
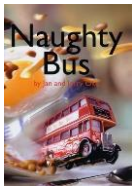
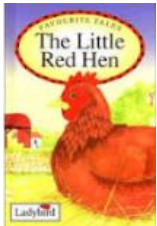
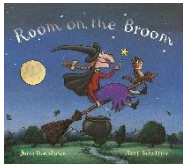
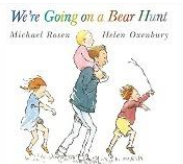
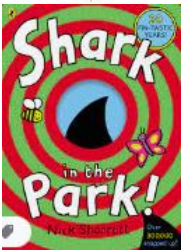
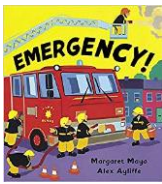
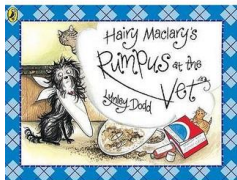
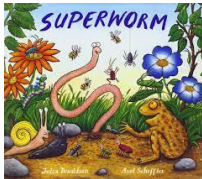
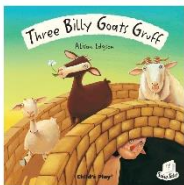
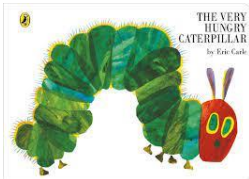
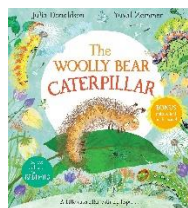
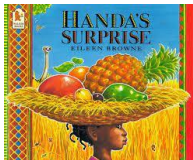
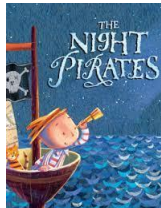




**All Saints CE Primary School and Nursery**  
**Nurturing, Resilience and Achievement for all!**  
*"I have come that you might have life – life in all its fullness", John 10.10*  
**Love    Kindness    Resilience    Understanding**

**Reception Curriculum Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Books we are reading</b>	  	  	 	 	 	 
	<b>Communication and Language</b>					
<b>Listening, Attention and Understanding</b>	Key skills: Active listening skills Following simple instructions How questions		Key skills: Developing attentive listening skills Developing independence in responding speedily to instructions.		Key skills: ELG: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	

Speaking	Key skills: Offering ideas in small groups Using talk to communicate needs, news, feelings and ideas Modelling use of full sentences Join in with familiar rhymes and refrains.		Key skills: Simple back and forth conversations. Learning and using new vocabulary. Speak in whole class situations.		Key skills: ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ELG: Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ELG: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher	
	Literacy					
Phonics	Level 2	Level 2	Level 3	Level 3	Level 4	Level 4
English	The Colour Monster (discussion)  The Naughty Bus (recount)  The Little Red Hen (discussion – T4W)  Sharing/performing poems and rhymes (Whole school Poetry unit)	Room on the Broom (rhyming)  We’re Going on a Bear Hunt (recount -TWS)  Shark in the Park (narrative)	Emergency Margaret Mayo (narrative)  Hairy Maclary’s Rumpus at the vets (rhyming)  Poetry focus: Winter theme (popcorn, squirrels, 5 little peas, I can build a snowman)	Superworm (narrative/ rhyming)  Sleepy Bumblebee (T4W)  The Three Billy Goats Gruff (traditional tale)	The Very Hungry Caterpillar (recount/UW links)  The Woolly Bear Caterpillar (information / PSED links)	Trains (explanation)  The Night Pirates (narrative)  Handa’s Surprise (TWS, UW links)
	Mathematics					
	Begin to subitise to 5 Composition of numbers to 4 Number songs Recite numbers to 10 and beyond Use and understand fewer and less in practical contexts Time – yesterday, today, tomorrow, days of the week Measure – short/tall, large/small Create repeated patterns		Subitise to 5 Developing sense of numbers beyond 5 Recall some double facts Recite numbers to 20 Accurate counting Say 1more/less than a given number Recognise patterns Understand prepositions – in, on , under, beside, in front of, behind Time before / after Shape – select and manipulate shapes Pattern – continue a simple pattern		ELG – Have a deep understanding of number to 10 ELG subitise up to 5 ELG Automatic recall of number bonds to 5 and some to 10 ELG Verbally count beyond 20 ELG Compare quantities up to 10 in different contexts ELG explore and represent patterns within numbers up to 10 , including odd and even, double facts and how quantities can be distributed equally use everyday language to discuss length, size, height, weight, time, position and capacity.	
	Physical development					

PE	Complete PE -Jumping 1	Complete PE- Hands 1	Complete PE – High, low, over and under	Complete PE – Nursery Rhymes	Complete PE – Feet 1	Complete PE – Games for understanding
Gross motor skills	Gross motor skills developed through a range of activities: yoga, dough disco, daily wake and shake, write dance, daily opportunities am and pm to access outdoor area (bikes, scooters, climbing equipment, hoops, balls, chasing games etc)					
Health and self care	Keeping healthy –preparing and trying vegetable soup		Teeth brushing - dentist Encouraging healthy food choices.		Trying healthy food – exotic fruit from Africa	
Fine motor skills	Fine motor skills developed through a range of activities: Drawing club, dough disco , write dance, daily busy fingers activity, letter formation taught during daily phonics session					
	Personal, Social and Emotional Development					
Life skills (PSHE)	Recognising feelings Zones of regulation	Valuing differences	Rights and responsibilities	Being my best	Growing and Changing Includes Relationship Education, bereavement	Keeping Myself Safe
Online Safety		How to be a good friend online	Keeping personal information safe	Understand that what they read online might be true, untrue ,or someone’s opinion	Cyberbullying/inappropriate websites for older children/popups	Upsetting images/unreliable information/Talking to strangers online/reporting
Self regulation, managing self and building relationships	All Saints Early Years Learning Powers - Explorasaurus, Thinkasaurus and Tryasaurus. Whole school values explored during class collective worship – see CW plan					
	Understanding of the World					
Religious Education	Creation - Why is the word God so important to Christians	Incarnation - Why do Christians perform nativity plays at Christmas?	Salvation Why do Christians put a cross in an Easter garden? (Understanding Christianity)		What makes a place special?	
Past and present (links to History NC)	Bonfire night, Remembrance Day. Harvest - now and in the past		Easter Story		Clothing now and when we were younger Trains now and in the past	

<b>People, Culture and Communities (links to Geog NC)</b>	.Family celebrations – Christmas London landmarks – maps Explore different places (e.g. river, forest, seaside, field) Bear Hunt Dorrington’s local area walk		Beebots – instructions and maps Walk to church – route, simple maps		Compare our town to Handa’s village Pets corner visit – animals	
<b>The Natural world (Links to Science NC)</b>	Autumn – changes around us		Spring - changes around us		Summer - changes around us Life cycles – tadpoles, caterpillars, babies	
<b>Technology (links to computing)</b>	Following provided in CP: talking postcards, Beebots, Talking Phones, IWB, iPads, chrome books, class computers, camera, cd player, lightbox					
	<b>Expressive Arts and Design</b>					
<b>Creating with materials (links to Art and DT NC)</b>	Clay island sculptures with natural loose parts Self portraits – using loose parts Pollock – bonfire / firework painig Powder paints		Emergency vehicles – junk modelling Kandinsky – watercolours Matisse – snail printing		Archimboldo fruit -portraits Pastels – Pirate portraits	
<b>Being imaginative and Expressive (Links to Music)</b>	Me!	My Stories / Nativity Songs	Everyone!  Poetry performances	Our World	Big Bear Funk	Reflect, Rewind and Replay