

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!	Superheroes	To Infinity and Beyond	Where the wild things are	Dinosaurs
English	<p>Harry and the Dinosaurs</p> <p>The Three Little Pigs</p> <p>Owl Babies</p>	<p>The Little Red Hen by Jess Stockham</p> <p>Goldilocks and the Three Bears</p> <p>The Gingerbread Man by Estelle Corke</p> <p>Christmas story</p>	<p>Supertato by Sue Hendra</p> <p>Super Duck</p> <p>Non-fiction- Everyday Heroes</p>	<p>Aliens Love Underpants</p> <p>Whatever Next!</p> <p>Zoom Rocket, Zoom by Margaret Mayo</p>	<p>The Very Hungry Caterpillar</p> <p>The Gruffalo</p> <p>We're going on a bear hunt</p>	<p>Harry and the bucketful of dinosaurs</p> <p>Stomp! Chomp! Roar!</p> <p>The dinosaur who lost his roar</p>
C&L	Opportunities throughout-statements taken from Development matters					
Maths	Counting to 5/10 Subitising numbers Using shapes to make patterns and pictures Sequencing numbers and shapes	Counting to 5/10 Subitising numbers 1 more than a number Measuring capacity, weight, length and height	Counting to 10 Days of the week Time (e.g. daily routine) Number stories	Counting to 5/10 2D and 3D shape Measuring Addition using objects Subtraction (find1 less)	Counting to 5 and beyond 10 Measuring capacity, weight, length and height Number stories Adding	Counting to 10 and beyond Subitising Shapes Number bonds Time Doubles and halves Adding/ Subtracting
Understanding World	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.	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	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.	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,'	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	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 environments might vary from one another. They make

		things occur, and talk about changes.				observations of animals and plants and explain why some things occur, and talk about changes.
PSED	<p>New Beginnings 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>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>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>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>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. Develop storylines in their pretend play.</p>	<p>Constructs with a purpose in mind, using a variety of resources. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>Selects appropriate resources and adapts work where necessary. 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. 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>Children begin to show good control and coordination in large and small movements.</p>	<p>Developing motor skills:</p> <p>They grow to handle equipment and tools effectively, including pencils for writing.</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>What happens at Diwali? (Celebration)</p> <p>What happens at Christmas? (Celebration)</p>	<p>How do we make friends? (Aspects)</p>	<p>What happens at Easter? (Celebration)</p>	<p>What happens at Eid-UI-Fitr/Adha? (Celebration)</p>	<p>Visiting a place of worship - Church (Aspects)</p>
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