



Leasowes Primary School Reception Curriculum Overview

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme (but not limited to...)	Houses and Homes <i>Who lives in a house like this?</i>	Celebrations <i>What celebration is important to you?</i>	Amazing Animals		Once Upon a Time... <i>Where will your imagination take you?</i>	The Great Outdoors <i>Where would you go on your adventure?</i>
			The World Around Us <i>Where would you find this animal?</i>	Growing and Changing <i>How do things in our world grow and change?</i>		
Characteristics	Curiosity, Imagination, Independence, Risk Taking, Enjoyment, Communicating, Listening, Concentration, Problem Solving, Attention, Inclusive.					
Possible ideas/lines of enquiry	All about me, my family, houses and homes, my world, Harvest. Traditional stories are covered in this section.	Special events, Birthdays, Weddings, Bonfire Night, Diwali, Remembrance Sunday, Christmas.	Habitats around the world, animals, exploring different types of weather (comparing our weather to other places in the world), Winter, dinosaurs Chinese New Year	Growing and changing, life on the farm, life-cycles, minibeasts, plants, exploring food (healthy food and life-styles choices), personal hygiene. Easter	Castles, comparing past and present, fantasy characters, dragons, fairies and elves, fiction and non-fiction.	Summer, observing the natural world, adventures, journeys, ourselves, family trees, growing and moving on, transport, at the seaside, caring for the environment.



<p>Memorable Experiences</p>	<p>Starting school and making friends, experiment different materials to build the best house for the Three Little Pigs Harvest Festival and Assembly Visit to Berkswich Mehtodist Church</p>	<p>Literacy parent workshop, food tasting from different cultures, Wedding Ceremony, Christmas Production, Cristingle Service at Berkswich Methodist Church</p>	<p>Amazing Animals sensational starter, Winter hunt, melting ice enquiry</p>	<p>Spring walk, butterfly life cycles, observing tadpoles, growing our plants and vegetables, (observation of growth), 'Aspire to Be, Future Me Event', Making fruit kebabs, Travelling Farm, Bikeability</p>	<p>Stafford Castle visit, making elves and fairy homes in forest schools, testing materials enquiry</p>	<p>Forest school sessions, Bikeability, Sports Day, EYFS summer party</p>
<p>'Rooted in Reading' Key Stories</p>	<p>Home, Goldilocks and the three Bears, The Three Little Pigs, The Gingerbread Man, The Little Red Hen, Houses and Homes, The Tiger Who Came to Tea, Winnie the Witch.</p>	<p>Dipal's Diwali, Where the Poppies Now Grow, When's my Birthday, Worm Loves Worm, Little Glow, Let's Celebrate!, The Christmas Nativity, Twas the Night Before Christmas</p>	<p>One Day on Our Blue Planet...In the Antarctic, The Rainbow Fish, One Day On Our Blue Planet...In The Rainforest, Dinosaurs, Dragons in the City</p>	<p>Wake up Time on Bumble Farm, Oliver's Vegetables, Oliver's Fruit, Tadpole's Promise, The Very Hungry Caterpillar, The Big Book of Bugs</p>	<p>Jack and the Beanstalk, Castles, Give us a Smile Cinderella, The Elves and the Shoemaker</p>	<p>The Tiny Seed, The Double Decker Bus, Back to Earth with a bump (Space), Look What I Found at the Seaside, Harry Saves the Ocean! Once There Were Giants</p>
<p>Communication and Language Whole EYFS focus – C&L is developed throughout high-quality interactions, daily group discussions, sharing circles, PSHE times, stories, speech and language interventions, Pie Corbet T4W, EYFS productions, assemblies and weekly interventions.</p>	<p>Settling in activities Making friends Engage in daily story times, rhymes and songs Rhyming and alliteration Children talking about experiences that are familiar to them Understand how to listen carefully and</p>	<p>Develop vocabulary Story language Listening and responding to stories Following instructions Understand how to listen carefully and why listening is important Start a conversation with peers and familiar adults</p>	<p>Listen attentively in a range of situations Maintain attention during activities Using language well Describe events in some detail Begin to use the past tense Begin to recount past events Listen to and talk about stories to build</p>	<p>Describe events in detail using time connectives Sustained focus when listening to a story Ask how and why questions Ask questions and find out more and to check they understand what has been said to them Articulate ideas in well-formed sentences</p>	<p>Understand how, why, where questions Express ideas about feelings and experiences Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Listen and respond with relevant questions, comments, or actions Attend to others in play Make comments and clarify thinking with questions Retell stories; some as exact repetition</p>



	<p>why listening is important</p> <p>Maintain attention in whole class/groups</p> <p>Follow 1 step instructions</p> <p>Understand 'why' questions</p> <p>Use talk to organise play</p>	<p>Use new vocabulary throughout the day</p> <p>Develop social phrases</p>	<p>familiarity and understanding</p> <p>Learn rhymes, poems and songs</p>	<p>Begin to connect one idea or an action to another using a range of connectives</p>	<p>Use language to reason</p>	<p>and some in their own words</p> <p>Speak in well-formed sentences with some detail</p> <p>Use new vocabulary in different contexts</p> <p>Use past, present, and future tenses in conversation with peers and adults</p> <p>Use conjunctions to extend and articulate their ideas</p>
PSED	<p>Being Me in the World</p> <p>Who is in my family?</p> <p>What makes me unique?</p> <p>Introducing basic rights – Unit 2 and 3 families and homes</p>	<p>Celebrating Differences (including Anti Bullying)</p> <p>What am I good at?</p> <p>Introducing basic right – Unit 8: Diversity</p> <p>CRC Link – Article 2 No Discrimination</p>	<p>Dreams and Goals</p> <p>How do we persevere?</p> <p>What does it mean to feel proud?</p> <p>Introducing basic rights – Unit 6: Play</p> <p>CRC Link – Article 29 Aims of Education</p>	<p>Healthy Me</p> <p>Why do we eat and exercise? How can we stay healthy?</p> <p>Introducing basic rights – Unit 4 and 5: Food and Water</p> <p>CRC Link – Article 24 Health, Water, Food and Environment</p>	<p>Relationships</p> <p>How do we stop ourselves from being lonely?</p> <p>Introducing basic rights – Unit 7: Cooperation</p> <p>CRC Link – Article 5 Family</p>	<p>Changing Me</p> <p>How my body changes.</p> <p>How do we feel when changes happen?</p> <p>Introducing basic rights – Unit 9: Safety</p> <p>CRC Link – Article 6 Life Survival and Development</p>
Physical Education	<p>Develop overall body strength, co-ordination, balance, and agility.</p> <p>Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					
Literacy Word Reading	<p>Hear general sound discrimination and begin to orally segment and blend.</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Read individual letters by saying the sounds for them.</p>	<p>Read some letter groups that each represent one sound</p>	<p>Read some letter groups that each represent one sound</p>	<p>Read some tricky words from Phase 4 e.g. said, like, have, so.</p>



		Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	and say sounds for them. Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Re-read what they have written to check that it makes sense.
Phonics	Phase 1 Recap Phase 2	Phase 2	Phase 2 consolidate Phase 3	Phase 3	Phase 3 Consolidation/Phase 4	Phase 4
Comprehension <i>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</i>	Listen to and enjoy a range of books Enjoy joining in with songs, rhymes and poems Hold a book correctly, turning pages and handle with care Know that a book has a beginning and an end Explain what is happening in illustrations Sequence main events in stories	Experience and respond to different types of books Respond to 'who', 'what' and 'when' questions Make simple predictions and inferences Sequence main events in stories	Use illustrations and pictures clues to help read a simple text Make simple predictions Show understanding of words and phrases Express a preference for a song, rhyme or book	Retell stories in the correct sequence, drawing on story language Show an understanding of many common words and phrases in stories Predict how stories might end Innovate a well-known story	Know the difference between different types of texts (fiction, nonfiction, poetry) Know the difference between different types of texts Make inferences to answer 'why' questions	Play is influenced by experience of books Recall main events in stories and use appropriate vocabulary
Writing	Give meaning to marks they make Know that print carries meaning Write their name	Makes marks and drawings with increasing control Use some recognisable letters and symbols	Use appropriate letters for sounds Orally compose and write words Write recognisable letters	Build words using letter sounds in writing Spell cvc and cvcc words independently	Continue to build on knowledge of letter sounds and apply this through writing	Show an awareness of the different audience for writing Write short sentences with a



	Write some recognisable letters	Write letters, sometimes in clusters and words	Hold pencil effectively	Orally compose a caption/sentence before attempting to write it Hold pencil effectively	Write a simple sentence with a full stop Form lower case letters correctly	capital letter, finger space and full stop Use a pencil confidently to write letters and sentences that can be read by others
Mathematics	<p>Count objects, actions, and sounds, Subitise Matching. Sorting & Comparing, Comparing amounts</p> <p>Measurement Comparing size, mass & capacity</p> <p>Shape and Pattern Exploring pattern - making simple sequences</p> <p>Explore the composition of numbers to 10, Subitising Representing, comparing, composition of, formation of 1, 2, 3; Representing, comparing, composition of, formation of 4, 5; One more and less; automatic recall number bonds 0-10</p> <p>Shape and Pattern Circles and triangles, shapes with 4 sides</p> <p>Measurement Time: First, then, now</p> <p>Position and Direction Using positional language</p>	<p>Explore the composition of numbers to 10, Subitise Introducing zero, comparing numbers to 5, composition of 5, numbers 6, 7, 8, making pairs, doubles, combining two groups; automatic recall number bonds 0-10</p> <p>Measurement Comparing mass and capacity, introduce length and height, recap of time</p> <p>Explore the composition of numbers to 10, Subitise Numbers 7, 8, 9; making pairs; combining groups; automatic recall number bonds 0-10</p> <p>Shape and Pattern Investigating 3d shapes, patterns</p>	<p>Explore the composition of numbers beyond 10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering; composition and counting patterns of numbers beyond 10, automatic recall number bonds 0-10</p> <p>Shape and Pattern Match, rotate and manipulate 3d shapes and patterns (eg. AABB, BBA)</p> <p>Explore the composition of numbers beyond 10 Subitising, adding more and taking away, doubling, sharing and grouping, even and odd; automatic recall number bonds 0-10</p> <p>Shape and Pattern Spatial reasoning, patterns and relationships</p>			
UW Experiences (not limited to these and flexible to children’s interests)	Studying our families and ourselves Building homes The Three Little Pigs: exploring building materials. Which	Autumn changes – leaf study/collecting leaves Fire/Sparkler safety Studying different leaves, twigs and other found objects	Winter weather changes – studying frost, snow and ice Ice experiment: How can we make ice? How can we melt ice the quickest? Dinosaur dig!	Maps of local area and farms Planting fruit and vegetables Planting flowers	Growing beans competition Comparing figures from the past Technology now and then	Drawing plants and flowers Forest school sessions Recycling/litter collecting Make a boat that floats



	material will not blow down? Exploring seasons	Diwali dancing and food tasking	Comparing Stafford to the polar regions	Life cycle: observing the growth of frogspawn Easter/spring changes (new life) Building and investigating bug hotels	Science Enquiry – testing materials for shoes	
RE (Religious Education)	<p>What makes people special? Explore how we are similar and different to others. Explore what it means to belong to a religious community.</p> <p>Introduction to Christianity – church visit Christian Harvest Festival: Explore the meaning of Harvest. Sing and perform Harvest songs.</p>	<p>Exploring Christian Celebrations: Christian wedding ceremony. Christingle Service – Berkswich Methodist Church. The Nativity Story.</p> <p>Exploring Hindu Celebrations: Diwali Links to celebrations in other religions (Little Glow): Hanukkah – Judaism Ramadan and Eid - Islam</p>	<p>Exploring different cultures and traditions: How do people around the world celebrate New Year? Learning about Chinese New Year.</p>	<p>The Easter Story – Christianity: Why do Christians celebrate Easter?</p> <p>Animals in Faith Stories: Noah’s Ark</p>	<p>Special Places – Taking a Closer look at Islam: Exploring religious artefacts. Exploring Muslim’s place of worship. Reading and role-playing faith stories from Islam. Using our RE knowledge as a stimulus for writing.</p> <p>Identifying similarities and differences between Christianity and Islam: How are Churches and Mosques similar or different?</p>	
EAD - Music	<p>Me Genre – rhyme Pulse</p>	<p>My Stories Genre – rhyme Voice - Performing Christmas Songs</p>	<p>Everyone! Genre – rhyme Rhythm</p>	<p>Our World Genre – rhyme Pitch</p>	<p>Big Bear Funk Genre - rhyme</p>	<p>Reflect, Rewind and replay 21st Century Music</p>



<p>EAD – Art and Design</p>	<p>Self portraits Exploring local houses and buildings Exploring colour and colour mixing</p>	<p>Artist: Paul Klee- exploring 3D shape/pattern Using colour for a purpose/mixing colour Clay diya lamps Stitching Christmas stockings Create a Christmas Card</p>	<p>Exploring animal patterns with paint Manipulate materials for planned effect Block printing</p>	<p>Artist: Henri Matisse – repeating collage patterns Artist: Giuseppe fruit portraits Using tools such as knives and skewers to make fruit kebabs. Easter Card Craft.</p>	<p>Making a carriage for Cinderella – wheels and axels Design your own shoes Designing and making musical instruments from recycled materials</p>	<p>Create paintings inspired by our moods and feelings Drawing detailed pictures of people Design a new form of transport Build a boat that floats</p>
<p>ICT</p>	<p>ICT lessons and CP activities will be used to give children the opportunity to use technology and to equip them for the demands of the developing digital world. We will teach children to use: Simple programmes, collaborate on projects, develop good control and co-ordination through ICT equipment, represent ideas (thoughts and feelings) through different technology.</p>					