



Reception Curriculum Overview- Cycle 2

	Autumn 1 <i>Traditional tales</i>	Autumn 2 <i>In the deep dark woods</i>	Spring 1 <i>Fly me to the moon</i>	Spring 2 <i>When I grow up....</i>	Summer 1 <i>The Circle of Life</i>	Summer 2 <i>At the bottom of the deep blue sea</i>
RE	Myself- God knows and loves each one	Welcome - Baptism; welcome to Gods Family Birthday- Looking forward to Jesus' Birthday	Celebration- People celebrating in Church	Gathering - The parish family gathers to celebrate Eucharist Growing - Looking Forward to Easter	Good News - Passing on the good news of Jesus. Friends - Friends of Jesus	Our World - Gods wonderful world
Caritas	The dignity of the human person	Family and Community	Rights and responsibilities	Option for the poor and vulnerable	Solidarity and the common good	Stewardship The dignity of Work
Physical development	A range of activities indoors and outdoors to promote PD.	A range of activities indoors and outdoors to promote PD.	A range of activities indoors and outdoors to promote PD.	A range of activities indoors and outdoors to promote PD.	A range of activities indoors and outdoors to promote PD.	A range of activities indoors and outdoors to promote PD.
CL & Literacy Books that link to termly theme, other areas of learning and children's interests.	Fiction- The little red hen, 3 billy goats gruff, the enormous turnip, Cinderella <i>Leaf man</i> Poetry-Rhyming - You choose Non-fiction- Homes, buildings, harvest, autumn	Fiction- <i>The Gruffalo's child</i> Little red riding hood, Owl Babies Lighting a lamp- Diwali Pumpkin soup Poetry- The Gruffalo Non Fiction- Books about the forest Nocturnal animals	Fiction- Whatever Next, <i>Aliens love underpants</i> , How to catch a star, Zim, Zam Zoom The dragon dance- Chinese new year Poetry- ZOG Non-fiction- The planets, the moon, solar system	Fiction- I am a... series -policeman - vet -nurse -Librarian -firefighter <i>Peace at last</i> Poetry-Rhyming- Non-Fiction- Occupations, transport, local buildings, towns	Fiction- Monkey puzzle, Dear Zoo, Day Monkey, night monkey Poetry- Wiggle and ROAR Non-fiction - The encyclopaedia of very important animals	Fiction- The singing mermaid, Surprising sharks, Hooray for fish, Shark in the park <i>Barry the fish with fingers</i> Poetry- Tiddler Non-fiction- The seaside, the ocean, under the sea animals
Maths	Number- -Recognise some numerals of personal significance. -Recognises numerals 1 to 5. -Counts up to three or four objects by saying one number name for each item. -Counts actions or objects which cannot be moved. -Counts objects to 10, and beginning to count beyond 10. -Counts out up to six objects from a larger group. -Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. -Counts an irregular arrangement of up to ten objects.		Number- -Finds the total number of items in two groups by counting all of them. -Says the number that is one more than a given number. -Finds one more or one less from a group of up to five objects, then ten objects. -In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. -Records, using marks that they can interpret and explain. -Begins to identify own mathematical problems based on own interests and fascinations.		Number- -Children count reliably with numbers from one to 20, placed them in order and say which number is one more or one less than a given number. -Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. -They solve problems, including doubling, halving and sharing.	



	<p>-Estimates how many objects they can see and checks by counting them. - Uses the language of 'more' and 'fewer' to compare two sets of objects. Shape, space & Measure: Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models.</p>		<p>Shape, space & measure: Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>		<p>Shape, space & Measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	
Understanding of the world	When I was a baby My family	India, Diwali, Christmas, what lives in a forest, woodland animals, bonfire night	The planets, the solar system, rockets, aliens- real or pretend?	People who help us, Our local area,	Jungle animals, endangered species The rainforest/ deforestation	The seaside, Holidays,
Science -Stories through science	Leaf Man- Similarities and difference	The Gruffalos child- Shadows, light and dark	Aliens love underpants Properties of materials	Peace at last- Sound		Barry the fish with fingers- Adaptations and looking after animals
Expressive art and design	Self portraits, Cooking- baking bread	Indian dancing Clay Diva lamp Cooking- Pumpkin soup	Chinese lanterns Cooking- Stirfry		Spiral snakes, penny parrots, Cooking-	Paper plate jellyfish Cooking-
Computing	Introduction to technology	We can complete a simple programme	We understand instructions	We can save and print our work.	Basic Skills	Basic Skills
Role Play	Inside- Home corner Outside- Imagination station	Inside- Diwali Dark den Outside- Imagination station	Inside- Chinese restaurant and Space station Outside- Imagination station	Inside- Post office Outside- Imagination station	Inside- Explorers jungle hideout Outside- Imagination station	Inside- Travel agents, Underwater marine centre Outside- Imagination station
Continuous Provision	Children need active learning through hands-on, play-based activities this is called continuous provision. Continuous provision enables children to explore recent learning, practice new skills, and follow their own interests. Teachers are able to enhance the continuously offered activities to make links to adult-initiated and adult-directed, focused sessions. This combination gives the children plenty of opportunities to practice and improve skills, knowledge and confidence in active, independent learning.					

Please Note: These topics and themes are subject to change weekly depending on the children's interests; this overview is used as a guide for EYFS Class Staff to ensure all the children cover each objective from the Early Years Curriculum.