

YEAR RECEPTION CURRICULUM OVERVIEW 18/19

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topic/Theme	Mini topics led by children's ideas each half term					
PSED	Baseline. Making relationships, getting to know our friends, learning the rules and boundaries at school.	Learning to talk about our feelings and how to deal with them appropriately and respecting other faiths and beliefs.	Gaining independence and becoming confident to talk about ideas and collect resources. Promoting tolerance and understanding of individuality.	Thinking about how to be a good friend and how we can resolve conflicts.	Working together sharing ideas and organising their activities independently. Implementing a voting system to provide a voice for the class.	Reflecting about our first year at school and thinking about the future. Sharing our thoughts of the year with each other.
Physical Development	Baseline Experimenting with different ways of moving. Using small equipment safely. Promoting independence when dressing and undressing. Developing fine motor skills and practising handwriting patterns.	Learning to balance, roll and throw with increasing control. Recognising when we feel tired, hungry, hot or cold. Beginning to learn letter formation and developing our handwriting skills.	Learning to roll, catch and bounce balls. Comparing our body before and after exercise. Continue to write letters and high frequency words.	Travelling with confidence and skill around, under over and through balancing and climbing equipment. Learning how to keep our body's healthy.	Focussing on team games in preparation for Sports Afternoon. Learning to get out and put away equipment safely. Continuing to develop our pencil control writing. Thinking about how to stay healthy.	Playing team games and improving the skills we have learnt. Discussing and learning how to stay safe in different places. Practising writing the letters we find difficult.
Communication and Language	Baseline Talking and listening to each other and joining in with stories, songs and poems.	Talking about our experiences of the world around us and other special occasions that we	Listening and responding to ideas. Retelling stories, describing characters using props to develop a	Listening to stories maintaining attention and concentration. Anticipating key	Asking and answering how and why questions. Uses past, present and future forms	Develop their own narrative and explanations, expressing themselves effectively with

	Learning listening skills.	celebrate with our families. Introducing talk partners.	narrative and vocabulary.	events and responding with relevant comments, questions or actions.	accurately when talking about events and experiences.	awareness of their audience.
Literacy	Baseline assessment. Sequencing stories Following instructions developing vocabulary. Learning to write our names. Beginning to write vc, cvc and labels. Introduced to the Oxford reading tree characters. Begin phase 2 phonics. Introduce the Fantastics.	Rhyme and onomatopoeia. Writing phase 2 tricky words. Developing vocabulary about sound words. Writing a simple sentence using phonics and word wall. Writing cards. Individual/guided reads. Complete phase 2 and begin phase 3 phonics.	Reading fictional stories and using phonic skills to begin to write descriptive words and sentences using the fantastics. Role play and small world play to develop story language. Complete phase 3 and begin phase 4 phonics. Individual/guided reads.	Simple sentences using correct spelling of H.F words and using phonics for other words. Children to be able to read their writing i.e Spaces between words. Punctuation: Capital letter, full stops Thinking about how stories begin and end and using their imagination to develop narrative writing.	Correct spelling of high frequency words for P2 & 3. Punctuation, capital letters, full stops. To become aware of other punctuation. Continue to enrich vocabulary and writing using the Fantastics. To compare fiction and non-fiction books.	To self-edit writing ensuring high frequency words are spelt correctly and correct punctuation is used. To write using extended sentences. Identifying the beginning, middle and end of stories. Write our own stories using interesting and exciting words.
Mathematics (Daily Maths Meeting covering all areas.)	Baseline assessment. Recognising numbers and learning to count carefully to 10 and beyond.	Learning to name and describe 2D shapes. Beginning to use everyday language related to money. Beginning to add and subtract two groups together	To count up to and recognise numbers up to 20. To compare size, weight and capacity.	Developing the language of addition and subtractions and recording as appropriate. Estimate how many objects they see. Everyday language related	Introducing ways of recording addition and subtraction using a number line. Practising writing numerals correctly. Introduce the concept of	Learning to solve simple word problems, including doubling, halving and sharing. Recognising coins and learning their value. Looking at positional

		and say how many we have.		to time, order and sequence simple events. Learning to name and describe 3D shapes.	doubling, halving and sharing using practical equipment. To count and recognise numbers to 20 and beyond.	language and measuring distance. Consolidation as identified.
Understanding The World	Talking about ourselves and our families. Discussing family celebrations. Looking at the school environment and learning about all the people who help us in school. Learning about technology and what it is used for.	Taking care of our playground environment and noticing the changes around us. How families celebrate Halloween and bonfire night. Learning how to control a mouse and interact with age appropriate software.	Using our senses to investigate our environment. Learning about Chinese New Year celebrations. Logging on and interacting with a program. Beginning to use keyboard skills. To observe changes through the life cycle of a plant.	Children talk about past and present events in their own lives. Talking about what we would like to do when we grow up. Look at changes in our environment and other environments that they may visit. Continue to develop independence when using the keyboard.	Respecting other children's concerns and fears. To observe the changes of animals and plants, focussing on the life cycle of a butterfly. To select and use technology for a specific purpose.	Making maps and discussing how the environment is affected by people. Thinking about how we change as we grow. Thinking about moving up to year one.
Expressive Arts and Design	Exploring paints, music, dance. Using appropriate colours for their purpose.	Creating firework pictures, making props. Enjoying singing, dancing and performing in front of an audience.	Making 3-D models, puppets and settings using a variety of materials.	Making puppets and using musical instruments to support story telling.	Observational drawing. Looking closely and carefully and drawing only what we see.	Planning what you need to create your own design. Talking about what you did and how you can improve it.

Religious Values	Celebrating Harvest Festival and learning about Diwali.	Reading the Nativity story and thinking about the origins of Christmas.	Discussing different religions and their celebrations.	Telling the Easter story and looking at how Easter is celebrated around the world.	Discussing different religions and their celebrations.	Discussing Christenings and other naming ceremonies.
British Values	Learning about how rules help us keep happy and safe.	Learning to accept and respect differences between faiths and beliefs.	Showing tolerance for individual choice and opinions.	Discussing stereotypical discrimination and promoting tolerance and understanding.	Learning about democracy by voting for provision ideas.	Actively promoting democratic processes by sharing what our class like or dislike.