

Reception Curriculum Overview 2023/24

Our curriculum is based on children’s interests and next steps in learning so our long term planning is flexible

	Autumn Term		Spring Term		Summer Term	
Topic	Explorers & Adventurers		Big Egg / Little Egg		Get Set Go!	
	Exploring School	Special Times	Dinosaurs	Animals that lay eggs	Ready Steady Cook !	Off we go!
Personal, Social & Emotional Development	Being me in my world <i>Who am I and how do I fit?:</i>	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. <i>How am I unique?</i>	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this. <i>What are my goals?</i>	Relationships Building positive, healthy relationships. <i>What is a positive relationship?</i>	Healthy me Being and keeping safe and healthy. <i>How can I be healthy?</i>	Changing me Coping positively with change. <i>How can I manage change?</i>
	We Thinkers – Thinking Thoughts & Feelings	We Thinkers – The Groups Plan	We Thinkers – Thinking with our Eyes	We Thinkers – Body in the Group	We Thinkers – Whole Body Listening	
Physical Development	Gross Motor					
	Exploring outdoor area and learning how to use equipment & apparatus safely Invasion Games Unit (Negotiating space and exploring ways of moving)	Gymnastics Unit – Balancing, jumping, climbing & rolling.	Dance Unit	Net & Wall Unit	Athletics Unit	Striking & Fielding Unit Sports Day Activities
	Fine Motor Skills activities practised daily through handwriting, finger gym, construction, threading, dressing & undressing, dough gym, cutting, woodwork, art and craft activities etc. <i>Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases</i> <i>Use a range of small tool, including scissors, paint brushes and cutlery</i> <i>Begin to show accuracy and care when drawing</i>					
Communication & Language	Daily activities that help children to: <i>talk confidently and clearly, learn and use a breadth of vocabulary, show an awareness of the listener, enjoy listening to stories, songs and poems, showing good attention, follow instructions, answer questions about stories</i>					
	Key Vocab – School environment Classroom equipment Autumn Key Activity – Share All About Me Bag	Key vocab – Autumn Night Sky & Space Christmas Key Activity – To retell ‘Stick Man’ Story – using story mountain	Key Vocab – Dinosaurs Key Activity – to use descriptive language to talk about a dinosaur	Key Vocab – Lifecycles Spring Key Activity – to describe a lifecycle using stem sentences	Key Vocab – Food Fruit & Vegetables Food prep Key Activity – Can describe how they made a fruit salad, expressing preference and giving reasons	Key Vocab – transport Environments Journeys Key Activity – Can describe a school trip in detail.
Literacy	<i>Focus Text – 3 Bears</i> Begins to join in with key vocab and refrains when retelling using story map	<i>Focus Text – Stick Man</i> TFW – Sequencing and using story mountains Labelling a pumpkin	<i>Focus Text – The Little Green dinosaur</i> TFW – Writing captions for a story mountain	<i>Focus Text – The Hungry Caterpillar</i> TFW – Innovating own story mountain with captions.	<i>Focus Text – Oliver’s Vegetables</i> TFW – Invention –Writing Narrative Label a plant	<i>Focus Text – Bear Hunt</i> TFW –Invention – writing Narrative Writing stories Poems

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	<p>Labelling a family picture Writing a shopping list Recognising & writing names Rhyming activities Identifying and writing initial sounds in words</p> <p>RWInc – Set 1 sounds & oral blending Read 1st set of Tricky Words</p>	<p>Writing a Bonfire Night Caption Writing a list of things to take to space Writing a Christmas card Writing a Christmas list Recognising and writing names Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence RWInc – Set 1 sounds and blending Read 1st Set of Tricky words</p>	<p>Making a poster Writing speech bubbles Attempts to write short sentences in meaningful contexts. To be able to write cvc words correctly</p> <p>RWInc – Reading Ditties (depending on group) Read 2nd Set of Tricky words</p>	<p>Label a lifecycle. Rhyming activities Writing spring captions Write Easter card</p> <p>Attempts to write short sentences in meaningful contexts. To be able to write ccvc / ccvc words correctly Use phonic knowledge to write words in ways which match their spoken sounds. RWInc – Reading Red Ditty Books Read 2nd Set of tricky word</p>	<p>Writing instructions for planting / cooking Design a seed packet</p> <p>Write short sentences with known sounds using a capital letter & full stop Be able to spell some familiar common exception words</p> <p>RWInc Set 2 Sounds & Green/Purple Books Read 3rd Set of Tricky words</p>	
Mathematics	<p>Weeks 1-3: Baseline/settling</p> <p>Match, sort and compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p>					
Understanding of the World Past & Present People Culture & Communities	<p>Activity -Sharing All About Me Bags and family photographs Knowledge/Skill – To be able to talk about family and things that are special to them</p> <p>Activity -Exploring the school environment through environment walks and using different areas Knowledge/Skill – To name different areas within school and say what they are used for</p>	<p>Historical Association Enquiry – What are our favourite celebrations each year? Activity – Hold a birthday celebration for a toy , discuss how we know how old the toy is (candles / cards) Talk about when our birthdays are and what we do to celebrate. Children's birthdays to be added to our Learning Journey</p>	<p>Activity – Celebrating Chinese New Year– Use BBC clips to introduce children to the Festival Look at similarities with festivals they may have celebrated. Discuss how it is celebrated all over the world but originated in China Find China on the map. Listen to Chinese music, make cards, dragons and Chinese lanterns. Hold a</p>	<p>Activity: Celebrating St Piran's Day – Share a collection of Cornish artefacts e.g. flag, pasty saffron bun for a “see, think, wonder?” activity. Discuss how these are all associated with Cornwall. Find Cornwall on map. Use St Piran PowerPoint to look at the story of St Piran. Join in St Piran celebrations by making</p>	<p>Where does our food come from? Activity: Visit to Asda to buy fruit and vegetables and to look at different types of food. Discuss jobs in our community e.g. grocery worker, baker</p> <p>Activity: Look at fruit and investigate where it comes from. Identify countries on map and</p>	<p>Activity: Going on a journey – Walks in the local environment and documenting using route maps Knowledge /Skill – To produce a simple map which they can explain</p> <p>Activity: A visit to the beach – Explore beach and rockpool environments, identifying plants and creatures and</p>

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	<p>Activity – Meet different adults at school and paint pictures of them. Knowledge/ Skill – To recognise jobs that familiar adults do</p> <p>Activity -Exploring local area map / arial photograph and finding the school – Display as part of our class board– Knowledge/ Skill - To name the school and town and become familiar with the concept of a map / arial photograph recognising that it is a view from above</p> <p>Harvest R.E. – Why is the word God special to Christians?</p> <p>Clever Touch – Mark Making & using tools Autumn – Season changes – Investigating our environment Making porridge/ cereal – different types of ingredients, making and observing changes</p> <p>Awesome Autumn. Garlands Garlore Computational thinking..creating pattern and logic</p> <p>Activity- children create garlands from prints of autumn objects. They collect natural objects such as leaves, pine cones, acorns etc. and use them to create prints on long paper strips. Knowledge/Skill. Children talk about the patterns they can see in a</p>	<p>display to create a timeline Knowledge/Skill – To talk about a celebration that is special to me and how I celebrate</p> <p>Activity – Celebrate Bonfire night by talking about children's experiences. Looking at pictures, craft activities and taking part in a virtual firework display Knowledge/Skill – To know that Bonfire night is celebrated in our local community and talk about what happens.</p> <p>Activity – Celebrating Diwali – Use BBC clips to introduce children to Diwali. Look at similarities with festivals they may have celebrated. Discuss how it is celebrated all over the world but originated in India. Find India on the map. Listen to Indian music, make cards, rangoli patterns. Mendhi hands and diva lamps. Hold a celebration where children can taste Indian food. Knowledge / Skill – To know that Diwali is celebrated all over the world To be able to identify a way in which it is celebrated.</p>	<p>celebration where children can taste Chinese food. Knowledge / Skill – To know that Chinese New Year is celebrated all over the world To be able to identify a way in which it is celebrated. To say how it is similar to a festival they know about. To become familiar with the word country and that a map shows different countries</p> <p>What were Dinosaurs?</p> <p>Activity :Are dinosaurs alive now? How do we know about dinosaurs? – Use fossils, online artefacts or pictures to ask “see, think, wonder?” activity to discuss how dinosaurs lived a long time ago. Introduce the role of a palaeontologist and how they help us to find out about things in the past. Introduce children to the Penryn Timeline to show when dinosaurs lived Knowledge/Skills - To be able to say that dinosaurs lived in the past and are extinct To know that we find out about them through looking at fossils and bones To become aware of the word palaeontologist and say what they do.</p>	<p>flags, scones and sharing a cream tea. Knowledge/Skill – To know that Penryn is in the County of Cornwall and we can find it on a map. To know that we celebrate St Piran's Day in Cornwall To name some things associated with Cornwall</p> <p>Other Special Times : Mothering Sunday, Shrove Tuesday</p> <p>Activity: Which celebrations have we celebrated this term – put celebrations onto Learning Journey to create timeline Skills /Knowledge – to be able to talk about things that happened in the past showing a knowledge of the passing of time</p> <p>Historical Association Enquiry – How I've changed since I was a baby: Activity: Show children a selection of baby toys – Use “see, think, wonder?” Discuss who would use these. Would they use them now? Introduce some age appropriate toys and ask children to sort into groups: Toys I use now / Toys I used then</p>	<p>discuss climate which enables growing. Knowledge/Skill – To know that food is grown if different countries and this is dependent on climate</p> <p>Activity: Visit a local farm to look at where food is grown in this country. Discuss jobs in our community – Farmer Knowledge /Skill – To know that some food is grown in our locality and that farmers grow food</p> <p>R.E – Being Special – where do we belong?</p> <p>Using iPad's and cameras to take pictures and record videos Growing and tasting vegetables. Investigate seeds Identify parts of a plant</p> <p>Healthy Eating & Healthy lifestyle</p> <p>Planting seeds. Computational thinking.... algorithms, decomposition and collaboration</p>	<p>how that contrasts with EYFS garden and Forest School Knowledge/ Skill – Talk about some differences between beach and garden</p> <p>Inspirational Individual. Steve Backshall.</p> <p>Historical Society Enquiry – Why do we wear different clothes at different times of the year?</p> <p>Activity: What do we wear in Spring /Summer? – Pack a suitcase and ask children to discuss when they would wear these clothes? Talk about the seasons and differences. Record Summer on the Learning Journey Knowledge/ Skills – To know that Spring / Summer are seasons To know that seasons change through the year To know that now it is summer</p> <p>Activity: As above but with Autumn/ Winter clothes Knowledge/skills -To know that Autumn / Winter are seasons To know that seasons change through the year To know that Autumn / Winter are in the past</p>
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	<p>sequence and continue a given pattern. They spot mistakes in patterns and fix them.</p>	<p>To say how it is similar to a festival they know about. To become familiar with the word country and that a map shows different countries</p> <p>Activity: Which celebrations have we celebrated this term – put celebrations onto Learning Journey to create timeline Skills /Knowledge – to be able to talk about things that happened in the past showing a knowledge of the passing of time</p> <p>Inspirational Individual Who is Julia Donaldson?</p> <p>Observe daily weather I can tell you what the weather is like today (weather chart).</p> <p>R.E. – Why is Christmas Special to Christians? I can tell you how Christians celebrate Christmas and why?</p> <p>Clever Touch –Using Tools & completing programs I can draw a picture on the clever touch and change the colours.</p>	<p>Inspirational Individual Who is Mary Anning?</p> <p>Where did dinosaurs live? Activity: Use Twinkl PowerPoint to find out about where dinosaurs live. Sort pictures of dinosaurs to show where they lived – land / sea /air Knowledge /Skill – to know that dinosaurs lived in different habitats To be aware and name land, sea and air as features of our environment.</p> <p>What were dinosaurs called?</p> <p>How were dinosaurs the same or different?</p> <p>R.E – Which stories are special and why?</p> <p>iPads – using apps to develop phonic/ fine motor control / reading and maths skills</p> <p>Investigating dinosaurs & where they lived. Looking at similarities and differences between dinosaurs</p> <p>Investigating other creatures that come from eggs</p> <p>Recycling – caring for our environment</p>	<p>Knowledge / Skill – To be able to talk about now and then</p> <p>Activity: Read Once There Were Giants and sequence pictures from the story. Discuss the differences as the little girl grows. Introduce the word Timeline and refer back to our Learning Journey and Penryn Timeline and how it shows the passage of time. Use chronological vocab – now ,next, then, before, soon. Children make own timeline of growing up. Knowledge/Skills – To order the growth of a human using chronological vocab.</p> <p>Activity: What did we look like as babies? Children and adults within the setting bring in a baby photograph for children to guess the identity. Knowledge/Skill – To identify similarities/ differences between now and then</p> <p>Inspirational Individual Who is David Attenborough?</p>	<p>Activity. children begin by looking at pictures of the steps involved in planting seeds .They then sequence the pictures so that they make sense and are in the correct order. Next, they follow their pictorial instructions to plant their seeds. They will also think about what plants need to grow and the best place to put their newly planted seeds. Knowledge/ Skill understand the effect of changing seasons on the natural world around them.</p>	<p>Activity: Our Year – Use Learning Journey to encourage conversation about our year. Children record something they can do now that they couldn't when they started school Knowledge /Skills – to talk about events in the past To talk about changes in living memory</p> <p>Special Times: Father's Day, trips, transition days – Recorded on Learning Journey R.E. - Which places are special and why?</p> <p>Using programmable toys</p> <p>investigating a Rock pool Floating & Sinking</p> <p>Summer fun. Journeys. Computational thinking. logic, algorithms, creating, collaborating, tinkering Activity-Children will be encouraged to develop their own map to record things they might see whilst on a journey. Children can take photographs or make a list, with support, of the things they see.</p>
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		<p>Observe daily weather I can tell you what the weather is like today (weather chart).</p> <p>Awesome Autumn. Pumpkin soup. Computational thinking.... algorithms, decomposition and collaboration</p> <p>Activity. children learn about the process of making pumpkin soup. They look at images of the steps involved in making the soup, and sequence them so that they make sense. They follow their pictorial recipes to create the pumpkin soup. Skills. Work and play cooperatively and take turns with others.</p>	<p>Online safety – Chicken Clicking</p>	<p>R.E – Why is Easter special to Christians?</p> <p>Spring – Seasonal Changes</p> <p>Study a Butterfly lifecycle</p>		<p>Children will be supported in adding drawings, sketches, and toys to a large sketched out road on a large piece of paper. decide on the position of the objects and using toy cars or even class robots the children will then tell the story of their adventure.</p> <p>Skills/Knowledge. . Children will be encouraged to talk about the position of objects on the map and develop their speaking and explanation skills</p> <p>Inspirational Individual Who is Amelia Earhart?</p>
<p>Expressive Arts & Design</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Using & naming colours I can name the colours I use in my pictures Making marks with different tools I can use pencils and paintbrushes to make marks. Constructing using block play resources Handling and manipulating different media – collage Experimenting with joining materials – glue & tape Engaging in role play based on first hand experiences</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Handling and manipulating different materials – collage Using a range of media and techniques to produce Christmas cards and decorations Engaging in drama activities – class productions</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Colour mixing activities (including marbling) Selecting colour for a particular purpose Using tools to create simple representations of events, people and places Constructs with a purpose in mind, using a variety of resources (junk modelling / outdoor loose parts)</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Colour mixing activities (including marbling) Experimenting with joining materials – hinges, split pins, hammer & nails Handling and Manipulating different media – weaving, & paper mache.</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Explores shades of colour Representations are more detailed (observational drawings) Begins to plan and adapt work Handling and manipulating materials – Using photography as a form of capturing and recording</p>	<p>Activities based on topic work, seasonal changes and children's interests that promote the following skills Works collaboratively on a class art piece that uses a range of techniques and textures Experimenting with joining materials – axels, screws & screwdrivers Artist Study – John Dyer Music – Reflect, rewind and replay</p>

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	<p>Music - Me!</p> <p>Focus: Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things For Fingers</p>	<p>Music – My stories</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>I’m A Little Teapot</p> <p>The Grand Old Duke Of York</p> <p>Ring O’ Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>	<p>Begin to act out a narrative in role play based on first hand experiences and story book language and ideas</p> <p>Chinese New Year Dances</p> <p>Artist Study – Kadinsky</p> <p>Music – Everyone!</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Wind The Bobbin Up</p> <p>Rock-a-bye Baby</p> <p>Five Little Monkeys Jumping On The Bed</p> <p>Twinkle Twinkle</p> <p>If You’re Happy And You Know It</p> <p>Head, Shoulders, Knees And Toes</p>	<p>Using a range of media and techniques to produce Easter cards and decorations</p> <p>Music – Our World</p> <p>Musical learning focus</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Learn to sing nursery rhymes and action songs:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p>	<p>Music – Big Bear Funk</p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<p>Musical learning focus:</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>
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				<p>Baa Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels On The Bus</p> <p>The Hokey Cokey</p>		
Trips, visits & visitors	Autumn Walk to Tremough	Outreach with Falmouth Art Gallery Christmas Trip Walk to Penryn Library	Trip to RCM / Loan box Link up with uni – mineral/fossils	Spring Walk to Tremough Caterpillars in classroom	Trip to Asda Outreach with Uni	Maritime museum visit Walk to Penryn Park Summer Walk to Tremough
Characteristics of Effective Learning	<p>Focus: Playing & Exploring Introduce Tryosaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>		<p>Focus: Active Learning Introduce Explorasaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>		<p>Focus: Creating & Thinking Critically Introduce Thinkasaur</p> <p>Courtesy, resilience, kindness, helpfulness, cooperation, respect, gratitude, honesty, caring, determination, patience, friendliness, forgiveness, self-discipline, friendliness, courage, fairness</p>	