

## Reception Curriculum Overview

Autumn 1					
CL&L	N	UtW	EAD	PD	PSED
<p><b>Communication and language:</b></p> <ul style="list-style-type: none"> <li>-Using full sentences to clearly and effectively communicate our ideas</li> <li>-Listening for increasing amounts of time during carpet sessions</li> <li>-Apply taught vocabulary</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Using a tripod grip</li> <li>-Mark making with meaning</li> <li>-Name writing</li> </ul>	<p><b>Mathematics:</b> <u>Subitising:</u> *perceptually subitise within 3 *identify sub-groups in larger arrangements *create their own patterns for numbers within 4 *practise using their fingers to represent quantities which they can subitise *experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p><u>Cardinality, ordinality and counting</u> *relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set *have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song *have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting *have opportunities to develop an understanding that anything can be counted, including actions and sounds *explore a range of strategies which support accurate counting.</p> <p><u>Composition:</u> *see that all numbers can be made of 1s *compose their own collections within 4.</p> <p><u>Comparison:</u> *understand that sets can be compared according to a range of attributes, including by their numerosity *use the language of comparison, including 'more than' and 'fewer than' *compare sets 'just by looking'.</p>	<p><b>RE:</b></p> <p>Surrey Agreed RE Syllabus (EYFS) - "My School" and "Who am I and where do I belong?"</p> <p><b>UTW and Geog:</b></p> <ul style="list-style-type: none"> <li>-Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul> <p><b>UTW and History:</b></p> <ul style="list-style-type: none"> <li>-Compare and contrast characters from stories, including figures from the past. Begin to make sense of their own life-story and family's history.</li> </ul> <p><b>UTW/Science-Gardening week:</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>UTW/Technology/ICT:</b></p> <p><b>Esafety-</b> beginning to understand some information is private and that adults should be nearby when I use online devices.</p>	<p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>-Explore a variety of materials, tools and techniques experimenting with colour and colour mixing</li> </ul> <p><b>Music:</b></p> <p>Musicianship, Performing/Instrumental Performance (see SOW)</p>	<p><b>PE focus - Gym</b> (Val Sabin Unit A)</p> <p><b>Travelling</b></p> <ul style="list-style-type: none"> <li>*travel with control in a variety of ways</li> <li>*find and use space safely</li> <li>*know how to use apparatus safely</li> </ul> <p><b>FMS:</b></p> <ul style="list-style-type: none"> <li>-Cutting skills, threading/pincer/ playdough activities and name writing</li> </ul>	<p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>-Settling in</li> <li>-Learning routines and rules</li> <li>-Making friends</li> </ul> <p><b>Self-regulation:</b></p> <ul style="list-style-type: none"> <li>-Give focused attention to what the teacher says and respond appropriately even when engaged in an activity</li> </ul> <p><b>PSHCE and RSE:</b></p> <p>Health and Wellbeing:</p> <ul style="list-style-type: none"> <li>-Healthy lifestyle</li> <li>-Mental Health</li> </ul>
<p><b>Focus books:</b> Supertato, The Gruffalo, poetry (nursery rhymes), non-fiction texts (How Plants Work, The Weather, Find out about the weather)</p>					
<p><b>Reading, Phonics and HFW Reading:</b> Retelling key events in a story using full sentences. Answering key questions about the text and anticipating key events. Applying taught vocabulary to our speech. Using book appropriately (turning page and looking pictures on the left page first)</p>					

Phonics: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l Tricky words: is, I, the			
Key events:	Harvest	Diwali	Gardening week

Autumn 2					
CL&L	N	UtW	EAD	PD	PSED
<p><b>Communication and language:</b></p> <ul style="list-style-type: none"> <li>-Using full sentences to clearly and effectively communicate our ideas, wants and needs</li> <li>-Beginning to make predictions for stories and justify our prediction</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>-Consistently use correct grip</li> <li>-Beginning to form letters correctly</li> <li>-Recording initial sounds to words</li> </ul>	<p><b>Mathematics:</b></p> <p><u>Subitising</u> *continue from first half-term *subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p><u>Cardinality, ordinality and counting</u> *continue to develop their counting skills *explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand *begin to count beyond 5 *begin to recognise numerals, relating these to quantities they can subitise and count.</p> <p><u>Composition</u> *explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot *explore the composition of numbers within 5.</p> <p><u>Comparison</u> *compare sets using a variety of strategies, including 'just by looking', by subitising and by matching *compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p>	<p><b>RE:</b></p> <p>Surrey Agreed RE Syllabus (EYFS) - "Why do we have celebrations?"</p> <p><b>UTW/Science:</b></p> <ul style="list-style-type: none"> <li>-Experimenting with freezing, melting, floating and sinking</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>-Record as a class the pattern of weather</li> <li>-Form opinions on the different seasons; which is our favourite and why</li> <li>-Learn about our class trees</li> </ul>	<p><b>Cooking:</b></p> <ul style="list-style-type: none"> <li>-Creating and following a recipe (describing the process of combining ingredients)</li> </ul> <p><b>EAD:</b></p> <ul style="list-style-type: none"> <li>-Explore a variety of materials, tools and techniques. Finding ways of planning our design and editing our designs.</li> </ul> <p><b>Music:</b></p> <p>Musicianship, Performing/Instrumental Performance (see SOW) Christmas performance</p> <p><b>ICT:</b></p> <p>Multimedia</p>	<p><b>PE focus - Gym (Val Sabin Unit B)</b></p> <p><b>Stretching and curling:</b> *Travel and balance with control when holding stretched or curled shapes</p> <p>*to stop and start on a given signal and share space safely</p> <p>*to link two movements together</p> <p><b>FMS:</b></p> <ul style="list-style-type: none"> <li>-Cutting skills, threading/pincer /playdough</li> </ul>	<p><b>PSED:</b></p> <ul style="list-style-type: none"> <li>-Understanding expectations</li> <li>-Following classroom behaviours</li> <li>-Knowing when to ask for help</li> </ul> <p><b>Self-regulation:</b></p> <ul style="list-style-type: none"> <li>-Following two step instructions</li> </ul> <p><b>PSHCE and RSE:</b></p> <p>Health and Wellbeing-</p> <ul style="list-style-type: none"> <li>-Ourselves growing and changing (History link: Talk about the lives of people around them and their roles in society.)</li> <li>-keeping safe</li> </ul>

				activities and name writing	
<b>Focus texts:</b> Blue Penguin, poetry (nursery rhymes), non-fiction texts (Parts of Plant- Leaves, Why Can't I take my plant for a walk, Healthy Eating)					
<b>Reading, Phonics and HFW</b> <u>Reading:</u> Reading: Retelling key events in a story using full sentences. Answering key questions about the text and anticipating key events. Applying taught vocabulary to our speech. Using book appropriately (turning page and looking pictures on the left page first) <u>Phonics:</u> ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk • words with -s /s/ added at the end (hats sits) • words ending -s /z/ (his) and with -s /z/ added at the end (bags) <u>Tricky words:</u> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be					
<b>Key events:</b>		Christmas and performances	Hanukah	Post letters to Santa (walkabout)	

Spring 1					
CL&L	N	U+W	EAD	PD	PSED
<b>Communication and language:</b> -Using connectives such as 'because', 'so' and 'but' to extend our thoughts and ideas when sharing -Responding in conversation to others' remarks and ideas with 'how' and 'why' questions -Using past, present and future forms accurately	<b>Mathematics</b> <u>Subitising:</u> *increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements *explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part *experience patterns which show a small group and '1 more' *continue to match arrangements to finger patterns. <u>Cardinality, ordinality and counting</u> *continue to develop verbal counting to 20 and beyond *continue to develop object counting skills, using a range of strategies to develop accuracy *continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10	<b>RE:</b> Surrey Agreed RE Syllabus (EYFS) - "What makes our world wonderful?" <b>UTW and Science:</b> <b>The natural world:</b> Gardening-making observations about environment and discussing changes. <b>UTW and Science:</b> <b>Space-</b> Explore and talk about different forces they can feel <b>UTW and History:</b>	<b>Cooking:</b> -Creating and following a recipe (describing the nutritional aspects of this recipe) <b>EAD:</b> -Explaining creative choices behind choice	<b>PE focus - Dance (Val Sabin Unit 1)</b> *be aware of the space around them and move safely about the room *make simple shapes with their bodies	<b>PSED:</b> -Learning to negotiate in play -Take into account one another's ideas about how to organise an activity <b>Self-regulation:</b> -Set and work towards simple goals and wait for what they want <b>PSHCE and RSE: Relationships-</b>

<b>Writing:</b> -Write familiar words e.g. mum and dad -Write initial and dominant sounds -Beginning to separate 'words' with spaces	order numbers, linking cardinal and ordinal representations of number. <u>Composition:</u> *continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 *explore the composition of 6, linking this to familiar patterns, including symmetrical patterns *begin to see that numbers within 10 can be composed of '5 and a bit'. <u>Comparison</u> *continue to compare sets using the language of comparison, and play games which involve comparing sets *continue to compare sets by matching, identifying when sets are equal *explore ways of making unequal sets equal.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	of materials and tools  <b>Music:</b> Listening and singing (see sow)	*repeated sounds and sound patterns  <b>FMS:</b> -Pencil control, letter formation, number formation	-Families and Close Positive Relationships -Friendships -Managing hurtful behaviour
<b>Focus texts:</b> Astrogirl, poetry (Poems to Perform by Julia Donaldson), non-fiction (Book of Space, The Sun, The Stars)					
<b>Reading, Phonics and HFW</b> <u>Reading:</u> Retelling key events of a story using full sentences and putting this into our own words. Answering key questions about the text and anticipating key events. Applying taught vocabulary to our speech. Using book appropriately (turning page and looking pictures on the left page first). <u>Phonics:</u> ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words <u>Tricky words:</u> was, you, they, my, by, all, are, sure, pure					
<b>Key events:</b>	Wow visit- Space VR	Planting flowers			

Spring 2					
CL&L	N	U+W	EAD	PD	PSED
<b>Communication and language:</b> -Following more complex series of instructions -Developing our own narratives and explanations to make our thinking	<b>Mathematics:</b> <u>Subitising:</u> *explore symmetrical patterns, in which each side is a familiar pattern, *linking this to 'doubles'. <u>Cardinality, ordinality and counting</u> *continue to consolidate their understanding of cardinality, working with larger numbers within 10	<b>RE:</b> -Surrey Agreed RE Syllabus (EYFS) - "What can we learn from stories?" <b>UTW/Geography:</b> - <i>Culture Week:</i> Learning about where our families are from in the world and learning about the different cultures. Understanding the history of our own family. Investigating and	<b>Cooking:</b> Recording a recipe and producing an end result (explaining the decisions made)  <b>EAD:</b> Exploring materials of different textures. Explaining	<u>PE focus - Dance (Val Sabin Unit 2)</u>  *travel on feet in a variety of ways  *recognise repeated sounds and sound	<b>PSED:</b> -Confidently try new activities -Confidently voicing opinion in a familiar group  <b>Self-regulation:</b> -Control immediate impulses

<p>and learning clear to others</p> <p>-Expanding our vocabulary and applying this in our explanations</p> <p><b>Writing:</b></p> <p>-Spell words by identifying initial and dominant sounds and recording these</p> <p>-Developing letter robots</p> <p>-Use robot arms to segment sounds in words</p>	<p>*become more familiar with the counting pattern beyond 20.</p> <p><u>Composition</u> *explore the composition of odd and even numbers, looking at the 'shape' of these numbers *begin to link even numbers to doubles *begin to explore the composition of numbers within 10.</p> <p><u>Comparison</u></p> <p>*compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p>	<p>exploring maps. Creating maps for a treasure hunt of places we know.</p> <p>-Comparing life in this country and life in other countries, and over time</p> <p><b>UTW/Science:</b> Ducklings- Understand the key features of the life cycle of a plant and an animal</p> <p><b>ICT:</b> Technology in our lives</p>	<p>creative choices and adapting them when necessary.</p> <p><b>Music:</b></p> <p>Singing (see sow)</p>	<p>patterns and match movements to the music</p> <p><b>FMS:</b> Pencil control, letter formation, number formation</p>	<p><b>PSHCE and RSE:</b></p> <p><b>Relationships-</b></p> <p>-safe relationships</p> <p>-respecting self and others</p>
<p><b>Focus text:</b> Emily Brown and the Thing, poetry (Poems to Perform by Julia Donaldson), non-fiction (The Moon, Incredible Earth)</p>					
<p><b>Reading, Phonics and HFW:</b> <u>Reading:</u> Retelling key events of a story using full sentences and putting this into our own words. Answering key questions about the text and anticipating key events. Applying taught vocabulary to our speech. Using book appropriately (turning page and looking pictures on the left page first).</p> <p><u>Phonics:</u> Review Phase 3 • longer words, including those with double letters • words with -s /z/ in the middle • words with -es /z/ at the end • words with -s /s/ and /z/ at the end <u>Tricky words:</u> Review all taught so far</p>					
<p><b>Key events:</b></p>		Planting and growing veg	World book day	Wow visit- ducklings	

Summer 1					
CL&L	N	U+W	EAD	PD	PSED
<p><b>Communication and language:</b></p> <p>-Children express themselves effectively, showing</p>	<p><b>Mathematics:</b></p> <p><u>Subitising</u> *continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns *use</p>	<p><b>RE:</b></p> <p>-Surrey Agreed RE Syllabus (EYFS) - "Growing"</p>	<p><b>Cooking:</b> Following and recording a recipe (discussing a balanced diet)</p>	<p><u>PE focus - Games (Val Sabin Unit 1)</u></p>	<p><b>PSED:</b></p> <p>-Developing independence, knowing when to ask for help</p>

<p>awareness of listeners' needs.</p> <p>-They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Writing:</b></p> <p>-Writing learnt HFW correctly</p> <p>-Consistently using finger spaces</p> <p>-Writing initial and dominant sounds to make phonetically plausible</p> <p>-Forming most letters correctly</p> <p><b>History link to reading:</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number *subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 *be encouraged to identify when it is appropriate to count and when groups can be subitised.</p> <p><u>Cardinality, ordinality and counting</u></p> <p>*continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</p> <p>*continue to develop confidence and accuracy in both verbal and object counting.</p> <p><u>Composition</u> *explore the composition of 10.</p> <p><u>Comparison</u> *order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p><b>UTW/History:</b></p> <p>-Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past</p> <p>- Understanding the past through characters and events in books</p> <p><b>ICT:</b></p> <p>Create and debug simple programs</p>	<p><b>EAD:</b></p> <p>-Children talk through their creative processes. They evaluate their work and make improvement suggestions</p> <p><b>Music:</b></p> <p>Composing (see sow)</p>	<p><b>Using bean bags</b></p> <p>*to use a range of small games equipment safely and with increasing control</p> <p>*use space safely</p> <p>*work sensibly and co-operatively with other children</p> <p><b>FMS:</b> letter formation, number formation and targeted FMS</p>	<p>-Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences</p> <p><b>Self-regulation:</b></p> <p>-Show an understanding of own feelings and that of others</p> <p><b>PSHCE and RSE: Living in the Wider World-</b></p> <p>-Shared responsibilities</p> <p>-Communities</p>
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**Focus text:** On Sudden Hill, How to Grow a Dinosaur, Dear Dinosaur poetry (A Great Big Cuddle), non-fiction (Dinosaurs fact books, How to Take Care of Your Pet Dinosaur, First Facts Dinosaurs)

**Reading, Phonics and HFW Reading:** Reading: Reading: Retelling key events of a story using full sentences and putting this into our own words, introducing new vocabulary in our explanations. Answering key questions about the text and anticipating key events. Applying taught vocabulary to our speech. Using book

appropriately (turning page and looking pictures on the left page first). Phonics: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /d/ /ed/, -est Tricky words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today

<b>Key events:</b>	Wow visit- dinosaurs	Hatching butterflies	
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Summer 2					
CL&L	N	U+W	EAD	PD	PSED
<p><b>Communication and language:</b>                      -Develop own narrative and explanation by connecting ideas or events                      -Follow instructions involving several ideas or actions                      -Answer 'how' and 'why' questions about their experiences and in response to stories or events</p> <p><b>Writing:</b>                      -Accurately using full stops, finger spaces and capital letters                      -Spell CVC words correctly                      -Recording HFW correctly                      -Write simple sentences and phrases that can be read by others</p>	<p><b>Mathematics:</b>                      In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p> <p>Exploring pattern with shape, colour and sound</p> <p>2D shapes and their key features, some 3D shapes</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>RE:</b>                      -Surrey Agreed RE Syllabus (EYFS) - "What makes a place special?" and "What makes something special?"</p> <p><b>UTW/Geog:</b>                      Where we live:                      -Talk about what country we live in                      -Discuss which countries we live near and which countries we live far away from                      -Share experiences of trips and holidays we have been on and where these were, what was the climate like?                      -Write a letter to a school in another country asking them questions to find out about their locality.                      -Walks out into the local area to spot key features</p>	<p><b>Cooking:</b>                      Following and recording a recipe with little adult assistance (discussing a balanced diet)</p> <p><b>EAD:</b>                      Children talk through their creative processes. They evaluate their work and make improvement suggestions</p> <p><b>Music:</b>                      Composing (see sow)</p>	<p><b>PE focus - Sports</b>  <u>Day Games</u></p> <p>Children to practise specific sports day-based activities in preparation for whole school Sports Day. Activities include:</p> <p>*Over and Under</p> <p>*Assault Course</p> <p>*Slalom Hat Race</p> <p>*Beanbag Aim</p> <p>*Foam Javelin Throwing</p> <p>*Bean bag race</p>	<p><b>PSED:</b>                      -Work as part of a group or class                      -Understand and follow the rules                      -They adjust their behaviour to different situations</p> <p><b>Self-regulation:</b>                      -Begin to regulate behaviour and emotions</p> <p><b>PSHCE and RSE:</b>  <b>Living in the Wider World-</b>                      -Economic wellbeing:                      Aspirations, work and career                      -Economic wellbeing: money                      -Media Literacy and digital resilience</p>

				*Egg and Spoon	
				FMS: letter formation, number formation and targeted FMS	
<b>Focus books:</b> What We'll Build, poetry (A Great Big Cuddle)					
<b>Reading, Phonics and tricky words:</b> <u>Reading:</u> Using and applying phonics sounds and HFW recognition to decode sentence. Applying taught skills to decode independently. Looking at non-fiction texts. When describing the story using the correct past and present tense. <u>Phonics:</u> Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words and compound words <u>Tricky words:</u> Review all taught so far					
<b>Key events:</b>	Reception graduation	Transition	Sports day		