

Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ranelagh Curriculum Topic	Marvellous Me	I'll do it Myself!	To Infinity and Beyond	Superheroes	Where the wild things are	Dinosaurs
English	<p>Harry and the Dinosaurs Go To School (2 weeks)</p> <p>Owl Babies (2 weeks)</p> <p>The Three Little Pigs (oral story) (2 weeks)</p>	<p>The Little Red Hen (2 weeks)</p> <p>Goldilocks and the 3 bears (2 weeks)</p> <p>Gingerbread Man (2 weeks)</p>	<p>Aliens Love Underpants (2 weeks)</p> <p>Whatever Next! (2 weeks)</p> <p>Zoom Rocket Zoom (2 weeks)</p>	<p>Supertato (2 weeks)</p> <p>Super Duck (2 weeks)</p> <p>A Superhero Like You (2 weeks)</p>	<p>The Very Hungry Caterpillar (2 weeks)</p> <p>The Gruffalo (2 weeks)</p> <p>We're going on a bear hunt (2 weeks)</p>	<p>Harry and the Bucketful of Dinosaurs (2 weeks)</p> <p>Stomp, Chomp, Roar (2 weeks)</p> <p>The Dinosaur Who Lost his Roar (2 weeks)</p>
C&L	<p>Understanding, Listening and attention and Speaking skills are developed throughout all areas of learning.</p> <p>Developing vocabulary, initiating conversations, asking and answering questions, listening and joining in with rhymes and stories.</p>					
Maths	<p>Counting to 5/10</p> <p>Subitising numbers</p> <p>Using shapes to make patterns and pictures</p> <p>Sequencing numbers and shapes</p>	<p>Counting to 5/10</p> <p>Subitising numbers</p> <p>1 more than a number</p> <p>Measuring capacity, weight, length and height</p>	<p>Counting to 5/10</p> <p>2D and 3D shape</p> <p>Measuring</p> <p>Addition using objects</p> <p>Subtraction (find 1 less)</p>	<p>Counting to 10</p> <p>Days of the week</p> <p>Time (e.g. daily routine)</p> <p>Number stories</p>	<p>Counting to 5 and beyond 10</p> <p>Measuring capacity, weight, length and height</p> <p>Number stories</p> <p>Adding</p>	<p>Counting to 10 and beyond</p> <p>Subitising</p> <p>Shapes</p> <p>Number bonds</p> <p>Time</p> <p>Doubles and halves</p> <p>Adding/ Subtracting</p>
Understanding World	<p>Children begin to talk about past and present events in their own lives and in the lives of family members. They begin to identify that other children don't always enjoy the same things, and are sensitive to this. They begin to identify similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children begin to talk about similarities and differences in relation to places, objects, materials and living things. They begin to talk about the features of their own immediate environment and how environments might vary from one another. They begin to make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Understanding World: where is the moon? Its importance. Astronauts and space travel, rocket ships. Observatories and star gazing. Expressive Arts: Design another 'alien' planet, moon rocks and 'space dust,'</p>	<p>Children begin to identify people in our communities that can help us and keep us safe. Children begin to recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	<p>Understanding World: weather patterns and change in seasons, flowers and planting, hibernating animals and waking up, chicks, life cycles of creatures (ie. Caterpillar to butterfly) Expressive Arts: make hot cross buns, arts and crafts around Easter and religious celebration, music, create birds' nests in classroom for baby birds</p>	<p>Understanding World: Where did the Dinosaurs live? What was Earth like when they lived? Skeletons and fossils, importance of bones and what they tell us about living creatures. Expressive Arts: Design dinosaurs, dinosaur eggs that 'hatch' and come alive, excavate fossils, bake dinosaur cookies. They talk about the features of their own immediate environment and how</p>

						environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
PSED	<p>New Beginnings</p> <p>Action Projects - Citizenship</p> <p>Children begin to grow in confidence to try new activities, and say why they like some activities more than others.</p>	<p>Healthy Lifestyles</p> <p>Children begin to recognise the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully</p>	<p>Anti Bullying</p> <p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p>	<p>Being Safe (Super Heroes)</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>Caring for Others</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>	<p>Transition</p> <p>They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>
Expressive Arts and Design	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p>	<p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Create their own songs, or improvise a song around one they know.</p> <p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Develop storylines in their pretend play.</p>	<p>Selects appropriate resources and adapts work where necessary.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>ELG Children develop their own ideas through selecting and using materials and working on processes that interest them.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>
Physical Development	<p>They begin to manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Start to eat independently and learn how to use a knife and fork.</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>Show a preference for a dominant hand.</p>	<p>Developing motor skills:</p> <p>They grow to handle equipment and tools effectively, including pencils for writing.</p>	<p>Children begin to show good control and coordination in large and small movements.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>They move confidently in a range of ways, safely negotiating space.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>

RE	<p>What are the special celebrations in your home?</p> <p>Celebrations in our family.</p> <p>The Good Samaritan (Stories)</p> <p>What happens on Buddha Day?(Celebration)</p>	<p>What happens at Diwali? (Celebration)</p> <p>What happens at Christmas? (Celebration)</p>	<p>How do we make friends? (Aspects)</p> <p>My Muslim Faith (Aspects)</p> <p>The Donkey in the Tiger Skin (Aspects)</p>	<p>What happens at Easter? (Celebration)</p> <p>What happens at Passover (Celebration)</p> <p>What happens at Easter? (Celebration)</p>	<p>What happens at Eid-UI-Fitr/Adha? (Celebration)</p> <p>How do we make friends? (Aspects)</p> <p>What happens at Eid-UI-Fitr/Adha? (Celebration)</p>	<p>Visiting a place of worship - Church (Aspects)</p> <p>The Lost Coin (Stories)</p> <p>Visiting a place of worship - Church (Aspects)</p>
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