

Curriculum Overview All Areas of Learning



Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer	Summer 2
Topic	Me and My School	Rockets and Aliens	Traditional Tales	Superheroes	Our Natural World	Different Places
Literacy/Key Texts	Nursery Rhymes/Songs Rainbow Fish Elmer Where's my Teddy? If I had a dinosaur	Q Pootle 5 Man on the Moon Aliens Love Underpants. Whatever Next. Astro Girl Space non-fiction texts	Goldilocks The 3 Little Pigs The 3 Billy Goats Gruff Little Red Riding Hood	Supertato Lucia the Luchadora Superheroes Don't Get Scared... Or Do They? Superworm Non-fiction: People who help us	Ten Seeds Katie's Sunflowers Very Hungry Caterpillar Non-Fiction – life cycle of a frog The Pig's in the Pond (non-fiction farm animals and their young)	The Rainbow Poem Handas Surprise Barnaby Bear Non fiction texts about other countries. Ouch in my Pouch
Understanding the World <i>Blue = past and present</i> <i>Pink = people, culture and communities</i> <i>Green – the natural world</i>	-Themselves and their families Family timeline using photos -Images of familiar situations in the past -school -toys The school community – name, address, exploring grounds, looking at maps and aerial views R.E unit Who am I? (S) Recognise people have different beliefs and celebrate special times in different ways - Harvest	Forces – push/pull/stretch/ Balloon rockets/magnetic attraction and repulsion Changing States R.E unit why do Christians perform Nativity play at Christmas? Recognise people have different beliefs and celebrate special times in different ways -Christmas - Diwali (Nov.) Female Astronauts – Helen Sharman Autumn Walk	-Images of familiar situations in the past -homes -Story maps R.E unit Chinese New Year Winter Walk	- Materials –what would make good superhero cape? -Talk about members of their community --Images of familiar situations in the past -boats R.E unit Why do Christians put a cross in an Easter Garden? Recognise people have different beliefs and celebrate special times in different ways	-Name and describe plants and animals -Habitats -life cycle -growing -drawing pictures of animals and plants -light travelling through transparent materials and shadows (butterfly wings) R.E unit Noah's Ark Recognise people have different beliefs and celebrate special times in different ways -Figures from the past -Van Gogh Spring Walk	- Materials – Floating and Sinking (Pirate week) -Similarities and differences between life in this country and life in other countries -Finding countries on a map -Figures from the past Kings and Queens Queen Elizabeth II and Royal Family Plus Henry VIII (link with New Hall) R.E unit Why is the word of God important to Christians? Summer Walk

Focus Week	Dinosaurs				Pirates	
Outcomes		Christmas Production			School Trip - Farm/Zoo	Celebration Assembly
Seasonal Activities	Remembrance Day Guy Fawkes Halloween		Chinese New Year Mother's Day		Father's Day Ramadan	
Role Play	Outside area shed – Home Corner		Outside area shed – Home Corner		Outside area shed – Home Corner	
	1.Deconstructed – Create your own home 2.“Aquarium ” Talk about children’s own experience of fish. Do they have pet fish? Seen them at the zoo? Etc 3.Dinosaur Safari - Role play of Jurassic park ride. Language of carnivore and herbivore etc.	Space Ship – rockets, language used for take off and system checks	1.Goldilocks inside of house 2. Wood/Red Riding Hood	Superheroes	1. Garden Centre 2. Vets 3. Role plays for people who help us. Fire station, Police station etc.	Role Play Travel Agents and aeroplane. Language of Country names, and dates etc.
Physical Development	Gym <i>-Skip, hop, stand on one leg and hold a pose for a game</i> <i>-Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</i> <i>--Develop overall body-strength, balance. Co-ordination and agility</i>	Dance <i>-Progress towards a more fluent style of moving, with developing control and grace</i> <i>-Combine different movements with ease and fluency</i> Link with EAD <i>-Explore and engage in dance</i>	Gym <i>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including gymnastics</i> <i>-Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group</i> <i>-Develop overall body-strength, balance. Co-ordination and agility</i>	Games <i>-Confidently and safely use a range of small and large apparatus indoors and outside, alone and in a group</i> <i>-Develop overall body-strength, balance. Co-ordination and agility</i> <i>-Further develop and refine a range of ball skills including: throwing, kicking, passing, batting and aiming</i>	Games Swimming <i>-Develop overall body-strength, balance. Co-ordination and agility</i> <i>-Further develop and refine a range of ball skills including: throwing, kicking, passing, batting and aiming</i> <i>-Develop confidence. Competence, precision and accuracy when engaging in activities that involve a ball</i>	Swimming Athletics <i>-Develop overall body-strength, balance. Co-ordination and agility</i> <i>-Combine different movements with ease and fluency</i> <i>-Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other physical disciplines including swimming</i>
Personal, Social and Emotional Development	Jigsaw - Being me in my world <i>-See themselves as a valuable individual</i>	Jigsaw - Celebrating difference <i>-See themselves as a valuable individual</i>	Jigsaw - Dreams and goals <i>-Show resilience and perseverance in the face of challenge</i>	Jigsaw - Healthy me <i>-Show resilience and perseverance in the face of challenge</i> <i>-Manage their own needs</i>	Jigsaw - Relationships <i>-Think about the perspective of others</i> <i>-Build constructive and respectful relationships</i>	Jigsaw - Changing me <i>-Manage their own needs</i>

	<ul style="list-style-type: none"> -Build constructive and respectful relationships -Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> -Build constructive and respectful relationships -Express their feelings and consider the feelings of others 	<ul style="list-style-type: none"> -Identify and moderate their own feelings socially and emotionally <p>Identifying and discussing emotions and feelings – happy, sad worried The Tell-Me Tree by Karen Inglis -Express their feelings</p>	<ul style="list-style-type: none"> -See themselves as a valuable individual <p>Identifying and discussing emotions and feelings – Angry, scared, calm, excited The Tell-Me Tree by Karen Inglis -Express their feelings</p>	<p>Identifying and discussing emotions and feelings Identifying and discussing emotions and feelings Colour Monster activities -Express their feelings and consider the feelings of others</p>	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge -See themselves as a valuable individual <p>Colour Monster activities -Express their feelings and consider the feelings of others</p>
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Mathematics	See Long Term Maths Plan					
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Expressive Arts and Design	Charanga Me!	Christmas Production – singing	Charanga Everyone	Charanga Our World	Charanga Big Bear Funk	Charanga Reflect, Rewind and Replay
	<ul style="list-style-type: none"> -Sing in a group, increasingly matching the pitch -Move to and talk about music (listen and respond) --Explore and engage in music making (BEI) <p>-Self Portraits -Collage using materials, create a patchwork Elmer (collaborative work) -Christmas stockings (textiles)</p> <p>-Draw with increasing complexity and detail -self portraits -Show different emotions through paintings and drawing (CWM)</p> <p>-Movement to music -Yoga -Go Noodle -Listen attentively, move to and talk about music,</p>	<ul style="list-style-type: none"> -Explore and engage in music making and dance, performing solo or in groups -Sing in a group, increasingly matching the pitch and following the melody (BEI) <p>-Colour mixing -Building Rockets -Explore, use and refine a variety of artistic effects to express their ideas and feelings -colour-mixing techniques, matching colours -teaching joining techniques -constructing with a range of materials (CWM)</p> <p>-Movement to music -Yoga -Go Noodle -Listen attentively, move to and talk about music,</p>	<ul style="list-style-type: none"> -Sing in a group, increasingly matching the pitch -Move to and talk about music (listen and respond) --Explore and engage in music making (BEI) <p>-Making pictures using a variety of materials (collaborative work) -Clay sculptures -Explore, use and refine a variety of artistic effects to express their ideas and feelings -Using a range of tools and materials (CWM)</p>	<ul style="list-style-type: none"> -Sing in a group, increasingly matching the pitch -Move to and talk about music (listen and respond) --Explore and engage in music making (BEI) <p>-Design a superhero costume -Printing using superhero symbols -Superhero cuffs -Paper plate spiderman mask -Collaborative artwork, using recycled materials to create a cityscape -Pirate Hats -Toilet roll pirates – (design and make) -Marbling (create a sea background for a pirate ship) -Explore, use and refine a variety of artistic effects to express their ideas and feelings -Think about and discuss what they are going to make -using different joining techniques (CWM)</p>	<ul style="list-style-type: none"> -Move to and talk about music (listen and respond) --Explore and engage in music making (BEI) <p>-Observational drawing of plants, including identifying key features particularly colour and shape -Butterfly colour wings -Van Gogh's Sunflowers -Explore, use and refine a variety of artistic effects to express their ideas and feelings -noticing features in the natural world -generate conversation about art and artists https://www.vangoghmuseum.nl/en/visit/enjoy-the-museum-from-home (CWM)</p>	<ul style="list-style-type: none"> -Sing in a group, increasingly matching the pitch -Move to and talk about music (listen and respond) --Explore and engage in music making (BEI) <p>-Observational drawing of fruit, including identifying key features particularly colour and shape -Return to and build on their previous learning, refining ideas and developing their ability to represent them -noticing features in the natural world (CWM) -Traditional dances from around the world -Explore and engage in music making and</p>

	<p><i>expressing their feelings and responses</i> <i>-Explore and engage in music making and dance, performing solo or in groups</i> (BEI)</p>	<p><i>expressing their feelings and responses</i> <i>-Explore and engage in music making and dance, performing solo or in groups</i> (BEI)</p>				<p><i>dance, performing solo or in groups</i> (BEI)</p>
<p>Communication and Language</p>	<p>3-4 year olds-</p> <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. -Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. -Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” 	<p>Reception DM- Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>ELG LAU- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>			

<p>Key vocab for topic (Vocab also found on weekly plans for maps and English)</p> <p>Words to be displayed on word wall.</p>	<p>Timeline Present Long ago Portrait Address Map Carnivore herbivore</p>	<p>Force Magnets (attract/repel) Planet names Astronaut Launch Thrust</p>	<p>Present Long ago Wattle and daub</p>	<p>Float Sink</p>	<p>Habitat Animal and Minibeast names (esp more obscure ones) transparent materials shadows life cycle</p>	<p>Country names</p>
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