles</li> <li>Position and mapping</li> <li>2D and 3D shape</li> </ul>
Understanding the World					
<p><b>3 and 4:</b> Show interest in different occupations Continue developing positive attitude about the difference between people.</p> <p><b>Reception:</b> Talk about members of their immediate family and community Name and describe people who are familiar to them.</p> <p><b>ELG:</b> Talk about the lives of people around them and their roles in society</p>	<p><b>Reception:</b> Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p>	<p><b>Reception:</b> Talk about members of their immediate family and community. recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.</p>	<p><b>Reception:</b> Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p><b>3 and 4:</b> Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal</p> <p><b>Reception:</b> Explore the natural world around them Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p><b>ELG:</b> explore the natural world around them, making observation and</p>	<p><b>Reception:</b> draw information from a simple map Recognise some similarities and difference between life in this country and life in other countries. Recognise some environments are different to the one in which they live.</p> <p><b>ELG:</b> explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p>



**Overview Curriculum**  
Reception

				drawing pictures of animals and plants	
EAD (including Access Art)					
<p><b>Reception:</b> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p> <p><b>ELG</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories</p>					
<p><b>Playful Making</b> Exploring materials and intention through a playful approach</p>		<p><b>Simple Printmaking</b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry</p>		<p><b>Playful Making</b> Exploring materials and intention through a playful approach</p>	
Music					
<p><b>Reception:</b> listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>ELG:</b> sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and try to move in time with music</p>					
Nursery rhymes Rhythm patterns		Handbells Soundscape composition using untuned instruments			Hand drums Compose music using crotchets and quavers
Design and Food Technology					



## Overview Curriculum

### Reception

Key Skills: cutting, threading, manipulating paper to make tubes, using different joining techniques (glue, sellotape)			Making a picnic (recipe 1 – Top Banana sandwich) Key skills: spreading, arranging, peeling, bridge knife	Know that food comes from animals or plants and that it is farmed or caught	Food from around the world Key skills: arranging and decorating
Physical Development and PE					
Get Set 4 PE	Get Set 4 PE	Get Set 4 PE	Get Set 4 PE	Get Set 4 PE	Race Day Sports Day
Dough disco Pen disco Fine motor skills	Dough disco Pen disco Fine motor skills	Dough disco Pen disco Fine motor skills	Dough disco Pen disco Fine motor skills	PenPals	PenPals
PSED					
<p><b>Self-Regulation</b>            Show an understanding of their own feelings and those of others, and begin to regular their behaviour accordingly.            Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where appropriate.            Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b>            Confident to try new activities and show independence, resilience and perseverance in the face of challenge.            Explain the reasons for rules, know right from wrong and try to behave accordingly.            Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>Building Relationships</b>            Work and play cooperatively and take turns with others.            Form positive attachments to adults and friendships with peers.            Show sensitivity to their own and to others' needs.</p>					
RE					
EYFS4 Who belongs in my family and community?	EYFS1 Which spaces are special to members of our community?	EYFS 6 How do we understand and care for the world?	EYFS5 How do we celebrate special times? <b>Ramadan</b> <b>Eid-al-Fitr</b>	EYFS1 Which spaces are special to members of our community?	EYFS4 Who belongs in my family and community?



## Overview Curriculum

### Reception

<p>EYFS3 Who cares for me and how do I help others?</p> <p>EYFS5 How do we celebrate special times?</p> <p><b>Diwali</b></p> <p><b>Harvest</b></p>	<p>EYFS2 Why are some objects special?</p> <p>EYFS5 How do we celebrate special times?</p> <p><b>Hannukah</b></p> <p><b>Christmas</b></p>	<p>EYFS5 How do we celebrate special times?</p> <p><b>Chinese New Year</b></p>	<p><b>Pesach</b></p> <p><b>Easter</b></p>	<p>EYFS2 Why are some objects special?</p> <p>EYFS5 How do we celebrate special times?</p> <p><b>Eid ul Adha</b></p>	<p>EYFS 6 How do we understand and care for the world?</p>
<p>Events</p>					
<p>25.9.25 New to Reception evening 5-5.30pm</p> <p>6.10.25 People Who Help Us morning</p>	<p>3.11.25 INSET day</p> <p>12.11.25 Parents' Evening</p> <p>19.11.25 Parents' Evening</p> <p>27.11.25 Flu Immunisations</p> <p>16.12.25 Nativity performance</p> <p>19.12.25 Christmas Jumper Day</p>	<p>13.2.26 INSET day</p>	<p>World Book Day</p>	<p>School trip</p>	<p>1.6.26 INSET day</p> <p>9.7.26 Sports Day</p> <p>17.7.26 Reception Graduation</p>