Foundation Stage – Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Bodies, Bones & Teeth	Our Local Area	Animals and Life Cycles	Rainforests	All Around the World
Communication and Language	Know the names of adults and other children in school. Listen to a variety of stories, poems and rhymes. Talk about what we did at the weekend/during the holidays. Talk about our family members, including our pets. Engage in talking activities with a partner – begin to understand how to be a good listener. Talk about our bodies – hair, eye, skin colour and learn new words about our skeleton and teeth.		Begin to use longer sentences that are well formed. Continue to learn new vocabulary and be able to use it effectively. Be able to answer more 'why' questions. Share news from our weekends and holidays – listen carefully to others and ask questions. Talk about differences between fiction / non-fiction books. Learn to hold the interest of a listener.		Begin to use more complex sentences to link thoughts. Confidently engage in conversations with peers and adults. Take part in simple performances e.g. assemblies, end of term play Be able to retell stories with more expression. Share news from our weekends and holidays – accurately use past tenses. Confidently talk about what they have leant, both now and during the year.	
Personal, Social and Emotional Development	Learning class rules and routines. Support children to build relationships with their peers. Support children to develop their independence. Learn about the importance of good hand washing Learn about food banks and make a collection for the harvest festival.	Celebrating cultural differences through celebrations. Staying safe in the dark. Learn about how to keep our bodies healthy and why it is important. Looking after our teeth. Learn about different food groups and a healthy diet.	Learn about the people who help us in the community. Support children to feel confident to try new activities. Becoming more aware of how their actions can affect others.	Understand the importance of caring for wildlife and nature. Keeping myself safe – road dangers, stranger danger	Becoming increasing independent in managing tasks. Working collaboratively with others.	Sun Safety – slip, slap and wrap campaign Encourage the children to become more independent with their learning. Transition sessions into Chestnut Class.
PSHE / Health & Relationships	Healthy and Happy Friendships - making friends and getting along. Sleeptember Campaign	Similarities and Differences – Recognising Strengths and Respecting Differences	Healthy Bodies and Healthy Minds	Caring and Responsibility - our special people	Coping with Change – growing and changing.	Families and Committed Relationships – the importance of family.
Physical Development	**Fine Motor Skills:** Learn to use the tripod grip when holding a pencil. Learn to use a knife and fork at lunchtime. Learn to use a range of tools competently, safely and with confidence (e.g. pencils for drawing/writing, paintbrushes, scissors) Support children to manage zips, buttons, Velcro fastenings.		**Fine Motor Skills:** Use the tripod grip confidently when holding a pencil. Learn to use a range of tools competently, safely and with confidence (e.g. pencils for drawing/writing, paintbrushes, scissors) Learn to manage zips, buttons, Velcro fastenings more independently		**Fine Motor Skills:** Hold a pencil effectively in preparation for fluent writing. Develop stamina whilst writing. Confidently use a range of small tools. Show accuracy and care when drawing. Use scissors with confidence and cut accurately.	
	Gross Motor Skills: Access to large climbing equipment, including monkey bars, and trim trail; bikes, trikes, scooters; access to large loose parts – planks, tyres, crates etc. Regular Forest School sessions also give children the opportunities to develop their gross motor skills (e.g. climbing, carrying, building, digging, collecting wood, using tools etc.)					

Get Set 4 PE *Our PE lessons enable the children to develop their Gross Motor Skills and also learn how to dress/undress independently.*	**Introduction to PE: Unit 1** Develop fundamental movement skills such as running, jumping, skipping through the topic 'Fantasy and Adventure'. Learn how to find a space, freeze on command, use/share equipment, work individually, with a partner and group. **Fundamentals: Unit 1** Develop fundamental movement skills through the topic of 'All About Me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	**Dance: Unit 1** Develop expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. **Ball Skills: Unit 1** Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing/catching, dribbling with feet and kicking a ball through Develop fine and gross motor skills through a variety of games/equipment used. Children will work with a partner and independently.	**Introduction to PE: Unit 2** Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will spend time learning basic principles of a PE lesson such as safely using space, stopping safely, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping and skipping. Children will also play simple games and begin to understand and use rules. **Games: Unit 1** Develop understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.	**Gymnastics: Unit 1** Develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. **Fundamentals: Unit 2** Develop fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space and understand and follow rules and instructions. They work independently and with a partner to complete tasks.	**Dance: Unit 2** Develop expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus. They also are given the opportunity to copy, repeat and remember actions. They continue to use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback. **Ball Skills: Unit 2** Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball through the topic of 'weather'. Children will be able to develop their fine and gross motor skills though a range of ball games. Children will work independently and with a partner and will develop decision making and using simple tactics.	**Gymnastics: Unit 2** Develop basic gymnastic skills through the topic of 'traditional tales'. Children explore creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when travelling and balancing. **Games: Unit 2** Practise and further develop fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also learn how to work as a team, take turns, keep the score, play against an opponent and play by the rules.
Structured Story Time Book List	I'm (almost) Always Kind The Squirrels that Squabbled Its' a No-Money Day What Makes Me Me?	Pumpkin Soup Standing Up to Racism Bear Shaped The Dark	The Gingerbread Man The Invisible Shu Lin's grandpa Mr Wolf's Pancakes William Bee's Wonderful World of Things That Go!	Luna Loves Art Winnie the Pooh Helps the Bees Tad Each Peach Pear Plum	Martha Maps It Out The Wonder Mrs Noah's Garden The Story Orchestra	Celebrations Around the World Clean Up Anansi and the Golden Pot Chicken Clicking
Literacy	**Comprehension:** Join in with stories with repeated phrases. Participate in echo reading. Learn new vocabulary through structured story time.	**Comprehension:** Funny Bones – sequencing pictures to retell the story in own words. Recognise repeated patterns in stories.	**Comprehension:** Traditional Tales – make puppets of characters. Retell familiar stories using their own language. Describe characters and settings in stories.	**Comprehension:** Understand that stories are sequenced and that parts of the story have certain impacts. Make predictions about stories.	**Comprehension:** Talk with confidence about their favourite books. Express opinions about books. Answer questions about books they have read.	**Comprehension:** Tiger Child – Talk for Writing Demonstrate a good understanding of story structure and sequencing. Learn about story maps and create own.

	Word Reading: Reception children will begin Set 1 of the RWI phonics scheme. Recognise initial sounds VC/CVC oral blending **Writing:** Finger gym activities to strengthen fingers ready for writing. Teach children RWI rhymes to help form letters correctly. Provide mark making opportunities within different areas of the classroom/role play areas	**Word Reading:** Reception children will complete Set 1 of the RWI phonics scheme. Decode and blend VC and CVC words. Recognise some Set 1 digraphs 'special friends' (ch, sh, th, ng, nk, qu) Children to read some high frequency words. **Writing:** Name writing activities. Use phonics fingers to begin to sound out and write CV and CVC words. Continue to practise letter correct letter formation with regular handwriting practise. Write Christmas Cards for families	**Word Reading:** Children will begin the RWI Set 2 Speed Sounds. Recognise digraphs and trigraphs in words. Be able to say how many sounds are in a word. Decode and blend words containing digraphs and trigraphs. **Writing:** Spell words by identifying the sounds. Guided writing activities to introduce sentence structure. Introduce full stops, capital letters & word spacing.	**Word Reading:** Children will become more confident with RWI Set 2 Speed Sounds. Children will continue to practise decoding and blending sounds in daily phonics sessions. Read simple captions and/or sentences. **Writing:** Most lower-case and capital letters are formed correctly. Write simple facts about bees and other minibeasts with support.	**Word Reading:** Begin to read longer words. Recognise 'special friends' within words. Learn more high frequency words and common exception words. **Writing:** Write captions/phrases and begin to write simple sentences. Sound out unfamiliar words phonetically. Write sentences about orangutans to create a fact sheet. Be able to re-read what they have written to make sure it makes sense	**Word Reading:** Children are confident with all Set 2 Speed Sounds Read more high frequency words and common exception words confidently. Begin to read with more fluency. **Writing:** Children compose and write their own sentences. Forming most letters accurately and of a consistent size. Write own version of Handa's Surprise. Write sentences about kangaroos to create an information book.
Mathematics We follow the White Rose Scheme of Work	**Early Mathematical Experiences** Counting rhymes and songs; Classifying objects based on one attribute; Matching equal and unequal sets; Comparing objects and sets; Subatising. 1-5; Ordering objects and sets / introduce manipulatives; Number recognition; Begin to form numbers **Pattern and Early Number** Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 5; Estimate and check by counting; Recognise numbers in the environment.	**Numbers within 5** Count up to six objects; One more or one fewer; Order numerals 1 – 5; Conservation of numbers within five **Addition & subtraction within 5** Explore addition and subtraction **Measures** Estimate, order compare, discuss and explore capacity, weight and lengths **Shape and Sorting** Describe and sort 2-D shapes ; Describe position accurately **Calendar and Time** Days of the week; Seasons; Night and Daytime	**Zero** Understanding of concept of zero **Numbers within 10** Count up to ten objects ; Represent, order and explore numbers to ten **Composition** One more or fewer, one greater or less; subitise; comparing 2 quantities, ordering quantities; Pairing; Writing numbers **Addition & Subtraction within 10** Explore addition – combining two groups; subtraction as taking away; Number Bonds to 10; Addition, subtraction and equals symbols	**Measures** Vocabulary for, comparing weight & height & length & capacity; Time – sequence events, yesterday/today/tomorrow **Patterns** Repeating patterns **Shape** Describe and sort 3-D; Shapes; Describe similarities and differences	**Numbers beyond 10** Build and identify numbers to 20 and begin to understand order and place value; Composition; Count on and back to beyond 10; Subitise; One more / one Less; Missing Numbers; Estimating; Writing numbers **Addition and Subtraction within 20** Understand an amount can be changed by adding more or taking away; Begin to add on by counting on; Begin to problem solve and reason Recall number bonds to 5/10; Doubling; Double means twice the amount; Say doubles of numbers to 10	**Sharing / Even & Odd** Share to make equal groups; Recognise some quantities that can't be paired for shared equally - begin to understand odd and one left; Begin to understand the odd and even number structure **Shape and Space** Positional language; Spatial reasoning; Shapes can be combined or separated to make a new shape **Patterns** Patterns in numbers and Shape; Repeating Patterns; Symmetry

Understanding the World	Talk about me and my family Think about the people in our community. Think about Autumn and how our environment changes.	Learn about our skeleton. Learn about our teeth and how to look after them. Think about Winter and animals that hibernate.	Learn about our village – explore it through walks. Look at different maps. Our School – past and present. Farming in our Local Area. Chinese New Year.	Learn about the animals and plants in our local area. Think about different types of habitats. Learn about life Cycles. Hatching eggs. Think about Spring – looking for signs of new life.	Rainforests – compare them to forests in our local area. Think about endangered animals – focusing on the orangutans. Learn about the importance of looking after our planet.	Look at similarities and differences between UK and other countries: India – spices and cooking Australia – learn about marsupials. Africa – safari animals and their skins
RE	*What do Christians celebrate at harvest festival?*	*Why do Christians perform nativity plays at Christmas?*	*What special objects and places are inside our village church?*	*Why do Christians put a cross in an Easter Garden?*	*What can we learn about the story of Noah's Ark?*	*Why is the word 'God' so important to Christians?*
Expressive Arts and Design	Investigate mixing primary colours – paint birthday balloons. Build models using construction equipment. Join in with role play games and use props available Self-portraits – investigate how to mix skin colour. Make frames for our self portraits to display in home corner.	Kandinsky art – circles and triangles. Skeleton pictures. Teeth salt dough models. Christmas - decorations, make clay nativity models, Christmas cards. Nativity performance in the church.	Collage map of village Paper weaving Traditional Tales: make story character puppets, build bridges for Three Billy Goats Gruff Baking bread Build vehicles from junk modelling.	Make symmetrical butterflies. Make candles with beeswax Make a bee candle holder using clay. Life Cycles craft Mother's Day crafts. Easter crafts. Learn about different artists.	Rainforest art Create orangutans with moving parts. Make smoothies or fruit kebabs \with tropical fruit – using our senses Learn how to make recycled paper.	Create Aboriginal Dot art. Hindu Festival of Colours art Participate in the end of year performance.
Music with Mrs Brocklehurst	**I've got a Grumpy Face** - showing feelings and emotions in music; **The Sorcerer's Apprentice** - exploring how music can tell stories; **Witch, Witch** - pitch matching; Row **Row Row Your Boat** - tapping along with the beat, exploring steps and skips with regards to pitch.		**Cuckoo Polka** - imitating sounds of birds; **Shake My Sillies Out** - tempo, timbre, sound stories; **Up and Down** - composing lyrics and making music using pitched percussion instruments; **Five Fine Bumblebees** - counting songs, changes in tempo.		**Down There Under the Sea** - sea themed soundscapes, putting movement to music; **It's Oh So Quiet** - dynamics; **Slap Clap Clap** - 3/4 time, waltzes; **Bow Bow Bow Belinda** - beat, instrumental accompaniment.	