

Reception Curriculum Overview 2021-2022

| Year R | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Conditions for learning | Belonging Fun and Excitement | Heroes | Leadership and Responsibility | Curiosity and Creativity | Confidence to take action | Spirit of adventure Sense of accomplishment |
| ATL Skills | Communication and Interpersonal Skills | Resilience | Productivity and Accountability | Complex Problem Solving | Initiative | Critical Thinking |
| ATL | Geography and Speaking and Listening | History and Art | History and Speaking and Listening | Science and Design and Technology | Writing and Speaking and Listening | Geography and English |
| Topic | Magical Me! | Helping Hands | Another time, another place | All Creatures Great and Small | Once Upon a Time | Ticket to Ride! |
| Driving Question | How do we, as children in Reception, show where we belong? | How can we, as members of Jewell Academy, be heroes everyday? | Where would you visit if you could go back in time? | How can we, as scientists, discover what the world would be like without minibests? | How can we, as storytellers, create a new story for people to enjoy? | How can we, as adventurers, travel as far as possible in one day? |
| Hook | Share pictures of our families to create a display. | Visitors from 'heroes' in our community. | Find a mystery object (time capsule / egg) and give children clues to solve. | Find some special 'tracks' and clues, and identify which animals have visited our garden. | Discover that a mystery visitor has visited Early Years. | Children will be given a mystery 'ticket to ride'. The classrooms will be converted into space ships / aeroplanes etc... and the children will experience going on a journey with their classmates. |
| Final Product | Children will be able to guide their adult around the EYFS and hall area as part of open classroom sessions. | Children will learn a simple song and create a range of artwork to thank the everyday heroes in their lives. | Children will work together in small groups and as classes, to create a video presentation of their discoveries to be shared with their adults. | Children will visit Forest Schools to complete a bug hunt with their adults and create a bug hotel, using their new knowledge and skills. | Children will choose ways to represent the mystery guest to create a display and simple assembly for parents/carers. | Children will create their own travel maps and itineraries to form a Class Travel Guide. |
| Employability Link Gatsby 2, 4, 5 | 4/5: Child led, depending on experiences, known adults and relatives. | 5: Military, NHS, Teachers, Refuse people, Shopkeepers | 2 / 5: NHS Workers | 2: Gardener, scientists | 4: Author, farmer | 5: Travel agent, train driver, pilot, lorry driver, bus driver |
| Reading Key Texts | Introduce Phase 2 Phonics and Tricky Words Owl Babies (T4W) - Martin Waddell, Goldilocks and the Three Bears Colour Monster Funny Bones A New House for Mouse. | Complete and Consolidate Phase 2 and Phase 2 Tricky words. Supertato -Sue Hendra , Smartest Giant in Town (T4W) - Julia Donaldson A Hero Like You - Nicky Rogers | Phase 3 and Phase 3 Tricky words. Tyrannosaurus Drip- Julia Donaldson Dinosaurs Love Underpants. Cave Baby Beegu, Whatever Next (T4W) | Phase 4 and Phase 4 Tricky words. What the Ladybird Heard - Julia Donaldson. Lost and Found - Oliver Jeffers Giraffes Cant Dance (T4W) Olivers Vegetables One Plastic Bag Rainbow | Phase 5 and Phase 5 Tricky words. Three Little Pigs, Little Red Riding Hood, Jack and the Beanstalk (T4W) Terrific Tales Farmer Duck Beauty and the Beast | Consolidation of Phase 2-5 Here we Are (Notes for Living on Planet Earth) Oliver Jeffers. Snail and the Whale Naughty Bus (T4W) Train Ride (Pirates) Paper Dolls Only One You |
| Writing purpose | Name, initial sounds, labels. | Using SATPIN to write CVC words. Simple phrases and captions, lists. | Begin to write simple sentences -, letters/ postcards, simple descriptions. | Begin to write more complex sentences using conjunctions. Facts about animals, comparisons of animals, instructions for how to look after a pet. | Write with greater stamina and fluency. Wanted Poster, Narrative (Talk for Writing), making predictions, writing questions. | Facts and details of chosen countries, Passport (details about self), description of transport, Write a letter to year 1 / new teacher. |
| Oracy | Discuss what our families look like and how every family is different. | Debating which is our favourite hero and why. | Present and share their ideas about their discoveries. | Share/debate which minibest is their favourite and why. | Speaking to an audience. | Share their favourite destination, what they will do and why. |
| | 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. | | | | | |
| Maths | White Rose sequence. Getting to know you. Just like me! | It's me, 1,2, 3! Light and Dark | Alive in 5! Growing 6,7,8 | Building 9 and 10 | To 20 and Beyond First, then, now | Find my pattern. On the Move. |
| Science | Growing and changing me See Natural World ELG | Taking care of my body | Lifecycles (hatching eggs!) Space | Habitats, lifecycles (frog, butterfly) | Plants and Growing - beans | Floating/ sinking, wheels |
| Humanities (History/RE/ Geography) | Geography: Looking at homes, our school and community. RE: All about me, similarities and differences. Harvest | Geography / Science: Sessions and weather. History: Remembrance Day RE : Festivals - Diwali, Christmas, Guy Fawkes, Hanaka, Remembrance Day | History: Mary Anning, Neil Armstrong. Fossils, dinosaurs. RE: Lent, Valentines Day, Chinese New Year Science: Space, hatching - lifecycle Geography: Maps | Science: animals and minibests, healthy me, growing, life cycles DT: Designing bug hotels RE: Easter Geography: Animals around the world compared to animals in the UK. | History : Castles, knights, RE: Start of Ramadan, EID Science: Plants - growing | RE: Healthy Eating week, World Environment Day, Anniversary of the NHS. Geography: Similarities and differences of places around the world |

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| <p>ELG Link: Humanities (History/RE/Geography)</p> | <p>People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Past and Present: ELG Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Past and Present: ELG Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |
| <p>Outdoor learning</p> | <p>Outdoor Learning opportunities provided as continuous provision in the EY garden.</p> | | | | | |
| <p>PSHE</p> | <p>Similarities and differences. Feelings and emotions (throughout)</p> | <p>How to stay safe, trusted adults, What it means to be brave.</p> | <p>Friendship.</p> | <p>Healthy Me</p> | <p>Proud to be Me</p> | <p>Transition</p> |
| <p>RSE</p> | <p>Health</p> | <p>Relationships</p> | <p>Relationships</p> | <p>Health</p> | <p>Health</p> | <p>Relationships</p> |
| <p>DT /STEM</p> | <p>Creating with Materials ELG (Throughout continuous provision) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Term 6 - Design and build a floating vehicle.</p> | | | | | |
| <p>Art</p> | <p>Throughout continuous provision</p> | <p>Throughout continuous provision</p> | <p>Throughout continuous provision</p> | <p>Throughout continuous provision</p> | <p>Throughout continuous provision</p> | <p>Throughout continuous provision</p> |
| <p>MFL</p> | <p>Links to People, Culture and Communities ELG. Nursery Rhymes (E)</p> | <p>Links to People, Culture and Communities ELG. Nursery Rhymes (E)</p> | <p>Links to People, Culture and Communities ELG. Greetings (E)</p> | <p>Links to People, Culture and Communities ELG. Greetings (E)</p> | <p>Links to People, Culture and Communities ELG. Numbers 1-10 and colours (E)</p> | <p>Links to People, Culture and Communities ELG. Numbers 1-10 and colours (E)</p> |
| <p>Computing This is no longer an ELG.</p> | <p>Continuous provision. Children have access to a range of resources eg: Ipads, Beebots, Bug Club, use of QR codes to enhance provision.</p> | | | | | |
| <p>Music</p> | <p>Charanga - music skills. Topic based songs</p> | <p>Charanga - music skills. Topic based songs</p> | <p>Charanga - music skills. Topic based songs</p> | <p>Charanga - music skills. Topic based songs Metamorphosis song If I were a minibeast</p> | <p>Charanga - music skills. Topic based songs</p> | <p>Charanga - music skills. Topic based songs. You've got a friend in Me.</p> |
| <p>PE</p> | <p>Movement Skills Gymnastics</p> | | <p>Ball Skills Dance</p> | | <p>Ball and Raquet Athletics</p> | |
| <p>Safeguarding</p> | <p>Families Stranger Danger and trusted adults</p> | <p>Stranger Danger and trusted adults</p> | <p>Safe relationships. Trusted adults - NHS.</p> | <p>Health</p> | <p>Health</p> | <p>Safe relationships and trusted adults</p> |