



Reception - Curriculum Overview (2024-25)-Planning Linked to Literacy Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TEXTS	COLOUR MONSTER	OWL BABIES NOCTURNAL ANIMALS	THE THREE BILLY GOATS GRUFF	MR WOLF'S PANCAKES	JACK & THE BEANSTALK	THE VERY HUNGRY CATERPILLAR
<p align="center"> Communication & Language underpins all areas of learning and development. Children's back & forth interactions form the foundations for language and cognitive development. The number of quality conversations children have with adults and peers throughout the day in a language-rich environment is crucial. Modelling good sentence structure. Build on new vocabulary and use throughout the day. Understand how to listen carefully and why listening is important. Ask questions to check for understanding. Articulate ideas and thoughts in well-formed sentences Develop social phrases </p>						
Understanding the World The Natural World (Science)	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside. (Spatial awareness)</p> <p>Draw information from a simple map/Google Earth (Familiarise children with the name of the road, and or</p>	<p>Understand the effect of changing seasons on the natural world around them. (North Pole & comparisons to the North Pole)</p> <p>Use all of their senses in hands-on exploration of natural materials. (Baby owls Nest)</p> <p>Explore the natural world around them.</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Link to animals and plants eg rotten and decomposing vegetables (Link to the Troll) (Link to the start of Spring-green grass in the valley and the meadows)</p> <p>States of Matter (Changes in fresh vegetables and</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Link to animals and plants (Chitting Potatoes)</p> <p>Describe what they see, hear and feel whilst outside. (Early signs of Spring)</p> <p>Recognise that some environments are different to the</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Link to animals and plants. (Pip & Egg-Link to the garden shed and growing Bean)</p> <p>Recognise that some environments are different to the one in which they live in. (Town/Village)</p>	<p>Understand the effect of changing seasons on the natural world around them.</p> <p>Link to animals and plants</p> <p>Recognise that some environments are different to the one in which they live in. (Bug Hotel/Mini Beast hunt)</p> <p>Understand the key features of a life</p>

	<p>village/town/city the school is located in). (Making sense of our surroundings)</p>	<p>Describe what they see, hear and feel whilst outside. (Think about the Forest)</p> <p>(Link to Owl babies & Nocturnal animals Light & Dark) (Link to different birds living in different habitats eg Arctic Birds)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (North Pole)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen.</p> <p>States of Matter (freezing & Melting Link to habitats eg North Pole and life in children's own surroundings and environments) (Make ice using cake trays with glitter etc. Make fake snow using shaving foam and baking soda)</p>	<p>food-can also make vegetable soup and think about how things change from one form to another)</p> <p>Talk about the differences between materials and changes they notice (Waterproof & Not Waterproof- Dress the Troll And testing materials)</p> <p>Describe what they see, hear and feel whilst outside. (Outdoors Role Play)</p> <p>Recognise that some environments are different to the one in which they live in. (Trolls habitat and the Billy Goats Gruff Habitat)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Climate-think about where things grow and where things don't grow eg the grass on the mountains only)</p>	<p>one in which they live in. (Where do Wolves really live? Deserts-nothing grows)</p> <p>States of Matter (Making a banana sandwich)</p> <p>(Link to Science Week)</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of a life cycle of a plant and an animal-(Life cycle of a chick)</p> <p>Draw information from a simple map/Google Earth</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen.</p> <p>Explore the natural world around them. Recognise some environments that are different from the one in which they live in (Giant living under the sea. What does he see? Under the sea)</p>	<p>cycle of a plant and an animal</p>
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		<p>Light & Dark Talk about the differences between materials and changes they notice (Link to shadow puppets and which materials can light shine through and which materials light cannot shine through)</p>	<p>brambles and thistles grew there not fresh, green grass)</p>		<p>(Link to International week)</p>	
<p>Understanding the World Past & Present (History)</p>	<p>New Beginnings</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Comment on images of familiar situations in the past (New School & Settling in)</p> <p>Pupils will compare and contrast characters from stories, including figures from the past. (PSED stories-settling in)</p> <p>Story-Once there were giants</p>	<p>Pupils will compare and contrast characters from stories, including figures from the past. (Link to Diwali Stories & Christmas Stories& any other celebrations)</p>	<p>Comment on images of familiar situations in the past. (Link this to Literacy story and look at images of phones from the past to the present day Old houses/kitchens Link to IT devices)</p> <p>Pupils will compare and contrast characters from stories, including figures from the past. (Link to Visakhi/Eid/Chinese New Year stories & any other celebrations)</p>	<p>Comment on images of familiar situations in the past.</p> <p>Pupils will compare and contrast characters from stories, including figures from the past. (Mary Mary)</p> <p>(Link to Visakhi/Eid stories & any other celebrations)</p>	<p>Understand similarities and differences between things in the past and now (Household items eg washing machines compared to a dolly peg, dolly tub, mangle etc) Old cameras/record player</p>	<p>Understand similarities and differences between things in the past and now</p>
<p>Expressive Arts & Design Link to Literacy & UW</p>	<p>Self Portrait</p> <p>Colour Monster Drawings & Feelings</p>	<p>Rockets & Fireworks</p>	<p>Make Bridge sculptures using a variety of materials</p>	<p>Drawings linked to Mr Wolf's environment.</p>	<p>Small world model of Jack and the Beanstalk-</p>	<p>Build your own small world tuff spot for The Very Hungry Caterpillar</p>

	Create all about me wall	Mummy Owl Collage using a variety of different materials. Nocturnal animal drawings Shadow puppets	Colour Mixing/mixing ingredients- making cornflour slime Troll's favourite bug soup/Vegetable Soup Little 3D Bugs		(Village environment)	Life Cycle of a butterfly
Understanding the World People, Culture & Communities (Religious Studies)	Continue to develop positive attitudes about the differences between people. Talk about members of their immediate family and community Name and describe people who are familiar to them. Unit 1 Friends Unit 3 Beginnings	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Unit 5 Special Places Unit 2 Special Books	Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year) Understand that some places are special to members of their community. (Chinese New Year) Unit 5 Special Places Unit 6 Being Responsible	Recognise some similarities and differences between life in this country and life in other countries Shrove Tuesday (Festivals & Celebrations) Unit 5 Special People	Recognise some similarities and differences between life in this country and life in other countries (Link to International week) Unit 4 Plants & Animals	Recognise some similarities and differences between life in this country and life in other countries Unit 3 Beginnings
Personal, Social & Emotional Development	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

<p>Expressive Arts & Design Creating with Materials</p> <p>(Art)</p> <p>Literacy Link</p>	<p>Colour Monster Drawings using coloured pencils and felt tips. 3D colour monster using rolled up card, googly eyes Self portraits Independent drawings to represent children's own ideas Models and construction using different materials</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Show different emotions in their drawings like happiness, sadness, fear etc</p> <p>Play dough/Small World play</p>	<p>Owl Babies/Nocturnal Animals/ Mummy Owl Collage/Nocturnal Animals' drawings or collage Using a variety of materials and techniques Rockets and fire work paintings Cards-Diwali/Eid Light & Dark Shadow puppets</p> <p>Join different materials and explore different textures.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail. (Christmas Calendar-people who I Love)</p> <p>Play dough/Small World play Owl Baby Forest & Story Sack</p>	<p>The Three Billy Goats Gruff/ Troll</p> <p>Make a bridge using different materials. Characters for story map Drawings/3D insects/bugs etc ingredients to put in the Troll Soup</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p> <p>Character Masks</p> <p>Play dough/Small World play</p>	<p>Mr Wolf's Pancakes</p> <p>Drawings to represent what Mr Wolf was doing (beginning of the story) Story map scene and character. Cards Magnetic paper plate painting</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Play dough/Small World play</p> <p>Road Safety</p>	<p>Jack and the Beanstalk Build own small world Tuff spot for Jack and the Beanstalk story. Make your own beanstalk and characters using a variety of materials. Story map and characters Make some flowers using recycled materials</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Junk modelling Create collaboratively sharing ideas, resources and skills.</p> <p>Under the sea creatures</p> <p>Play dough/Small World play</p>	<p>The Very Hungry Caterpillar</p> <p>Make your own caterpillar using recycled egg boxes-Independent make your own mini beasts using recycled egg boxes Design own fruit kebabs using a variety of fruits/pattern Make fruit Kebabs. Story map and characters Mini beast models/Build your own small world tuff spot for The Very Hungry Caterpillar</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively sharing ideas, resources and skills</p>

						Play dough/Small World play
Expressive Arts & Design Being Imaginative and Expressive (Music, Role play, Songs)	<p>Kapow- Exploring Sound</p> <p>Listen with increased attention to sounds (Link to UW)</p> <p>Respond to what they have heard expressing their thoughts and feelings (Link to Colour Monster-Happy sounds, Scary sounds etc)</p> <p>Play instruments with increasing control to express their feelings and ideas (link to Colour Monster)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group, increasingly matching the pitch</p>	<p>Kapow- Celebration Music</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>	<p>Kapow- Music & Movement</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>	<p>Kapow- Transport</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>	<p>Kapow- Musical Stories</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>	<p>Kapow- Big Band</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>

	<p>and following the melody (Learning new songs)</p> <p>Develop storylines in their pretend play.</p> <p>Learn and sing a range of well-known nursery rhymes and songs.</p>					
<p>PE Gross Motor Control</p>	<p>Unit 1 Body Management</p> <p>Gymnastics</p>	<p>Unit 2 Body Management</p> <p>Dance</p>	<p>Unit 1 Manipulation & Coordination</p> <p>Gymnastics</p>	<p>Unit 2 Dance</p> <p>Manipulation & Coordination</p>	<p>Unit 1 Speed Agility Travel</p> <p>Co-operation & Solve Problems</p>	<p>Unit 2 Speed Agility Travel</p> <p>Co-operation & Solve Problems</p>
<p>PE Fine Motor Control</p>	<p>Use large-muscle movements to wave flags and ribbons, paint and make marks.</p> <p>Use one handed tools and equipment, for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Begin to show a preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and</p>	<p>Develop their small motor skills so that they can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Develop their small motor skills so that they can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Progress towards a more fluent style of moving, with developing control and grace. (Link with PE)</p>	<p>Develop their small motor skills so that they can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient using the tri-pod pencil grip.</p>	<p>Develop their small motor skills so that they can use a range of tools such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast accurate and efficient using the tri-pod pencil grip.</p>

	<p>Learn to use a knife and fork independently.</p> <p>Be increasingly independent as they get dressed and undressed, for example putting on coats and doing up zips.</p>	<p>undressed, for example putting on coats and doing up zips.</p>				
Themed Weeks		<p>Artist-Appreciation (Reception)</p>			<p>International Week</p>	<p>Sports Week</p>
Useful Prompts for Learning	<ul style="list-style-type: none"> • "I wonder why...?" • "What if...?" • "How could we...?" • "I wonder how...?" • "What do you think?" • "What can you...?" • "Tell me about..." • "What might happen if...?" • "How can we find out about...?" • "How could we decide?" • Have you ever....? 					