

Reception Curriculum Overview

	Block 1 – term 1 and term 2	Block 2 – term 1 and term 2	Block 3- term 1 and term 2
Core texts for writing	<p>Core: <i>A Little Bit Brave (LSP)</i></p> <p>Surrounding: <i>Mum and dad glue</i> <i>And tango makes three</i> <i>Living with mum and living with dad</i> <i>What makes me a me?</i> <i>All kinds of people</i></p> <p>Core: <i>The Three Little Pigs (LSP)</i></p> <p>Core: <i>Rain before Rainbows</i></p> <p>Surrounding: <i>Spinderella</i> <i>The Very Busy Spider</i> <i>Insy Wincey Spider</i> <i>Big Book of Bugs</i></p> <p>Core: <i>The Lights that Dance in the Night</i></p>	<p>Core: <i>The Goat and the stoat and the boat (LSP)</i></p> <p>Surrounding: <i>Freezing Poles</i> <i>The Last Polar Bear</i> <i>Penguins</i> <i>The last tiger</i></p> <p>Core: <i>Perfectly Norman (LSP)</i></p> <p>Core: <i>The Magic Paintbrush</i></p> <p>Surrounding: <i>Love from Anna</i> <i>Hibiscus</i> <i>Africa is not a country</i> <i>The Drum</i> <i>Baby Goes to market</i></p> <p>Core: <i>Jack and the Beanstalk</i></p>	<p>Core: <i>Bun on the Run (LSP)</i></p> <p>Surrounding: <i>First book of pond life</i> <i>Hedgehogs Don't Live in the city</i> <i>In the Pond</i> <i>Just Ducks</i> <i>One Tiny Turtle</i></p> <p>Core: <i>Martha Maps it Out. (LSP)</i></p> <p>Core: <i>The Night Pirates</i></p> <p>Surrounding: <i>Oi Cat</i> <i>Oi Dog</i> <i>Oi Puppies</i> <i>How Many Legs</i></p>
Mathematics	<p>Place Value within 5</p> <ul style="list-style-type: none"> Value of 1, 2 and 3. Value of 4 (1, 2 and 3 recap) Value of all including 0 <p>Sorting</p> <ul style="list-style-type: none"> Based on size, colour and value <p>Place Value within 5</p> <ul style="list-style-type: none"> Compare and order. More or less Same and different Subitise numbers. <p>Addition and subtraction</p> <ul style="list-style-type: none"> Introduce + and – symbols. Find one more or less <p>Time</p> <ul style="list-style-type: none"> Order the events of the day. 	<p>Addition and subtraction within 5</p> <ul style="list-style-type: none"> Number bonds within 5 including 1, 2, 3, 4 and 5 <p>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>Multiplication and division</p> <ul style="list-style-type: none"> Doubles and halves up to 5+5 <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> Addition by counting on Subtraction by counting back 	<p>Number pattern</p> <ul style="list-style-type: none"> Odd and even numbers <p>Addition and subtraction within 10</p> <ul style="list-style-type: none"> Number bonds to 10 <p>Place value to 20</p> <ul style="list-style-type: none"> Value teen numbers Counting, comparing and ordering numbers <p>Measures</p> <ul style="list-style-type: none"> Length Weight Capacity Ordering and comparing

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	<ul style="list-style-type: none"> Yesterday, today and tomorrow 					
<p>PSED Discrete Jigsaw sessions</p>	<p>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>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>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>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>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>Changing Me</p> <ul style="list-style-type: none"> My body Respecting my body Growing up Fun and fears Celebration
<p>UTW Past and Present People, Culture and Communities</p>	<p>Who am I?</p> <ul style="list-style-type: none"> Describe themselves physically and make comparisons in appearance with other people 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 	<p>Who are the people in the community who help us?</p> <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 	<p>What is it like in Kenya?</p> <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 		<p>What is it like to live in the countryside or a city?</p> <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 	

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	<p>and differences between their family and others</p> <ul style="list-style-type: none"> • Talk about features of my home • Sequence key events from their own life • Recognise things that have changed during their life 	<p>does and how to stay healthy</p> <ul style="list-style-type: none"> • 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 	<p>different seasons</p> <ul style="list-style-type: none"> • 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 savannah, comparing them to animals found in the UK • Describe what homes and buildings look like in different parts of Kenya comparing to homes and buildings in 		<p>people may have in the countryside/ city</p> <ul style="list-style-type: none"> • 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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			<p>locally near the school</p> <ul style="list-style-type: none"> Identify food which is grown in Kenya and compare with food which is grown in the UK Compare key similarities and differences between human and physical geography and climate in Kenya and the area where our school is 			
<p>UTW</p> <p>The natural world</p>	<p>What changes do we notice through the seasons? (autumn)</p> <ul style="list-style-type: none"> Describe how trees and plants change in autumn 	<p>What is the difference between light and dark?</p> <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 	<p>What changes do we notice through the seasons? (winter)</p> <ul style="list-style-type: none"> Recognise how colder weather in winter affects people, animals, and 	<p>What do plants and animals need to live and grow?</p> <ul style="list-style-type: none"> Understand that plants and animals are living things and need food, water, air, and space to 	<p>What is a force and how can ice change?</p> <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 	<p>What is a habitat?</p> <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

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		<ul style="list-style-type: none"> • Understand that light travels through transparent materials • Understand that shadows are created by light and solid objects 	the environment	<ul style="list-style-type: none"> • 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 they can complete their life cycles • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • plants that might grow there • Name and describe animals that live in garden habitats in the UK/ the grounds of the school • Describe a desert habitat and the features of plants that might 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

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	<ul style="list-style-type: none"> • Say what makes their family and friends special to them • Identify some of the qualities of a good friend • Recall and talk about stories of Jesus as a friend to others • Recall a story about a special person in Sikhism and talk about what can be learnt from it 		<ul style="list-style-type: none"> • Talk about things I find interesting, puzzling or wonderful in nature and also about my own experiences and feelings about the world. • Think about the wonders of the natural world, expressing ideas about how it was made and my feelings towards nature. • Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings. • Talk about what the stories of Muhammad and the Crying Camel and Muhammad and the Kittens say about God, the world and human beings. • Talk about what people do to mess up the world and what they do to look after it. • Talk about their own experiences and feelings about when the world is and is not looked after.
<p style="text-align: center;">EAD</p> <p>Creating with materials</p>	<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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

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EAD Being imaginative and express	Exploring sound <ul style="list-style-type: none"> • Explore using our voice to make a variety of sounds • Explore using our bodies to make a variety of sounds • 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 	Music and Movement <ul style="list-style-type: none"> • Learn why songs can have actions and learn simple Makaton signs to accompany a song • Explore beat through body movement • Learn to recognise and react to different tempos in music • Express different pitch and tempo in music through dance • Perform a movement song 	Big Band <ul style="list-style-type: none"> • Learn about different musical instruments • Learn about the 4 groups of music instruments • Follow a beat using an untuned instrument • Play tuned and untuned instruments • Sing a familiar song changing the tempo or dynamic • Practice and perform a song
Physical Development	Gymnastics Manipulation and coordination	Cooperate and solve problems Dance	Speed and agility Body management