# Curriculum Overview: Reception 2017/18

<table>
<thead>
<tr>
<th>Terms</th>
<th>Autumn ‘Settling in’</th>
<th>Spring ‘Reaching for the stars’</th>
<th>Summer ‘Moving on’</th>
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</thead>
<tbody>
<tr>
<td>PSE</td>
<td>1. All about me</td>
<td>1. Journeys</td>
<td>1. Growing</td>
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<td></td>
<td>2. All about me/Christmas</td>
<td>2. Where I Live</td>
<td>2. Mini beasts</td>
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<td></td>
<td>Making friends</td>
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<td></td>
<td>Following rules and routines</td>
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<tr>
<td>Jigsaw</td>
<td>How am I different to when I was a baby?</td>
<td>Feelings and emotions</td>
<td>Caring for others and the environment</td>
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<td>Celebrations at home</td>
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<td>My fears</td>
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<td>Staying safe</td>
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<td>PD</td>
<td>Settling in</td>
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<td>Being healthy</td>
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<td>Making friends</td>
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<td></td>
<td>Following rules and routines</td>
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<td>Transition: Giant story</td>
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<td></td>
<td>Being healthy</td>
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<tr>
<td>H&amp;SC</td>
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<td>Celebrating difference</td>
<td>Healthy me</td>
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<td>Changing me</td>
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<tr>
<td>Motor skills:</td>
<td>Experiments with different ways of moving. Cutting on lines.</td>
<td>Motor skills:</td>
<td>Moving in range of ways, negotiating space. Cutting straight and curved lines</td>
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<tr>
<td>Handwriting:</td>
<td>Uses a pencil and hold it effectively. Begins to form recognisable letters</td>
<td>Handwriting:</td>
<td>Forms recognisable letters, most of which are correctly formed.</td>
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<tr>
<td>H&amp;SC:</td>
<td>Shows understanding of how to transport and store equipment safely. Eating with knife and fork</td>
<td>H&amp;SC:</td>
<td>Talk about being healthy</td>
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<td></td>
<td>Uses toilet independently. Dress and undress independently.</td>
<td>H&amp;SC:</td>
<td>Managing own basic hygiene- washing hands. Chopping own fruit i.e. grapes at lunch/snack time.</td>
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<td>Following simple instructions, playing ‘Simon Says’ games</td>
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<td>Core books</td>
<td><img src="image1.jpg" alt="Image 1" /></td>
<td><img src="image2.jpg" alt="Image 2" /></td>
<td><img src="image3.jpg" alt="Image 3" /></td>
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</tbody>
</table>
**Reading**

**Guided Reading:**
- Introduce reading behaviour:
  - How to sit properly
  - How to hold a book, care for books
  - Reading for pleasures

**Reading strategies:**
- Picture cues
- Sound out tricky words
- Read from left to right across and between pages
- Difference between front and back from book
- Where to start reading
- Identify between picture and text
- Pictures aid understanding
- Return sweep
- 1:1 matching by using reading finger
- Difference between a letter and a word
- Capital and lower case letters

**Non-Fiction:**
- Introduce non-fiction (teaches you new things)
- Difference: Photographs/animation

**Phonics:**
- Initial assessment and streamed into 6 groups.

**Phonics:**
- Reception words

**Guided Reading:**
- Reading behaviour:
  - Reading with fluency and understanding
  - Reading for pleasure

**Reading strategies:**
- Picture cues
- Sound out tricky words
- Punctuation (. ? !)

**Non-Fiction:**
- Contents page
- Blurb at the back

**Phonics:**
- Half termly assessment and streamed into 6 groups.

**Phonics:**
- Reception words
- Y1 words

**H/F:**
- Y1 words

**Writing**

**Name writing**
- Labels
- Captions

**Focus on:**
- Directionality
- Hears, says and writes initial and last sounds in words
- Letter formation
- Demonstrating how to access and use H/FW
- Modelling grammatical agreement

**Attempts to write short sentences in meaningful contexts.**

**Focus on:**
- Directionality
- Finger spacing
- Putting phonological knowledge in practice.
- Stretching out longer words
- Capital letters
- Demonstrating how to access and use H/FW
- Modelling grammatical agreement

**Use phonetic knowledge to write simple sentences. Some words are spelt correctly. Write some irregular common words. Children begin to write more independently.**

**Children should be given the opportunity to write simple stories based core books studied in class and non-fiction writing:**
- Instructions (First, next, then, after that, finally)
- Start to introduce ‘and’ in writing.

**Focus on:**
- Directionality and return sweep
- Finger spacing
- Putting phonological knowledge in practice.
- Stretching out longer words
- Capital letters
- Punctuation
- Modelling grammatical agreement

**Start to write narratives with a beginning, middle and end**

**Focus on:**
- Accurate spelling of H/F words
- Accurate spelling of regular phonetic words
- Directionality and return sweep
- Finger spacing
- Putting phonological knowledge in practice.
- Stretching out longer words
- Capital letters
- Punctuation
- Demonstrating how to access and use H/FW
- New vocabulary
- Sentences and phrases
- Re-reading to check writing to make sense
- Modelling grammatical agreement
## Self-registration
- Find name card and write name on large sheet of shared paper.
- Sign in. Large sheet of shared paper. Adult to observe and support letter formation and pencil grip.
- Sign in on lined paper. Adult to observe and support letter formation and pencil grip. Ascenders and descenders.
- Sign in on list 1-30. Narrow lines. Adult to observe and support letter formation and pencil ascenders and descenders.

## Nursery Rhymes
- Ten in a bed
- Ms Polly had a dolly
- Hey Diddle Diddle
- Ten green bottles
- Little boy blue
- Sing a song of sixpence
- Lucy locket
- Ten little Indians
- Oranges and lemons
- The grand old Duke of York
- Little rabbit Foo Foo
- Teddy Bear, teddy bear
- Twenty little snowmen
- Alice the camel
- One man went to mow
- Wee Willie Winky
- Mary, Mary quite contrary
- Pussy cat, pussy cat
- Little Jack Horner
- Little Bo Beep

## Maths
- **Nursery Rhymes**
  - Counting & numbers (10)
  - Counting & ordinal
  - 2D shape & position
  - Counting & patterns
  - Counting & addition
  - Addition & subtraction
- **Initial Assessment**
  - Counting & numbers
  - Length
  - 3D shape
  - Money & counting
  - Time
- **Counting & comparing**
  - Weight
  - 3D shape & data
  - Money & counting
  - Time
- **Counting (100, 10's)**
  - Counting & addition
  - 2D shape data
  - Addition & subtraction
  - Patterns & symmetry
  - Counting & adding
  - Counting & sequences

## Cooking
- Pizza faces (Name writing before creating pizza)
- Scones (write list of ingredients)
- Christmas biscuits (Write the recipe)
- Pancakes (write an invitation)
- Problem solving cake (free choice)
- Easter Baskets (Instructions)
- Fruit salad/kebabs (Fruit riddle)
- Baking bread (Independent writing)

## P&C
- My school
- Local Community
- London
- England
- Around the world: Africa
- Around the world: XXX

## Celebrations and trips
- Harvest
- Bonfire Night
- Remembrance
- Diwali
- Nativity/Christmas
- Pantomime
- Half Moon Theatre
- Valentine’s Day
- Chinese New Year
- Shrove Tuesday
- Morning for mums
- Stratford Discovery Centre
- Easter
- Careers week
- Eid (?)
- Road safety workshop
- St George’s Day
- Marion Procession
- FUDGE Day
- Multicultural Day
- Sports Day

## The World
- Seasonal Changes summer-autumn-winter. Collecting autumn leaves and resources from local park. Look at range of woodland animals: characteristics; their habitats and how to care for it.
- Seasonal changes winter-spring. Recycling/taking care of environment. Look at range of arctic animals: characteristics; their habitats and how to care for it.
- Seasonal changes spring-summer. Life cycles of caterpillar and chicks (Butterflies and eggs). Planting seeds and observe it growing. Look at range of wild animals: characteristics; their habitats and how to care for it.

## Technology
- Technology walk around the school.
- Beebots
- Using iPads to film short stories. Taking photos of 'big school' in preparation for Y1 (transition)

## EAD
- Self portraits
- Foil/newspaper People
- Mondrian
- Autumn leaves art
- Stencil art (Banksy)
- Rolled paper sculptures
- Transient Art
- Cardboard box Art
- Observational drawing: Inside of fruit and veg (chalk)
- Clay: African animals/African pots
- Kadinsky- snail art (canvas)
- Wax and water paint spider webs

## Small World
- Variety of continuous provision
- Woodland animals/Fairy basket
- Arctic animals/Super heroes
- Variety of continuous provision
- Mini beasts/Dinosaurs
<table>
<thead>
<tr>
<th>Small Construction</th>
<th>RE</th>
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<tbody>
<tr>
<td>Mobilo/Lego Brio/K’nex</td>
<td>Beginnings</td>
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<tr>
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<td>Advent and Christmas</td>
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<td>Mobilo/Lego Brio/K’nex</td>
<td>Lent and Easter</td>
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<td>Pentecost</td>
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<td></td>
<td>Other Faiths Marion Procession</td>
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