

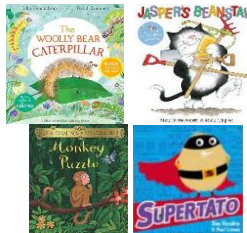
St George's Central CE Primary School and Nursery

Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus	This is me and Tyldesley	Sparkle and shine!	Animals in cold and hot countries	Once Upon a Time...	Lifecycles and Spring	Under the sea
Questions	What is it like where I live?	What is there to celebrate?	What lives in cold and hot places?	What makes a story magical?	What do living things become?	Why is blue planet amazing?
Focus Learning	Getting to know themselves Comparing themselves and families Family Culture Week Comparing where they live Learning about Tyldesley community Journey to school	Autumn Celebrations: Diwali Bonfire Night Remembrance Sunday Christmas and how Christmas is celebrated in other countries Autumnal changes	Learn about animal characteristics Learning about range of animals (pets, farm, zoo and wild etc) Comparing hot and cold countries Lunar New Year Winter changes	Retelling familiar stories Learning about traditional tales Easter Celebrations Spring changes	Learning about own lifecycle Lifecycles of a butterfly Comparing lifecycles of animals that hatch from an egg Spring changes	Learning about animals that live in the ocean Comparing land and water animals Learning about pollution Exploring capacity with water Summer changes
Experience	Welcome to Our School Worship with Reverend Cath Visit to Tyldesley Library Stay and Play sessions Forest school Swimming	Making clay Diya lamps Making pumpkin soup Making toffee apples Visit to St George's Church Nativity performance Pantomime Visit from the fire service Forest school Swimming	Visit to Blackpool Zoo Visit from a vet Exploring various ways of melting and freezing Stay and Play sessions Forest school Swimming	Inviting families to read stories Baking gingerbread men Cooking porridge Visit from a baker Building houses Teddy Bears' Picnic World Book Day Reverend Cath visit Forest school Swimming	Live Caterpillars Live duck eggs Planting seeds and observing growth Baking butterfly cakes Cooking with vegetables grown in the environment Trip to Shakerley allotments Garden centre role play Forest school Swimming	Making a boat float and travel Blue Planet Exhibition Transition days to Year 1 Hillcrest Residential visit Visit to Imagine That Forest school Swimming
<u>PSED:</u>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					

Building Relationships	*Circle Time (Getting to know our new friends). *Playing co-operatively (taking turns). *Forming positive relationships and new friendships.	*Begin to share opinions in circle time and carpet time. *Show sensitivity to others needs and feelings. *Encouraging children to play with new friends.	*Increasing ability to take account of one another's ideas. *Share own opinions with others. *Transition to Year 1 (meeting new staff members).
Self-Regulation	*Learning the rules and routine of the classroom and behaviour expectations. *Teampoints system. *Explore how we show feelings.	*Learning more about the consequences of some behaviours. *Work as a group to understand & follow rules.	*Find own self-regulation strategies.
Managing Self	*To have the confidence to try new activities. *To know when they need help and to show confidence in asking for help. *Selecting toast and milk independently (increasing independence). *Managing own basic hygiene and needs such as washing hands and putting on own coat. *Beginning to dress for PE with independence.	*To express likes and dislikes of activities. *Talk about what they are good at and what they could better at. *Confident to speak in a group. *Looking at ways to keep healthy and safe (healthy eating too). *Dressing for PE with increasing independence. *Health, wellbeing, physical activity. *Healthy eating, screen time, toothbrushing and sleep.	*Challenge Cards and choosing own level of challenge in continuous provision. *Talk about ideas & choose resources needed for chosen activities. *Adjust behaviour to different situations. *Looking after teeth and hands. *Confidently dressing for PE with independence.
<u>Communication and Language:</u>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		
Listening and Attention Speaking	*Welcome to Reception. *Settling in activities. *Making friends. *Children talking about experiences that are familiar to them. *Show an interest in the lives of other people. *Follow instructions. *Develop vocabulary, retelling stories. *Listening and responding to stories. *Learn rhymes, poems and songs. *Takes part in discussion. *Understand how to listen carefully and why listening is important. *Choose books that will develop their vocabulary.	*Develop vocabulary. *Using language well. *Ask how and why questions. *Retell a story with story language. *Remember key points from a story. *Listen to and talk about stories to build familiarity and understanding. *Learn rhymes, poems and songs. *Articulate my ideas and thoughts into well-formed sentences. *Ask questions to find out more.	*Recount an event. *Learn and recite, poems and songs. *Listen to, engage in and talk about non-fiction. *Articulate my ideas and thoughts into well-formed sentences. *Describe events in some detail. *Talk about similarities and differences between things in the past and now. *Talk about experiences at different points in the school year.

<u>Physical Development:</u>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Fine Motor	*Using Scissors in a range of exciting ways (cutting various items). *Fine motor activities. *Threading, cutting, weaving, playdough. *Manipulate objects with good fine motor skills. *Draw lines and circles using gross motor movements. *Hold pencil/paint brush beyond whole hand grasp. *Taking shoes off and putting them on. *Develop muscle tone to put pencil pressure on paper. *Use tools to effect changes to materials. *Show preference for dominant hand. *Holds a pencil comfortably. *Engage children in structured activities: guide them in what to draw, write or copy. *Teach and model correct letter formation.	*Fine motor activities. *Threading, cutting, weaving, playdough. *Begin to form letters correctly. *Handle tools, objects, construction and malleable materials with increasing control. *Encourage children to draw freely. *Holding small items/button clothing/fastening zips/cutting with scissors. *Hold pencil effectively with comfortable grip. *Forms recognisable letters most correctly formed.	*Fine motor activities. *Threading, cutting, weaving, playdough. *Use one hand consistently for fine motor tasks. *Cut along a straight line with scissors/start to cut along a curved line, like a circle. *Form letters correctly. *Cut a shape out using scissors. *Draw pictures that are recognisable. *Build things with smaller linking blocks, such as Duplo or Lego. *Develop pencil grip and letter formation continually.
Gross Motor	*Basic games and finding space (PE) *Creating own structures and balancing structures outdoors using crates and wooden blocks to create different houses *Explore movements when re-acting 'We're going on a Bear Hunt'.	*Large movements – scarf dance/dragon dance. *Large junk modelling – e.g. animal habitats, traditional tale settings/characters. *Begin to show increasing control. *Control in large and small movements. *PE-dance and games. *Building with a purpose with large construction e.g. an animal habitat. *Balancing skills.	*Help to move equipment safely. *Safely negotiate space and play a range of team games. *Handle tools and equipment effectively and with increasing safety. *PE-Gymnastics & Games.
<u>Literacy</u>	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		

	Phonics: Phase 2 Little Wandle	Phonics: Phase 2 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 3 Little Wandle	Phonics: Phase 4 Little Wandle	Phonics: Phase 4 Little Wandle
	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 	Texts: 
	Poem: <i>Oh Dear</i> Michael Rosen	Poem: <i>Crackle! Spit!</i> Marie Thorn	Poem: <i>Crick, Crack Crocodile</i> Joan Poulson	Poem: <i>Castle</i> James Carter	Poem: <i>How Does Your Garden Grow?</i> Julia Donaldson	Poem: <i>Here is The Sea</i> Zita Newcome
Maths	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	*Matching objects. *Sorting by categories e.g. size, colour, patterns *Says number names in order to 10, and beyond. *Compares amounts using more, less, fewer, the same and equal. *Compares through size, mass and capacity. *Extends, copies and creates patterns with 2 or 3 repeating items. *Represents and compares 1, 2 and 3. *Explores the composition of 1, 2 and 3. *Understands the properties of circles and triangles. *Understands the concept of the numbers 4 and 5. *Can find one more and one less within 5. *Compares and sorts a range of 2D shapes. *Develops the concept of night and day through routines and time. *Subitising within 4. *Developing understanding of spatial awareness.		*Understands the concept of zero *Says number names in order to 20, and beyond. *Compares numbers within 5. *Explores and understands composition of 4 and 5 *Understands the concept of mass and capacity, using heavy, light, full, almost full, empty, almost empty. *Learning about 6, 7 and 8. *Compares and understands length and height, using tall, short, long, longer, longest, short, shorter, shortest. *Can pair and combining groups within and up to 10. *Understands the concept of 9 and 10. *Compares numbers to 10. *In context, explores and familiarises with number bonds to 10. *Continuing to subitise to 5, extending to 7. *Can name and identify some properties of 3D shapes (for example, cube, cuboid, sphere, cylinder, pyramid), using informal and mathematical language: 'flat', 'round', 'straight', 'curved', 'face', 'surface'. *Developing understanding of spatial awareness.		*Builds numbers beyond 10. *Says number names in order beyond 20. *Develops awareness of counting patterns. *Adding more to a given number. *Taking away from a given number. *Can double numbers to 10. *Begin to understand sharing and grouping *Can identify odd and even numbers. *Deepening understanding of number within 10. *Recognise, continue, create and explain simple repeating patterns, *Subitising within 10. *Understanding and using spatial reasoning for a purpose.	

Understanding of the World: Links to: Geography History Science Computing	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
The Natural World	*Learn about senses. *Seasonal changes change from summer to autumn. *Explore the weather. *Harvest – learn where vegetables come from and how they grow.	*Changing seasons *Exploring autumn – autumn hunts around the environment and forest school. *Observe changes when making toffee apples and pumpkin soup	*Explore winter and compare how it’s different to autumn. *Exploring water freezing and different ways of melting. *Comparing hot and cold countries. *Explore animals from hot and cold climates and learn about their habitats *Learning about and comparing a range of animals (farm, zoo, wild etc).	*Exploring subtle changes from winter to spring – walks the environment and forest school. *Explore the weather. *Bird spotting *Observing changes when making gingerbread, porridge.	*Exploring spring and comparing how it is different to autumn and winter. *Looking at growth and changes of plants, vegetable and animals. *Planting and growing own bean plants and keeping a bean diary. *Observing changes to vegetables and plants over time *Looking after caterpillars and observing changes over time. *Sequencing the lifecycle of a seed. *Sequencing the lifecycle of a butterfly. *Show care for living things.	*Exploring summer and comparing how it’s different to autumn, winter and spring. *Exploring the weather. *Comparing and sorting photos of the land and sea. *Learning about and comparing a range of sea creatures *Exploring floating and sinking – making predictions, experiments and investigations linked to floating and sinking/capacity. *Learn about ocean pollution.
People, Culture and Communities	*Recognise similarities and differences between themselves and others *Explore different types of families and compare their family with others *Look at simple maps and local pictures of Tyldesley and name familiar places. *Identify basic features (roads, buildings, open spaces) *Know the name of their town and school street.	*Visit St George’s Church *Learn why places are special *Explore key celebrations/traditions (Diwali, Bonfire Night, Remembrance, Christmas) *Recognise different ways people celebrate *Compare Christmas in different countries	*Recognise some similarities and differences between life in this country and life in other hot and cold countries. *Exploring Lunar New Year celebrations, including cultures and traditions, and comparing to other traditions such as Christmas and Diwali.	*Create maps to show the journey of The Gingerbread man. *Learn about traditional tales from other cultures and communities. *Learning about the job of a baker. *Learning about Spring celebrations – Easter.	*Learning about the local allotment and why it’s important to the local community.	*Learn about seaside communities and sea jobs *Compare coastal life with our own *People who help us at the beach – life guards, RNLI

	*Describe their journey to school and draw a simple map of their route. *Talk about familiar community roles and jobs					
Past and Present	*Sequence pictures from stages of their life e.g. newborn, toddler and now. *Talk about past and present events from their own life. *Compare pictures past and present pictures of Tyldesley.	*Talk about their family and significant events e.g. celebrations *Compare traditional celebrations to modern celebrations using images of the same situations.	*Talk about what we did in Autumn Term *Exploring different animals that are extinct and why has this happened.	*Compare characters from stories (old and new). *Learning about castles and jobs people did in the castles.	*Talking about own life cycle and compare pictures recounting sequencing pictures in Autumn. *Talk about when they were a baby. *Sequencing the lifecycle of a butterfly.	*Recounting previous holidays *Talking about memories from Reception. *Taking about moving into Year 1
	Throughout the year children will explore the basic skills in computing (keyboard skills, mouse skills, dragging and dropping)					
Expressive Arts and Design: Links to: Art DT Music	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Creating with materials	*Self-portraits. *Drawing pictures of family. *Drawing pictures of local buildings. *Exploring printing represent houses. *Exploring paint and colour mixing. *Environmental rubbings. *Junk modelling buildings.	*Leaf rubbings and printing. *Exploring paint and colour mixing – autumn colours, *Making firework pictures *Printing *Collage *Mixing ingredients and making pumpkin soup and toffee apples. *Making clay Diya lamps *Mixing ingredients and making salt dough decorations. *Making Christmas cards.	*Selecting materials for a particular task. *Observational drawings. *Collaging animal prints. *Junk modelling animal habitats.	*Selecting materials for a particular task. *Observational drawings. *Combing printing and collage. *Learning techniques to join materials together. *Building 3D houses for the three little pigs using various media. *Mixing ingredients and making gingerbread and porridge. *Making Mother's Day and Easter cards.	*Selecting materials for a particular task. *Observational drawings *Exploring paint and colour mixing – spring colours. *Weaving natural materials. *Mixing ingredients to bake butterfly cakes and recipe using vegetables grown, and talking about the changes that have happened. *Making Father's Day cards.	*Selecting materials for a particular task. *Observational drawings *Exploring paint and colour mixing – summer colours. *Sea creature clay sculptures. *Junk modelling a boat to float.

Being imaginative and expressive	*Re-telling the story of the Bear Hunt through drama, role play and use of instruments	*Exploring imitating firework sounds using voice in difference ways and use of instruments. *Christmas nativity songs and dances *Moving in rhythm and time to music	*Exploring and re-creating animal sounds/an animal dance *Moving in rhythm and time to music *Using musical instruments to represent different animal noises *Retelling the story of ‘The Great Race’ for Lunar New Year through drama and use of props.	*Retelling various traditional tales through drama, role play and use of props/instruments. *Developing a preference for expression *Imaginary roles	*Developing a preference for expression *Imaginary roles	*Jennifer the JellyFish dance *Developing a preference for expression *Imaginary roles
RE	Why is the word God so important to Christians?	Why is Christmas special for Christians?	Where do we belong?	Why is Easter special to Christians?	What places are special and why?	What times and stories are special and why?
Forest School	Reception children will use the forest to explore a variety of activities, learn some basic skills and develop their understanding of natural events and materials.					
	Exploring Forest School Observing Autumnal changes Leaf hunting by colour, size, and shape Bark rubbings with crayons Natural firework pictures using sticks, leaves and mud Making bird feeders		Observing winter and spring changes Looking for new life and observing growth Den building Flower and leaf pressing Making bird feeders		Observing spring and summer changes Minibeast hunts with magnifiers Shadow measuring Butterfly transient art Stick boats for water play	
Community Care	School Community Litter Pick		School Community Litter Pick		School Community Litter Pick Reception visit to Hillcrest Residential Home	
SGC Life Skill	Children can undress and dress themselves					