

Curriculum Overview – Reception						
	AUTUMN		SPRING		SUMMER	
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
FESTIVALS CELEBRATIONS	Harvest (3 rd Oct) Halloween (31 st Oct)	Diwali (4 th Nov) Bonfire night (5 th Nov) Remembrance day (11 th Nov) Christmas New Year	Chinese New Year (1 st Feb 2022) Valentine's day (14 th)	Pancake day (1 st March) Mother's day (27 th March 2022) Easter	May day (1 st May) Halloween (31 st May)	Queen's Jubilee (5 th June) Father's Day (19 th June) Eid (10 th July)
SCHOOL EVENTS AND CURRICULUM ENRICHMENT	Harvest festival Rhyme time challenge	Nativity Parent Christmas activities in class Walk to the post box to post letters to Santa Start Learning Stories	World book day Phonics stay and play	Red nose day – (18 th March) Maths stay and play	Reception trip	Sports day
TOPIC IDEAS	Baseline Julia Donaldson	Traditional Tales Christmas	Pirates, Witches and wizards, Knights and dragons	Superheroes Growing	Dinosaurs Space	Under the sea Celebrations Transition
BOOKS	Gruffalo Sharing a shell Superworm What the ladybird heard A squash and a squeeze The Smartest giant in town	The three billy goats gruff The three little pigs The Gingerbread man The Christmas story Stick man	Pirates love underpants Penguins make bad pirates Room on the broom Winnie the witch	The Runaway Pea Supertato stories Jack and the beanstalk Kitchen disco Errol's Garden (CLPE)	Harry and the bucketful of dinosaurs Whatever next! Non-fiction books	Rainbow fish The Snail and the whale Tiddler

<p>Explorers</p>	<p>Gruffalo – Story walk/story road, Gruffalo collage+ textures Sharing a Shell – Make a home for the crab, Decorate a shell Superworm – Stick threading, Worm hunt What the ladybird heard – Sound walk, School walk and map drawing A squash and a squeeze – How many can fit exploring? Measuring natural objects</p>	<p>The three billy goats gruff – Bridge building in teams, Story retelling drama, making boats The three little pigs – House building for the pigs, Finding 3's The Gingerbread man – Small world story play, Making Gingerbread men The Christmas story – Follow the star trail, Making a block sleigh and reindeers Stick man – Make our own stick man, Natural self portraits</p>	<p>Pirates love underpants – School walk map to find the pirate/treasure, Role-play messages in a bottle Penguins make bad pirates – Snow cone shop (mud kitchen), Poop deck pirates' games + balancing (EY playground) Room on the broom – Story walk, Making magic wands Winnie the witch – Colour hunt, Shape hunt using witches prompts e.g. hat, wand, spell book, cauldron</p>	<p>The Runaway Pea – Planting peas, Observational drawing Supertato stories – Planting/ gardening, Superhero gym + string maze Jack and the beanstalk – Looking for different plants, Stilts, hurdles, cones to get away from the Giant Kitchen disco – Making fruit salad/ fruit tasting, Physical story walk copying character actions Errol's garden – Make our own gardens</p>	<p>Harry and the bucketful of dinosaurs – Natural patterns + rubbing fossils, Dinosaur scavenger hunt, Dinosaur egg nests Whatever next! Non-fiction books – Moon rocks (catching and throwing focus), Squeezy bottle rockets, Natural alien pictures, build a giant rocket, Local environment walk</p>	<p>Rainbow fish – Friendship nature bracelets, Challenge transporting fish using water pipes and equipment (over, under, around objects) The Snail and the whale – Decorating rock or cd snail shells, Cleaning the polluted ocean + sorting recycling/ save the whale Tiddler – Den making for story sharing, Create our own story scenes (reasons for being late to school!)</p>
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	Milestone 1	Milestone 2	Final milestone	Links to Curriculum
Be a confident learner	<p>Children take photos of their own work using the iPad. Children learn how to look at these and show them to others.</p> <p>Children are introduced to and learn the names of the learning friends. Children begin to make connections between their own actions and learning friends.</p>	<p>Children learn how to log onto Seesaw using their individual QR code. With support, children practice taking photos on Seesaw and posting them.</p> <p>Children share their learning and can match their actions/ behaviour to a learning friend.</p>	<p>Children can record and share their learning via Seesaw. Children can identify their own strengths and areas for improvement.</p> <p>Children can use the language of learning to talk about their own learning (refer to learning friends)</p>	<ul style="list-style-type: none"> Express ideas and feelings Set and work towards simple goals Use talk to organise thinking See themselves as a valuable individual Show resilience and perseverance towards challenge Learn new vocabulary
Design and make a model with moving parts	<p>Children explore model making areas of the environment (construction, creative). Children make their own models and develop competence using different tools e.g. variety of blocks, glue, staples, tape.</p> <p>Children practice discussing their models and ideas behind them.</p>	<p>With support, children develop their planning skills before making their models.</p> <p>Through planned activities, children are introduced to some different model making skills including how to add moving parts.</p>	<p>Children can plan, design and make a model with moving parts. Children use a variety of tools and techniques safely.</p> <p>Children share their models and the process they used.</p>	<ul style="list-style-type: none"> Learn new vocabulary Articulate their ideas Set and work towards simple goals Use a range of small tools competently Spatial reasoning Measuring skills Use and refine artistic effects Create collaboratively Share their creations, explaining the process they have used
Make and perform a play	<p>Children explore stories through books, music and drama opportunities within class and independent learning.</p> <p>Children identify key features of stories including characters, setting and key events.</p> <p>Children practice putting on a Christmas performance</p>	<p>With adult support children begin to re-enact focus stories within small groups.</p> <p>Children identify roles/ key parts of the story and share their ideas with their group.</p>	<p>Children can perform a play as part of a small group. Children listen to others' ideas and include musical and key story elements to their play.</p>	<ul style="list-style-type: none"> Listen carefully to others Articulate their ideas Retell a story using their own narrative and newly learned vocabulary Build constructive and respectful relationships Express their feelings and consider others' feelings and perspectives Develop storylines in pretend play Create collaboratively Invent, adapt and recount narratives. Perform with others
Create and write a story	<p>Children listen to and explore a range of stories in fun and</p>	<p>Children practice writing for a range of purposes,</p>	<p>Children create and record their own story using</p>	<ul style="list-style-type: none"> Offer explanations and discuss stories Hold a pencil effectively

	<p>imaginative ways, including oral retelling.</p> <p>Children identify key features of stories including characters, setting and key events.</p> <p>Children develop their phonic knowledge and begin to form letters.</p>	<p>practising and developing their phonics and writing skills.</p> <p>Through planned activities children practice changing key parts of stories/ sharing their own story ideas.</p> <p>Children begin to verbally tell their own stories and represent these with pictures and words/ sentences as appropriate to the child.</p>	<p>recognisable letters and write words by segmenting the sounds in them.</p> <p>Children read their story to a small group of children.</p>	<ul style="list-style-type: none"> • Show accuracy and care when drawing • Retell stories and identify key events • Write letters, word and simple phrases/ sentences • Invent, adapt and recount stories • Articulate their ideas
<p>Host a world food market</p>	<p>Children develop awareness of food growth through celebration of harvest. They explore a range of common and exotic fruits/ vegetables.</p> <p>Children discuss their favourite foods and compare them to that of their peers. Children develop awareness of healthy/treat foods.</p> <p>Lunch times are a good discussion time when foods can be identified as well as where they have come from/ different choices.</p>	<p>Children begin to explore foods across different cultures through the celebrations of Chinese new year, pancake day and Easter.</p> <p>Through the growing topic children's understanding of growth, care for plants and how environmental differences can affect this will be developed.</p> <p>Children take ownership of growing some of our own foods and can talk about the process.</p> <p>Children explore some key foods and what they do to the body.</p>	<p>Children can explain some similarities and differences across cultures through celebration of Eid and Queen's Jubilee.</p> <p>Children host a world food market where they share some of the foods and knowledge of how and where they are grown or made.</p> <p>Children can talk about some environmental differences needed to help things grow.</p> <p>Children can identify healthy/ treat foods and discuss what they do to the body.</p>	<ul style="list-style-type: none"> • Know some similarities and differences between different cultures, life in this country and in others • Know some similarities and differences within the natural world and different environments • Understand process of growth and changes as well as some impacting factors • Express their ideas and knowledge • Understand the importance of healthy food choices