



Reception's Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me	Julia Donaldson and Celebrations	Superheroes	All around the world	Fairy Tales	Animals and minibeasts
Key Texts	<p>Starting School</p> <p>This is our house</p> <p>Owl Babies</p> <p>The Colour Monster</p> <p>Pip and Posy</p>	<p>Room on the Broom</p> <p>What the Ladybird Heard</p> <p>Stickman</p> <p>Zog</p> <p>The Best Diwali Ever</p>	<p>A superhero like you</p> <p>Superheroes don't get scared... or do they?</p> <p>Superheroes Always Fight Back... or do they?</p> <p>There's a Superhero in your book</p>	<p>The festival of colours (Holi)</p> <p>Handa's Surprise</p> <p>Katie goes to London</p> <p>The Magic Paintbrush</p> <p>The Easter Story</p>	<p>Goldilocks and the Three Bears</p> <p>Jack and the Beanstalk</p> <p>The Three Little Pigs</p> <p>The Gingerbread Man</p>	<p>The Very Hungry Caterpillar</p> <p>The Bumble Bear</p> <p>Tad</p>
Supplementary Texts	<ul style="list-style-type: none"> o Squirrels who squabbled o Our class is a family o The Tiger who came to Tea o The enormous turnip o The Red Hen o Elmer 	<ul style="list-style-type: none"> o Tiddler o The Scarecrows Wedding o The Gruffalo o Monkey Puzzle o The Snail and the Whale o Superworm o Highway Rat o First Festivals: Diwali 	<ul style="list-style-type: none"> o Ten Little Superheroes o Supertato o Real Superheroes o Doctorsaurus o Awesome Ambulances o Little Superhero, Big Powers 	<ul style="list-style-type: none"> o Handa's Hen o A walk in Paris o Coming to England o No, Nancy, no! o Animal tales from India 	<ul style="list-style-type: none"> o Little Red Riding Hood o Snow White and the Seven Dwarfs o Cinderella o The Little Red Hen o The Ugly Duckling 	<ul style="list-style-type: none"> o Dear Zoo o Lifesize- Baby Animals o Growing and Changes: All about lifecycles
Poetry/Songs	<p><u>Songs</u></p> <p>Head, shoulders, knees and toes</p> <p>If you're happy and you know it</p> <p>Little Miss Muffet</p> <p>Mary had a little lamb</p> <p>1,2,3,4,5 Once I caught a fish alive</p> <p>5 little ducks</p> <p><u>Poem</u></p> <p>Do you see me? By Caleb Femi</p> <p>Grow up by James</p>	<p><u>Songs</u></p> <p>The Nativity songs</p> <p>Jingle Bells</p> <p>Rudolph the Red Nosed Reindeer</p> <p>5 Little ducks</p> <p>5 Speckled Frogs</p> <p><u>Poem</u></p> <p>Julia Donaldson: Poems to perform</p> <p>Make a cake by Michael Rosen</p>	<p><u>Songs</u></p> <p>5 Little men in a flying saucer</p> <p>10 in the bed</p> <p>10 green bottles</p> <p>10 fat sausages</p> <p>Apples and Bananas</p> <p><u>Poem</u></p> <p>Drums on Legs by Roger McGough</p> <p>Forwards and Backwards by Karl Nova</p> <p>If I was a superhero</p>	<p><u>Songs</u></p> <p>The Grand Old Duke of York</p> <p>5 little Monkeys swinging in a tree</p> <p>Frere Jacques</p> <p>My Bonnie lies over the ocean I had a little nut tree</p> <p><u>Poem</u></p> <p>Braving the sea by Philip Waddell</p>	<p><u>Songs</u></p> <p>Mary Mary Quite Contrary</p> <p>5 currant buns</p> <p>Pease Porridge Hot</p> <p>London Bridge</p> <p>Days of the Week</p> <p>Debbie and Friends Fairy Tale songs</p> <p><u>Poem</u></p> <p>Fairy tale Poems by Clare Bevan</p>	<p><u>Songs</u></p> <p>5 speckled frogs</p> <p>The animal fair</p> <p>Down in the jungle</p> <p>Old McDonald had a farm</p> <p>The Hungry Caterpillar Song</p> <p><u>Poem</u></p> <p>The Beetle by Nadine Wild-Palmer</p> <p>Spiders by Victoria Bulley</p> <p>Can you fly like a butterfly? By Joe Marriott</p>

	Carter Milo the leaf blower by Chrissie Gittins		by James McDonald			
Our Special Six	What happened to you?	I want my hat back!	Ready for Spaghetti Poetry	Owly	Claude	Lifsize Dinosaur
Knowledge and Concepts	<ul style="list-style-type: none"> ○ Baseline ○ Sense of belonging ○ Routine and relationships ○ Discuss different emotions ○ Families ○ Grandparents- what is was like in the past when they were small ○ Discuss similarities and differences between ourselves and others ○ Creating self-portraits using different materials ○ Harvest ○ Seasonal change from summer to autumn ○ Black History month 	<ul style="list-style-type: none"> ○ Explore map work ○ Potions ○ Seasons ○ Explore different celebrations and cultures- Diwali, Advent, Christmas, Christmas around the world, weddings, birthdays and bonfire night 	<ul style="list-style-type: none"> ○ Chinese New Year ○ Valentine's Day ○ Melting and Freezing activities ○ Floating and sinking ○ Compare supermarkets in different countries ○ Design our own superhero ○ Explore healthy eating ○ Explore keeping our bodies healthy and how we can make healthy choices ○ Design and make their own smoothies ○ Seasonal change from autumn to winter ○ People who help us and how they have changed over the years 	<ul style="list-style-type: none"> ○ Holi ○ Lent ○ Easter ○ Mother's Day ○ Learn about different countries and their cultures- Italy, China, France, India, South Africa and England ○ Talk about different climates around the world ○ Explore and talk about different homes around the world ○ Taste testing food from different countries- discuss the similarities and differences 	<ul style="list-style-type: none"> ○ Explore materials ○ Make a home for the Three Little Pigs ○ Compare Homes from the past ○ To learn about planting- what do plants need to grow ○ Taste test different porridges ○ Baking- Gingerbread people 	<ul style="list-style-type: none"> ○ Observing the life cycle of a butterfly ○ Learning about the life cycle of a bee, frog and butterfly ○ To name different minibeasts ○ Talk about the similarities and differences between animals ○ Fruit tasting- exotic fruits
Parental Engagement	<ul style="list-style-type: none"> ○ Phonics Workshop ○ Stay and Play session ○ Lending library- weekly book for pleasure 	<ul style="list-style-type: none"> ○ Maths Workshop ○ Stay and Play session ○ Parents Evening ○ Lending library- weekly book for pleasure ○ Nativity Performance 	<ul style="list-style-type: none"> ○ Speech and Language workshop ○ Stay and Play session ○ Secret Reader ○ Lending library- weekly book for pleasure 	<ul style="list-style-type: none"> ○ Parents Phonics Workshop ○ Stay and Play session ○ Lending library- weekly book for pleasure 	<ul style="list-style-type: none"> ○ Parents sharing their favourite fairy tales ○ Lending library- weekly book for pleasure 	<ul style="list-style-type: none"> ○ End of year reports ○ Shared Lunch ○ Stay and Play session ○ Sports Day ○ Lending library- weekly book for pleasure
Curriculum Enrichment	<ul style="list-style-type: none"> ○ Weekly forest school sessions ○ Kath Taylor- music 	<ul style="list-style-type: none"> ○ Diwali celebrations ○ Nativity performance 	<ul style="list-style-type: none"> ○ Police Dogs to visit ○ Trip to fire station 	<ul style="list-style-type: none"> ○ Visitors from the local community discussing different cultures 	<ul style="list-style-type: none"> ○ A trip to the library ○ Gardening ○ Baking 	<ul style="list-style-type: none"> ○ Trip to Eureka ○ Caterpillars in school for first-hand experience



Skills and Progression

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2	Early Learning Goal
	All about me	Julia Donaldson and Celebrations	Superheroes	All around the World	Fairy Tales	Animals and Minibeasts	
Self-Regulation	To be able to follow one step instructions, recognise different emotions and focus during short whole class activities.	To talk about how they are feeling and to consider others feelings.	To be able to focus during longer whole class lessons.	To identify and moderate their own feelings socially and emotionally.	To be able to control their emotions using a range of techniques.	To follow instructions of three steps or more.	<ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To wash hands independently	To understand the need to have rules.	To begin to show resilience and perseverance in the face of a challenge.	To develop independence when dressing and undressing.	To manage own basic needs independently. To dress independently.	To be able to show a 'can do' attitude To understand the importance of healthy food choices	<ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships	To seek support from adults and gain confidence to speak to peers and adults.	Begin to develop friendships.	To be able to use taught strategies to support turn taking.	To listen to the ideas of other children and agree on a solution and compromise.	To work as a group.	To be able to have confidence to communicate with adults around the school.	<ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
These statements are split, but all should apply on an ongoing basis throughout the year.							
Listening, Attention and Understanding	To be able to understand how to listen carefully and know why it is important.	To begin to understand how and why questions.	To be able to ask questions to find out more.	To retell a story and follow a story without pictures or props.	To be able to understand a question such as who, what, where, when, why and how.	To be able to have conversations with adults and peers with back-and-forth exchanges.	<ul style="list-style-type: none"> - 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	To be able to talk in front of small groups and their teacher offering their own ideas.	To be able to use new vocabulary throughout the day.	To talk in sentences using conjunctions e.g. and, because	To engage in non-fiction books and to use new vocabulary in different contexts.	To use talk to organise, sequence and clarify thinking, ideas, feelings and events.	To be able talk in sentences using a range of tenses.	<ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - 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.
These statements are split, but all should apply on an ongoing basis throughout the year.							
Gross Motor Skills	To move safely in a space.	Explore different ways to travel using equipment.	To be able to control a ball in different ways, balance on a variety of equipment and climb	To jump and land safely from a height.	To move safely with confidence and imagination, communicating ideas through movement.	To play by the rules and develop coordination.	<ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	Begin to use tripod grip when using mark making tools.	To accurately draw lines, circles and shapes to draw pictures.	To handle scissors, pencil and glue effectively.	Use a hammer and saw correctly. Able to use cutlery appropriately.	Hold scissors correctly and cut out small shapes.	To form letters correctly using a tripod grip.	<ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
These statements are split, but all should apply on an ongoing basis throughout the year.							
Comprehension	Independently looks at a book, holding it the correct way and turning pages.	Engages and enjoys an increasing range of books.	Acts out stories using recently introduced vocabulary.	To be able to talk about the characters in the books they are reading.	Retell a story using vocabulary influenced by their book.	Able to answer questions about what they have read.	<ul style="list-style-type: none"> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	Recognise the first 16 sounds. Orally segment and blend sounds together.	Recognise all single letter sounds. Read CVC words.	Recognise taught digraphs in words and blend the sounds together. Begin to read captions and sentences.	Read words containing tricky words and digraphs.	Read longer sentences containing words with double consonants.	Read books containing the phonemes and digraphs taught.	<ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	To give meanings to the marks they make.	Forms letters correctly.	Write words representing the sounds with a letter/letters.	Write labels/phrases representing the sounds with a letter/letters.	Write words which are spelt phonetically.	Write simple phrases and sentences using recognisable letter and sounds.	<ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed;

							<ul style="list-style-type: none"> - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Number	<p>Have a deep understanding of numbers 1 – 5 focusing on:</p> <ul style="list-style-type: none"> - Counting cardinality - Subitising 	<p>Have a deep understanding of numbers 1 – 5 focusing on:</p> <ul style="list-style-type: none"> - Composition 	<p>Have a deep understanding of numbers 1 – 8 focusing on:</p> <ul style="list-style-type: none"> - Comparison - Composition 	<p>Have a deep understanding of numbers 1 – 10 focusing on:</p> <ul style="list-style-type: none"> - Composition 	<p>To revise number bonds to 5. Subitising to 6.</p>	<p>Know number bonds to 10 including doubling facts.</p>	<ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<p>Verbally say which group has more or less.</p>	<p>Compare equal and unequal groups.</p>	<p>Verbally compare and say which has more, fewer or equal. Say one more than a number.</p>	<p>Understand and explore the difference between odd and even numbers.</p>	<p>Share quantities equally.</p>	<p>To be able to count beyond 20. Recap previous numerical patterns.</p>	<ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Past and Present	<p>To know about their own life story and know they have changed.</p>	<p>Talk about the lives of people around them.</p>	<p>To know some similarities and differences between things in the past and now.</p>	<p>Talk about past and present events in their lives and what has been read to them</p>	<p>To know about the past through settings, characters.</p>	<p>To know about the past through settings, characters and events.</p>	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities	<p>Know about features of the immediate environment.</p>	<p>Know that people around the world have different religions.</p>	<p>Know about people who help us within the local community.</p>	<p>Know that there are many countries around the world. To know that people in other countries may speak different languages.</p>	<p>To know that simple symbols are used to identify features on a map.</p>	<p>To know how to care and look after the environment.</p>	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
The Natural World	<p>To explore and ask questions about the natural environment around them</p>	<p>Understand the terms 'same' and 'different'.</p>	<p>Know some important processes and changes in the natural world including states of matter.</p>	<p>Talk about features of the environment they are in and learn about the different environments.</p>	<p>Make observations about plants discussing similarities and differences.</p>	<p>Make observations about animals discussing similarities and differences.</p>	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

							- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Creating with Materials	Art focus: Experiment mixing with colours.	Art focus: Experiment with different textures.	DT focus: Safely explore different techniques for joining materials. Cooking – Smoothies and fruit kebabs	DT focus: Make props and costumes for different role play scenarios. Cooking – Easter nests	Art focus: Explore and use a variety of artistic effects to express their ideas and feelings. Cooking – Gingerbread People	Art and DT focus: To share creations, talk about process and evaluate their work.	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	Sing and perform nursery rhymes.	Experiment with different instruments and their sounds.	Create narratives based around stories.	Move in time to the music.	Play an instrument following a musical pattern.	Invent their own narratives, stories and poems.	<ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>