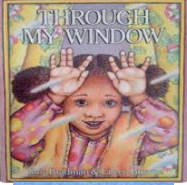
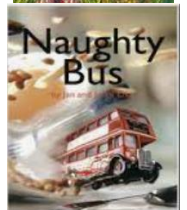



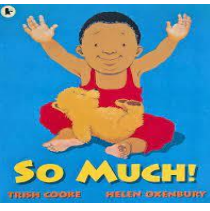

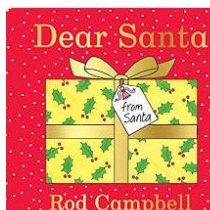
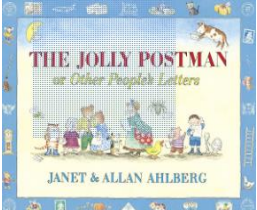
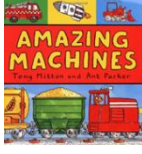
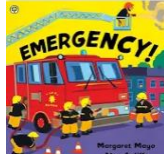
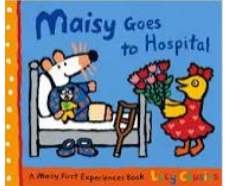
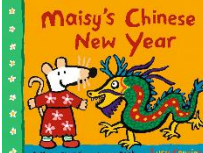

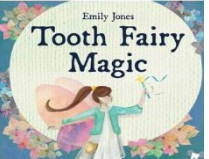
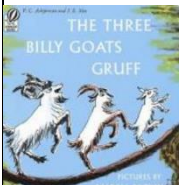
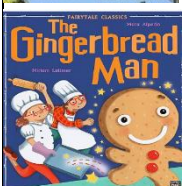
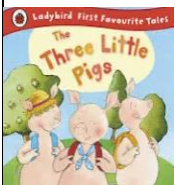
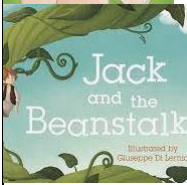
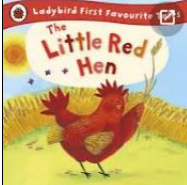





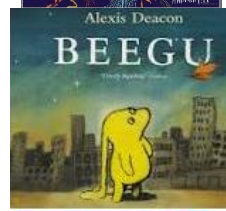




Reception Curriculum Overview 2024 – 2025

	Autumn 1 Know me to teach me	Autumn 2 Celebrations	Spring 1 People Who Help Us	Spring 2 Once Upon a Time	Summer 1 Our Wonderful World	Summer 2 Our Wonderful World
Key Texts	    	 <p>The Tiger Who Came to Tea Judith Kerr</p>     	     	     	    	      
Themes	Welcome to school Families	Diwali, Halloween, Bonfire Night, Christmas, Hannukah, Birthdays, Remembrance Day	Firefighters, police, NHS workers, teachers, shopkeepers, transport workers, superheroes, shopkeepers Valentine's Day, Chinese New Year, Safer Internet Day	Pancake Day, Easter, Ramadan/Eid	Our local area/ history of our school Under the sea Animals Growing plants Minibeasts Seasons Earth Day	Recycling and climate change Seasons Space Transition to Year 1

Writing	<p>Write some or all of own name</p> <p>Hear, say and recognise some initial letter sounds</p> <p>Write some letters accurately</p> <p>Draw recognisable pictures.</p> <p>Have increasing control of pens and pencils</p>	<p>Use some initial phonic sounds independently</p> <p>Understand that writing goes from left to right.</p> <p>Have a comfortable grip with good control when holding pens and pencils.</p> <p>Forming letters with increasing accuracy.</p> <p>Developing phonic knowledge to write labels and captions independently.</p>	<p>Break the flow of speech into words and hear, say and write many sounds including digraphs.</p> <p>Write recognisable letters that are increasingly formed correctly.</p> <p>Create texts to communicate meaning for an increasingly wide range of purposes, such as greetings cards, tickets, lists, invitations.</p>	<p>Break the flow of speech into words and hear, say and write many sounds including digraphs.</p> <p>Write recognisable letters that are increasingly formed correctly.</p> <p>Create texts to communicate meaning for an increasingly wide range of purposes, such as greetings cards, tickets, lists, invitations.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
	Autumn 1 Know me to teach me	Autumn 2 Celebrations	Spring 1 People Who Help Us	Spring 2 Once Upon a Time	Summer 1 Our Wonderful World	Summer 2 Our Wonderful World
Maths	<p>Recognising and counting numbers up to 5</p> <p>Recognising, following and copying patterns with sounds and actions</p> <p>Naming common shapes</p>	<p>Recognising numerals to 5 and some to 10</p> <p>Start to show how numbers can be made up e.g., 1 and 3 is 4 and know there is more than one way of doing this.</p> <p>Counting to 10 by rote</p> <p>Comparing manipulatives (e.g., saying when one tower is bigger/smaller)</p> <p>Finding one more/one less using resources</p> <p>I am beginning to talk about and explore 2D and 3D shapes</p> <p>Positional Language</p>	<p>Counting objects and clapping in numbers 1-10.</p> <p>Matching numerals with quantities.</p> <p>Number:</p> <p>Recall some number bonds to 5</p> <p>Start to give some linked subtraction facts (number bonds to 5)</p> <p>Combining 2 groups</p> <p>Counting to 20</p>	<p>Counting objects and clapping in numbers 1-10.</p> <p>Matching numerals with quantities.</p> <p>Number:</p> <p>Recall some number bonds to 5</p> <p>Start to give some linked subtraction facts (number bonds to 5)</p> <p>Combining 2 groups</p> <p>Counting to 20</p>	<p>Have a deep understanding of number to 10, including the composition of each number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

	<p>The Natural World: Talking about the differences and similarities of different materials</p> <p>People, Culture & Communities: Naming and describing familiar people.</p> <p>Past & Present: Understanding that some things are old and some things are new and recall the days of the week</p> <p>Use words such as yesterday, tomorrow, last week, last year Talking about places in our school – going for a walk, locating places</p>	<p>The Natural World: Understanding different environments and the need to look after the world. Seasons and weather changes</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>People, Culture & Communities: Understanding that the world is made up of lots of different countries and comparing these to the UK.</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>Discussions about similarities between different cultural events and/or celebrations, for example Diwali and Christmas Use appropriate words, e. g., 'town', 'village', 'Church', 'temple', to help children make distinctions in their observations.</p> <p>Past & Present: Talking about things that have happened in personal past and beginning to understand that some things happened a 'long' time ago. Talk about how things are different or the same to the present.</p>	<p>The Natural World: Talking about why things happen, how things work and making observations about how things change Observe, find out about and identify features in the place they live and in the natural world.</p> <p>People, Culture & Communities: Discuss their parents' jobs; different types of jobs</p> <p>Past & Present: Talking about key roles people have in the local community e.g., paramedic, refuse collector, bus driver</p>	<p>The Natural World: Talking about why things happen, how things work and making observations about how things change</p> <p>People, Culture & Communities: Understanding that some people have different beliefs and celebrate special times in different ways.</p> <p>Past & Present: Looking at photos from the past and discussing key people from the past</p>	<p>The Natural World: Exploring the natural world around and making observations and drawing pictures of animals and plants. Find out about their environment and talk about those features they like and dislike. Beginning to understand the life cycle of plants and animals</p> <p>People, Culture & Communities: Describing the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Past & Present: Talk about the lives of the people around them and their roles in society</p>	<p>The Natural World: Understanding the seasons and changing states of matter Use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. Introduce weather differences in different Places. Climate, temperature, rainfall, different, same, compare, changes.</p> <p>People, Culture & Communities: Know some similarities and differences between different countries and religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Past & Present: Talk about the lives of the people around them and their roles in society</p>
	<p>Autumn 1 Know me to teach me</p>	<p>Autumn 2 Celebrations</p>	<p>Spring 1 People Who Help Us</p>	<p>Spring 2 Once Upon a Time</p>	<p>Summer 1 Our Wonderful World</p>	<p>Summer 2 Our Wonderful World</p>

Expressive Arts & Design	<p>Creating with Materials: Draw and paint things that can be recognised by other people.</p> <p>Use a range of tools for different purposes</p> <p>Being Imaginative and Expressive: Join in with ring games and enjoy dancing. Showing different emotions in my drawings and paintings</p>	<p>Creating with Materials: Develop own ideas when using different materials, I create with different materials</p> <p>Making increasingly complex structures using construction, loose parts and small world to support my story-telling play</p> <p>Being Imaginative and Expressive: Express thoughts and feelings through dance, music, drama and visual arts.</p>	<p>Creating with Materials: Choose the right materials Talk about creations they have made with others Use a range of tools safely Work and create in a group, sharing skills and listening to the ideas of others</p> <p>Being Imaginative and Expressive: Create collaboratively and share ideas. Explore, use and refine a variety of artistic effects to express ideas and feelings Act out favourite stories</p>	<p>Creating with Materials: I can talk about what I have made and how I made it To use a range of tools safely Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: I can act out my own and favourite stories Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with others.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p>Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with others.</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Enrichment	<p>Show and Tell</p> <p>Cooking some children's favourite foods Photos of children & their families</p>	<p>Christmas Production</p> <p>Christmas crafts</p> <p>Birthday/ Christmas party</p>	<p>Fire engine visit,</p> <p>Police officer visit</p> <p>Q&A with medic, trip to the post-box</p>	<p>World Book Day</p> <p>Eid party</p> <p>Storytelling from different cultures</p>	<p>Brockwell Greenhouses</p> <p>Vauxhall City Farm The Bee Barn – Kennington</p> <p>Local Park trip Butterflies</p>	<p>Sports Day</p> <p>Park trip</p> <p>End of year party</p>
	Autumn 1 Know me to teach me	Autumn 2 Celebrations	Spring 1 People Who Help Us	Spring 2 Once Upon a Time	Summer 1 Our Wonderful World	Summer 2 Our Wonderful World

Physical Development

	<p>Gross motor: Climb confidently using different equipment to gain height Ride a tricycle in the playground Use stairs whilst carrying objects Begin to dress independently.</p> <p>Fine motor: Hold writing equipment in a developing tripod grip (3 fingers) Use a range of more complex tools with increasing control and safety. Holding child scissors correctly</p>	<p>Gross motor: Stand on just one foot for 4-8 seconds, without falling over.</p> <p>Moving in a range of different ways like running, skipping, hopping, jumping or rolling.</p> <p>Slowing down and changing speed when moving.</p> <p>Fine motor: Using a range of different tools like scissors, cutters, paintbrushes, pens, hammers or bricks to make the things.</p> <p>Beginning to be able to make anticlockwise circle marks and lines that go down and up and up and down</p>	<p>Gross motor: Jumping off low levels and landing on two feet. Moving over, under, along or through tunnels, climbing frames and steps.</p> <p>Push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric in a desired direction.</p> <p>Fine motor: Holding a pen or pencil comfortably and using it to write letters correctly. Using tools to make changes to materials appropriately such as scissors to cut shapes from paper, small tweezers to transfer small objects, and cutters to make shapes from dough.</p>	<p>Gross motor: Jumping off low levels and landing on two feet. Moving over, under, along or through tunnels, climbing frames and steps.</p> <p>Push, pat, throw, catch or kick things like a large ball, a balloon or piece of fabric in a desired direction.</p> <p>Fine motor: Holding a pen or pencil comfortably and using it to write letters correctly. Using tools to make changes to materials appropriately such as scissors to cut shapes from paper, small tweezers to transfer small objects, and cutters to make shapes from dough.</p>	<p>Gross motor: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>	<p>Gross motor: Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine motor: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>
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	<p>Building relationships: Exploring relationships and social communication through play Learning to be I am increasingly flexible and cooperative and understanding others' needs, wants and feelings Learning to talk through problems with a familiar adult and listen to strategies to resolve them</p> <p>Managing self: Taking turns Talking about healthy choices and healthy practices</p> <p>Self-regulation: Learning to focus and persist on new and difficult tasks Express feelings when hurt or upset and use words like sad and angry. Learning to show empathy and offer comfort to others when they are upset</p>	<p>Building relationships: Learning to get emotional support and practical help from familiar adults in difficult social situations Notice and understand other's feelings and I try to help</p> <p>Managing self: Describe myself in positive terms, what I am good at. Follow basic hygiene practices</p> <p>Self-regulation: Understand and talk about own feelings and join in discussions about how to resolve social conflicts. Learning to overcome challenges</p>	<p>Building relationships: Talking to others Asking questions of peers and adults and responding appropriately Engaging in group play, negotiating ideas and activities</p> <p>Managing self: Learning to show resilience in achieving an end goal Develop growing understanding of what is right and wrong and link this to own experiences e.g., justice and fairness</p> <p>Self-regulation: Show an understanding of fairness by attempting to repair a relationship when necessary.</p>	<p>Building relationships: Talking to others Asking questions of peers and adults and responding appropriately Engaging in group play, negotiating ideas and activities</p> <p>Managing self: Learning to show resilience in achieving an end goal Develop growing understanding of what is right and wrong and link this to own experiences e.g., justice and fairness</p> <p>Self-regulation: Show an understanding of fairness by attempting to repair a relationship when necessary.</p>	<p>Building relationships: 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> <p>Managing self: Be 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>Self-regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p>	<p>Building relationships: 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> <p>Managing self: Be 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>Self-regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>
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