



Hipswell C of E Primary school

Reception Curriculum Overview

Term:	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Topic title:	Getting to know me. (All about me)	Keep me Posted (people who help) Celebrations including Bonfire night, Diwali and Christmas.	Once Upon a Time (Tell me a story) Chinese New Year	Spring has Sprung (growth and change) Easter	All Creatures Great and Small (Animals and new life)	Oh, I do like to be Beside the Seaside!
Enquiry question	Who am I and where do I come from?	Who will help me?	I wonder?	What can grow?	How can we care for living creatures?	What will we see - at the beach and in the sea?
Experiences	Autumn walk Weekly park visits Church visit for Harvest Harvest food distribution. Local farm visit	Christmas Stay and Play Santa Visit Buddy the Elf Key worker and school staff visits Nativity Service at St John's Church Remembrance Walk	Visits from family members as secret story tellers Library Visit - weekly Winter Walk Oral health	Mother's Day afternoon tea Easter Hunt Spring walk Easter service at Church Growing seeds and beans Oral health Visiting Yoga Teacher	Butterflies/ladybirds lifecycles Visit to Foxglove Covert Nature Reserve Local Farm Visit/class trip (Monk Park Farm). Visit to the vets Oral health Weekly Park visits	Visit to the seaside Rock pool school or visit to St Mary's Lighthouse. Tynemouth Aquarium Captain Raggy Beard Sports Day End of year celebration. Transition visits to Y1 Oral health Swimming??

<p>Suggested Key stories and books</p>	<p>Colour Monster Squirrel's Autumn search The Dot Spot Goes to School Little Owl's First Day - Debi Gilori The Colour Monster Goes to School. Lucy and Tom at School - Shirley Hughes Red Rockets and Rainbow Jelly</p>	<p>Key worker non-fiction books. Children's Bible Real Superheroes Snow in the Garden - Shirley Hughes Dear Father Christmas - Alan Durant</p>	<p>Billy's Bucket Handa's Surprise Superworm Supertato</p>	<p>Titch Jasper's Beanstalk Jack and the Beanstalk Monkey Puzzle</p>	<p>What the Ladybird Heard The Bad Tempered Ladybird The Very Hungry Caterpillar The Munching Crunching Caterpillar Non-fiction ladybird book From Caterpillar to Butterfly Mog and the V.E.T</p>	<p>Sally and the Limpet Lighthouse Keepers Lunch Snail and the Whale Lucy and Tom at the Beach Sharing a Shell Holidays</p>
<p>Suggested books to support Maths</p>	<p>The Button Box Dear Zoo It's the Bear Going on a Bear Hunt Anno's Counting Book Mr Men Rosie's Walk Pete the Cat and his 4 Groovy Buttons Kipper's Birthday Peace at Last</p>		<p>Six Dinner Sid Kipper's Toybox 10 Black Dots Pattern Fish Room on the Broom Snail and the Whale</p>		<p>Grandpa's Quilt The Doorbell Rang One Odd Day Mr Gumpy's Outing Mr Archimedes' Bath The Secret Path</p>	
<p>Language and Vocabulary</p> <p>Wow Word wall - continually updated and shared with parents.</p>	<p>Vocabulary linked to: Emotions Classroom areas Manners and being polite Autumn linked language</p>	<p>Vocabulary linked to: Christmas tradition and religion Diwali Remembrance Bonfire night Key worker roles</p>	<p>Vocabulary linked to: Story book language Chinese New Year Winter linked language</p>	<p>Vocabulary linked to: Easter Spring linked language Characteristics of plants Comparative language of size</p>	<p>Vocabulary linked to: Life cycles (scientific) Baby animals Nature</p>	<p>Vocabulary linked to: Sea life</p>

This overview provides an insight into a child's learning experiences throughout their Reception year. The learning opportunities will also continue to be enhanced over the year as children build upon their own unique experiences and share their ideas with their friends, as is the ethos of the EYFS. Through continuous provision children are given lots of opportunities for child-initiated investigation and play. This enhances learning through rich, stimulating activities and opportunity to develop greater depth. This approach, we believe, helps them to become more independent through the characteristics of effective learning:

Playing and Exploring, Active Learning and Creative and Critical Thinking.

<p>Personal, social and emotional development (Care)</p>	<p>Getting to know one another. Respectful friendships. Who we are, our families, our interests and why we are all unique and special. Rules routines and boundaries. Making friends. Building confidence. Explore emotions</p>	<p>Initiating conversation, friendship and extending play ideas Build up the role play with other children. Work as a team to investigate who will help us in the community. Children to reinforce good choices and sharing and caring.</p>	<p>Children will explore persistence, kindness, helping one another, problem solving and working as a team. Continue to reinforce rules and boundaries. Discuss feelings and making good choices</p>	<p>Talk to children about home and where they live, children will talk freely about home and community -Children will set up and manage the vegetable patch. Parents invited in to help maintain and grow. Talk about living things and what they need to grow well.</p>	<p>Children can describe themselves in positive ways and talk about what they are good at. How do we look after our animals? What do they need to keep warm and safe? How do we look after creatures and animals in our world?</p>	<p>Look how we have grown: children will discuss what they were like at the beginning of the year and how they have changed. What can they do now that they couldn't do before?</p>
<p>Physical development (Move)</p>	<p>Spatial awareness/development of fine and gross motor skills/pencil and scissor control, cutlery, paint brushes, balance bikes, dough disco and Write Dance.</p>					
	<p>Fine motor - for dressing and undressing (PE) Spatial awareness and travelling Gross motor - Park visits</p>	<p>Large Equipment - Gymnastics including balance and movement</p>	<p>Dance - moving rhythmically, control, coordination, spatial awareness, sequencing</p>	<p>Yoga - core stability, balance, coordination and control</p>	<p>Ball skills - throwing and catching, coordination</p>	<p>Athletics - agility, speed, control, coordination Swimming? - Enter pool and be comfortable to put shoulders under the water and participate in pool games.</p>
<p>Communication and language (Speak and Listen)</p>	<p>Understand a question or instruction that has two parts. Taking turns to speak</p>	<p>Talking to and listening to visitors in school. Using specific vocabulary freely</p>	<p>Open ended questions. Circle time. Children using their imaginations.</p>	<p>Children will follow direction without support. They will use language</p>	<p>Children will use topic books and retell stories to the class. Think about the story and</p>	<p>Children will problem solve using language and reasoning. Children will be</p>

	and listen Circle time - Talking Teddy Sharing stories and re-telling		Investigating stories. Build upon reading and writing skills.	linked to growing and share their ideas. Children will share their ideas through role play and extend play.	build upon this through role play, developing own narratives. Can children recall and discuss events that they have experienced in their own life? Reinforce language past and present.	encouraged to question how and why and find a solution.
Literacy	Mark making activities Stories and rhymes Environmental print	The Jolly Postman. Captions and labels. Stories and rhymes. Handwriting patterns. Reading skills/Early readers	Simple sentence work. Stories and rhymes. Handwriting focus. Guided reading/home reading.	Stories and rhymes. Handwriting focus. Guided reading/home reading.	Stories and rhymes. Handwriting focus. Guided reading/home reading.	Stories and rhymes. Handwriting focus. Guided reading/home reading.
Mathematics	Week 1-3 Getting to know you Assessment and Baseline Phase 1 Week 1-3 Just Like Me Week 1 - Match and Sort Week 2 - Compare amounts, Compare size, mass and Capacity Week 3 - Explore Pattern	Phase 2 Week 1-3 It's Me 1,2,3 Week 1 - Representing 1,2,3 Week 2 - composition of 1,2,3 Comparing 1,2,3 Week 3 - Circles and Triangles Positional language (NumberBlocks) Phase 3	Phase 4 Week 1-3 Alive in 5 Week 1 - Introducing 0, comparison to 5 Week 2 - Comparison to 5, composition to 5 Week 3 - Compare mass and compare capacity Phase 5 Week 1-3 Growing 6,7,8! Week 1 - 6,7,8	Phase 6 Week 1-3 Building 9 and 10 Week 1 - 9 and 10 Week 2 - Comparing numbers to 10, bonds to 10 Week 3 - 3d shapes, pattern 3 weeks of consolidation	Phase 7 Weeks 1-3 To 20 and Beyond Week 1 - Building numbers beyond 10 Week 2 - Counting patterns beyond 10 Week 3 - Spatial reasoning Phase 8 Weeks 1-3 First, Then, Now Week 1 - Adding more	Phase 9 Week 1-3 Find Pattern Week 1 - Doubling Week 2 - Sharing and grouping Week 3 - Even and Odd, Spatial reasoning Phase 10 Week 1-3 On the Move Week 1 - Week 2 -

		<p>Week 1-3 Light and Dark Week 1 - representing numbers to 5 Week 2 - Composition of 4 and 5, One more and one less Week 3 - Shapes with 4 sides, Time</p>	<p>Week 2 - Making pairs, combining 2 groups. Week 3 - length and height, time</p>		<p>Week 2 - Taking Away Week 3 - Spatial Reasoning</p>	<p>Week 3 -</p>
<p>Understanding the world (Investigate)</p>	<p>Who do we love? Family customs and traditions Our World (homes) Our bodies and how they work.</p> <p>Talk about Autumn</p> <p><u>e-Safety - Friendships and Being Respectful</u> -To be kind to my friends.</p> <p><u>Technology in our Lives</u> -To talk about technology that is used at my home and in school. -To develop control when operating simple</p>	<p>Shows interest in different occupations and ways of life. Learn more about the role of a post person. Operate simple equipment: electronic scales and machines. Talk about Winter.</p> <p><u>e-Safety - Adult help</u> -To know to talk to a trusted adult if I see something on a computer or device that upsets me. <u>Multimedia</u> -To use a tablet with support. -To choose an app that supports the outcome I</p>	<p>Special times and events. Family customs and traditions at home and around the world. Complete a simple program. Cooking and tasting. Seasonal changes: moving into Spring.</p> <p><u>e-Safety - Time Online</u> -To talk about when I spend time on a computer/tablet/game. <u>Handling Data</u> -To talk about different kinds of information such as pictures, video, text and sound.</p>	<p>What grows in our garden? What can we grow for food? Oliver's Vegetables</p> <p>Talk about Spring</p> <p><u>e-Safety - The Internet</u> -To ask an adult when I want to use the Internet. <u>Programming</u> -To use the equipment safely, respectfully and responsibly. -To switch on a Bee-bot.</p>	<p>Check growth of vegetables and maintain the plot. Dig up and eat the food we grow. Observe the changes that take place in a life cycle Seasonal changes: moving into Summer.</p> <p><u>e-Safety - Personal Information</u> -To start to know what a password is. -To learn about what it means by 'personal information'. <u>Technology in our Lives</u> -To use a safe part of the Internet to play and learn.</p>	<p>Finding out about our world, and the places that we have visited on our holidays. We will make comparisons to the place we live.</p> <p>Talk about Summer</p> <p><u>e-Safety - Being Safe and Aware</u> -To be careful when using technology devices and know to ask an adult when I need help. <u>Multimedia</u> -To use technology to show my learning. -To move objects on a</p>

	equipment.	want. -To use the camera to take photos/videos.	-To sort objects using simple classifications. -To begin to develop my own simple classifications.	-To program a Bee-bot to move forwards, backwards, right and left. -To program a series of commands. -To describe what happens when I press buttons on a Bee-bot.	-To be able to login with some help onto the school network.	screen. -To begin to use tools to create content. -To use a keyboard to write my name on my work.
Expressive arts and design (Perform)	Looking closely at our features and drawing and painting what we can see. Learn traditional rhymes and songs and move to music. Using percussions instruments to perform.	Learning how sounds can be changed: loud/quiet/high and low. Repeated rhythms and patterns: using percussion and tap sticks. Explores the different sounds of instruments. Children to make a map of the journey the postman will take.	Puppets and drama. Children using their imagination and knowledge to plan and develop role play. Using various construction materials. Using tools for a purpose.	Make collages using seeds and beans and print pictures using fruit and Veg. Look at the work of Van Gough particularly sunflowers. Introduce a storyline or narrative into their play.	Constructs with purpose using a variety of resources: make bird feeders, mini-beasts and bug hotels. Plays alongside other children who are engaged in the same theme: can children build a den that they can use for their own habitat.	Selects tools and techniques needed to shape, assemble and join materials they are using. Plays co-operatively as part of a group to act out a narrative.
Music (Music Express) (Perform)	Beat and Tempo Hello, Hands, feet and faces, My turn your turn.	Loud and Quiet Winter Storm Boo	High and Low Noah Jack-in-the-box The Three Bears	Texture Farm time Stamp and Clap Learning and singing new songs linked to the theme Mother's Day and Spring	Structure Colourful Creatures Minibeasts	Seaside songs - consolidation of skills covered throughout the year.
RE	Being Special: where do we belong? Celebrations - Divali	UC F2 Why do Christians perform Nativity Plays?	UCF1 Why is the word God so important to Christians?	UCF3 Why do Christians put a cross in an Easter Garden?	F3 What places are special and why?	What times/stories are special and why?

		INCARNATION	Celebrations - Chinese New Year	SALVATION		
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