

Who am I?/ Getting to know each other Key books-*The Gruffalo/Goldilocks and the Three Bears*

PSE- Learning to take turns , getting to know each other, discussing our likes and dislikes and understanding how to make good choices

CL- Developing skills in understanding, listening and speaking through discussions about myself, my family, my house, big talk- conversations about stories.

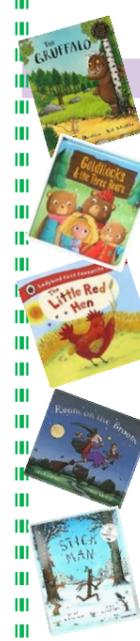
PD- Outside time -using climbing equipment/ introduction of dough disco and squiggle whilst you wiggle/ writing name,/ handwriting/ fine motor activities/ PE sessions using real PE

L- Exploring the above key books and a variety of books about my family and getting to know each other/ phonics sessions / Autumn writing/ various opportunities for writing in class and outside

M- Beginning to understand and explore the concept of number/ recognising numerals/ counting/ one more and one less/ recognising shapes / recognising colour/math's mastery

UTW- Interactive whiteboard and understanding our families and where we live,

EAD- Exploring and using media and being imaginative through painting portraits/hand and feet printing/ collage faces/Autumn art and songs / role play - home corner, gruffalo cave, 3 bears cottage/ musical instruments / various construction toys and malleable materials



Autumn 2-*Tell me a story* Key books-*"The Little Red Hen"/ Room on the Broom/Stick Man*

PSE- Developing PSE skills further -learning to help each other and act kind/ key groups/ everyday activities **PSE s skills are integrated through all areas**

CL- Developing skills in understanding, listening and speaking through discussions in key groups and whole class/ circle time/retelling of stories / time to talk

PD- Outside time -using climbing equipment/ball skills / small apparatus /dough disco and squiggle whilst you wiggle/ name writing/handwriting wands/ handwriting / fine motor activities/ Fireworks display dance/ PE sessions using "Real PE" scheme

L-Exploring traditional tales/ learning to retell and re-enact stories/ phonics/ introduction of imagination writing/winter/Halloween writing/ various opportunities for writing in class and outside

M- Developing application of number and mathematical language- capacity/ measuring/ exploring 2D and 3Dshape/addition and subtraction

UTW- Guy Fawkes/ Diwali- The Festival of Light/ The Christmas Story/ food tasting, Christmas food/artic animals and understanding winter and seasonal changes

EAD- Exploring and using media and being imaginative through: Using a variety of media to create rangoli patterns/making diva lamps from salt dough and decorating jars/ re - enacting traditional tales and The story of Rama and Sita/ Christmas play songs and performance/ musical instruments /various construction toys and malleable materials /role play -Santa's grotto

Spring 1 -*Herman's letter*

PSE- Developing PSE skills further- Understanding actions and consequences, PSE covered in all aspects of teaching

CL- Developing skills in understanding, listening and speaking through discussions about the world- what we know and what we want to find out / key groups /tales toolkit/big picture discussion/time to talk

PD- Developing skills further using climbing equipment/ throwing and catching/following the 'Real PE' games/showing co-ordination and negotiation of space/learning to cooperate in team games.

L- Writing letters/ imagination writing/ phonics/ story writing / exploring fiction and non- fiction books related to "The Winter Artic"

M-Continuing to develop application of number- addition and subtraction, numbers within 10/days of the week, months of the year and seasons-maths mastery scheme

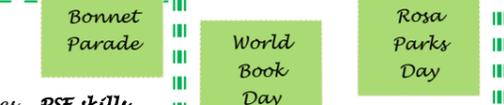
UTW- Learning about the wider world -hot and cold climates /finding out about habitats, hibernation and arctic animals, understanding seasonal changes

EAD- Exploring and using media and being imaginative through: - paint, pva and shaving foam to create texture/ pastels/ painting using brushes and cotton buds and forks/musical instruments/ various construction toys/ malleable materials / role play- Artic Explorers-igloo, small world artic animals.



Reception Curriculum Overview

Curriculum Areas
PSE- Personal, Social and Emotional Development/**CL**- Communication and Language / **PD**- Physical Development/ **L**- Literacy/ **M**- Mathematics/ **UTW**- Understanding the World/ **EAD**- Expressive Arts and Design



Summer 1 -*What is happening in our garden?* Key books-*"Yucky worms/What the Ladybird Heard*

PSE- Developing skills further through circle time/ key groups / Jigsaw-relationships-my family and friends /everyday activities **PSE skills are integrated through all areas**

CL- Developing skills in understanding, listening and speaking through discussions about minibeasts and their habitats / key groups/ Tales Toolkit.whole class discussions/ minibeast hunts- what have you found? / discussion about minibeast visit/ Farm visit-who lives on the farm, what foods do we get from animals

PD- Continuing to develop skills -using climbing equipment/ footballs/ bats and balls/ hockey sticks/ small apparatus/ Flipper Flappers/Funky fingers/ writing name/ handwriting/fine motor activities/ PE sessions using the "Real PE" scheme

L- Exploring fiction and non- fiction books relating to minibeasts and life cycles/ imagination writing/ list writing / non fiction writing/labelling/ phonics/

M-grouping and sharing/measuring/numbers to 20/deepening maths knowledge.

UTW- Looking at differences and similarities and exploring the natural world- minibeast hunts/ Minibeast lady visit/ caterpillars- learning about the life cycle of a butterfly/ continuing to develop ICT skills using various software/ exploring the woods/ forest school opportunity/ RE Day-The lost sheep

EAD- Exploring and using media and being imaginative through: a variety of art activities/ recreating "The Snail" by Matisse and using kandinskys circles to make a snail shell/ role play - minibeast lab/ variety of songs about minibeasts/ various construction toys / malleable materials



Spring 2 - Key books-*"Supertato and Supertato Veggies Assemble, The Easter Story*

PSE- Developing PSE skills further-understanding how to stay healthy-sorting foods and understanding how exercising helps our body/ key groups /CLL interventions/ everyday activities **PSE skills are integrated through all areas**

CL- Developing skills in understanding, listening and speaking through discussions about what superhero power we would want/who-how favourite superhero is, tales toolkit, retelling stories with story spoons, CLL/EAL interventions

PD- Continuing to develop skills -using climbing equipment/ basketballs//small apparatus/ dough disco and squiggle whilst you wiggle/ writing name/ handwriting /fine motor activities/ PE sessions using the "Real PE" scheme

L- Imagination writing-superheroes/ phonics/ story mapping with tales toolkit/ labelling and writing in full sentences

M- Continuing to develop application of number as in Term 3/ addition and subtraction/exploring numbers within 15/grouping and sharing

UTW- People who help us-comparing imaginative superheroes to everyday superheroes; police, fireman, dentists, doctors etc. Police Visit-asking questions, understanding the role of a police officers. Easter Story-understanding what Easter means to Christians/Chicks-growing and hatching in school/ Fairtrade week-understanding fairtrade and making banana milkshakes. Pancake day/Chinese New Year

EAD- Exploring and using media and being imaginative through: /making police officers/ musical instruments/ various construction toys/ malleable materials /Role play-Police Station/cooking-easter nests

Summer 2 - Key books-*"Billy's Bucket"/ My granny went to market*

PSE- Developing skills further- preparing for Year 1 transition through circle time/ key groups / Jigsaw-Changing Me-how do we change as we grow /every day activities **PSE skills are integrated through all areas**

CL- Developing skills in understanding, listening and speaking through discussions the beach, the sea and where we live-comparing and contrasting our area to another area in the UK and out of UK/ key groups/ Tales toolkit/whole class discussions

PD- Continuing to develop skills -using climbing equipment/ footballs/ bats and balls/hockey sticks/small apparatus/ dough disco and squiggle whilst you wiggle/ writing name, handwriting/ fine motor activities/ PE sessions using the "Real PE" scheme/sports day skill building

L- Imagination writing/ phonics/ exploring non- fiction and fiction about water, the beach/ travelling/ writing postcards

M- Consolidating all mathematical areas- developing language further

UTW- Exploring and investigating the outside world-The water cycle, how we travel around the world.

EAD- Exploring and using media and being imaginative through: a variety of art activities /variety of songs about pirates and sea creatures/ various construction toys and malleable materials. Role Play-airport, outfits from around the world/travel brochures