

RECEPTION CURRICULUM OVERVIEW



Areas of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Areas (Teacher or child initiated)	Baseline All About Me!	Celebrations!	Ticket to Ride!	Come outside!	Terrific Tales!	Amazing Animals!
Maths	- identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - spot smaller numbers 'hiding' inside larger numbers - connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - Hear and join in with the counting sequence, and connect this to the staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of 'whole' when talking about objects which have parts Shape and Measure		- continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers - understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Shape and Measure Mass and Capacity – Compare mass, find a balance, explore capacity, compare capacity,		- continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 - begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek Manipulate shapes – select shapes for a purpose, rotate shapes, manipulate shapes, explain shape arrangements, compose shapes, decompose shapes, use shapes to copy 2D shape pictures find 2D shapes within 3D shapes. Pattern – Identify units of repeating patterns, create own pattern rules, explore own pattern rules. Position – Replicate and build scenes, visualise from	

	Creating sorting rules -Explore sorting techniques and create sorting rules. Measure -Compare size of objects, compare mass, compare capacity. Patterns –Explore simple patterns, copy and continue simple patterns, create simple patterns. Shape – Identify and name 2d shapes, compare 2d shapes, explore shapes in the environment, combine shapes. Position – Describe position. Sequencing- Exploring day and night		Length, Height and Time - Explore length, compare length, explore height, compare height, talk about time, order and sequence time. 3D Shape – Recognise and name 3D shapes, find 2d shapes within 3d shapes, select appropriate 3D shapes due to properties, explore 3D shapes in the environment. Patterns – Identify more complex patterns, copy and continue patterns, explore patterns in the environment.		different positions, describe positions, give instructions to build.	
English (Phonics)	Baseline To begin Phase 2 sounds Learning initial sounds Rhyme	Continue to learn Phase 2 sounds. Begin to blend CVC sounds	To begin Phase 3 sounds. To read and spell Phase 2 tricky words.	To continue to learn Phase 3 sounds. To write words using Phase 3 sounds.	Revise Phase 3 sounds. Begin Phase 4 sounds. Write captions/sentences using phase 3 sounds.	Continue to learn phase 4 blends. To read and write simple sentences with fluency.
English	Join in with rhymes and repeated refrains Name writing activities Writing initial sounds for words	Retell stories using story sequencing Blends known sounds	Make up own stories Read simple phrases and sentences	Continue to read simple phrases and sentences To begin to write simple sentences	Beginning to write simple stories using time/sequence words learnt through actions.	Continue to write independently using sounds and words they have learnt.
PSHE	Baseline Classroom/school Rules My feelings What makes me special?	Same and different families Same and different homes I am kid and caring	What is safe to put into my body? Keeping safe online People who help me keep safe	Looking after my special friends Caring for our world Looking after money	Bouncing Back when things go wrong Healthy Eating Yes I can! A good nights sleep	Seasons Life Stages Me and my body Getting bigger
Science	Humans and Nocturnal Animals - Naming parts of the body - How do we keep our bodies healthy? - Nocturnal Animals/Hibernations	Changing materials - Water - freeze/melt - Chocolate - melting - Playdough - vocabulary	Materials - Identify wood, plastic, glass and metal. - Texture vocabulary - Waterproof Floating/sinking	Growing Plants – what a plant needs to grow/label a plant.	Experiments - What is an experiment? - Develop questioning and vocabulary.	Minibeasts Life cycles (frog and caterpillar)

Geography	Baseline Where do they live?	Visit local church Map the journey	China – Chinese new year, people, houses, food, land use. My community People who help us	Look at their immediate environment Garstang – What is it like to live there?		Save the Planet What is recycling?
History	Baseline Nursery Rhymes –Jack and Jill/Sing a Song of Sixpence	Days of the week (chronology) Months of year (chronology)	Compare vehicles and technology from the past Different people who have visited space		Identify historical language in traditional tales	Dinosaurs
Physical Development	Colour inside the lines Begin to use scissors Using a knife and fork Climbing Different ways of moving	Begin to form recognisable letters (pencil grip) Use tools to effect changes to materials Dance related activities Ball skills (throwing and catching)	Use scissors with more control Drawing freely Cutting confidently Gymnastics and balance Ball skills (aiming, dribbling, pushing, kicking)	Hold a pencil with the tripod grip Form letters correctly Draw recognisable pictures Balance and Dance.	Cutting curved lines Continue to develop the tripod grip. Complete an assault course.	Confidently use the tripod grip to write and draw various letters and shapes. Racing games (sports day practice) Team games
ICT	Baseline Mouse control – Jelly bods and Dazzle	Ipads - Take a photo - Record a video, Open an app and use.	Basic keyboard skills - Write name - List of words - Short captions	Coding - Beebots - Ipad apps	Educational games to support curriculum to practise keyboard skills and mouse control.	Laptops - Rules - Log on/off
Music	Get Set Music All About Me!	Get Set Music Around the World	Get Set Music Journeys	Get Set Music Whatever the Weather	Get Set Music Traditional Tales	Get Set Music Minibeasts
RE	Baseline Special Times (Lancashire Unit)	Nativity – Story of Christmas	Special Stories (Lancashire Unit)		Special World (Lancashire Unit)	Special Places (Lancashire Unit)
Creative	Baseline Painting, colouring and scissor control.	Nativity Joining materials – glue and sellotape	Colour mixing and collage	Creating a moving part using split pins	Child initiated creativity to develop the use of skills.	Child initiated creativity to develop the use of skills.