








## Long term curriculum overview - Reception 22/23

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	The wonderful world of me	Celebrations	All creatures great and small	Superheroes around the world	Ready, steady, cook	Once upon a time
Overview & Questions	About me Body parts/senses My family My feelings & emotions We are all unique When I grow up... Colour mixing Taking care of ourselves	Birthdays Weddings Christmas Different cultures Diwali Seasons Toys Other celebrations	Mini beasts Wild animals Farm animals Sea creatures Life cycles Rhyming Animals & their babies Technology & online safety Animal habitats Chinese New Year	People who help us Different jobs Helping others Being eco-friendly Protecting the environment Earth and space Emergency services Easter Spring	Fruit and vegetables Cooking recipes & tasting good Healthy vs unhealthy foods Growing plants Food around the world Revisiting senses Changes of state	Traditional tales Good and bad choices Strangers/safe strangers Buildings and materials Maps Growing beanstalks Homes past vs present
	Who am I? (Past and now) Why am I unique? Where am I? (Home and school) What are my body parts called? What are senses? What is a family? Who is in my family? What make me happy? How can families change? How do I look after myself and keep healthy? What do families do? How am I feeling? What are emotions? What can I do when I grow up? How can I make new colours?	What do people celebrate at this time of year? (Diwali, Christmas, Remembrance, Bonfire) How can we celebrate? What places are special to different cultures? What are the seasons? What is the difference between Autumn and Winter? What are the similarities and differences between toys in the past and present? What is a Nativity?	What can you tell me about this animal? What is it similar /different to? What do we need to survive/ animals/sea creatures? What is the habitat like/compared to...? Why can't this live in the sea? Where would you find a...? What animals might you find in Bilston/Dudley? How can we keep safe online? What do farm animals provide us with? Can you name and describe some insects? What is a life cycle of a butterfly/chick/frog?	Who can help us stay safe? How can we keep ourselves safe? How can we look after the planet? How can we help the different creatures across the planet? What does eco friendly mean? How can we be good citizens? What makes a good friend? What can we do if people are not kind to us? If you could be a superhero, who would you be and why? What would you do with your superpowers? What is space? What is on our planet? What changes happen in Spring? How do people celebrate Easter?	Where does food come from? Why are plants important to the life cycle? What do people eat in ..... ? What do we eat? What is the same/different? What is a recipe/instruction and why do we need to follow them? Which foods taste sweet, sour, spicy? Which foods keep us healthy? Can we grow ? in this country? How do we keep plants and veg healthy? Which foods grow underground /overground? What happens to ice/chocolate/jelly in different temperatures? How do we grow vegetables/plants? What are our senses? What can you smell/hear/taste/touch/see?	Did Goldilocks make the right choice? What should Little Red have done? Why wasn't she safe? Who are safe friends/people? How do we keep school safe? How do we stay at home? When playing? On the internet? Which characters make good / bad choices and why do you think they made those choices? In what ways do I keep safe? (Road safety stranger danger, online, safe relationships) What can you see on a map? Can you follow a map? How can we grow a beanstalk? What does it need? How are homes different around the world? How are homes different in the past?
Links to ELGs	Prime areas linked and worked towards every week (C&L, PD and PSED)					
	<b>Literacy- Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <b>Literacy- Word Reading</b> Read words consistent with their phonic knowledge by sound-blending. <b>Literacy - Writing</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters. <b>Maths - Number</b> Subitise (recognise quantities without counting) <b>Maths- Numerical Pattern</b> Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity'. <b>Understanding the World - Past &amp; Present</b> Talk about the lives of the people around them.	<b>Literacy- Comprehension</b> 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. <b>Literacy- Word Reading</b> 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. <b>Literacy - Writing</b> Write recognisable letters.	<b>Literacy- Comprehension</b> 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. <b>Literacy- Word Reading</b> 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. <b>Literacy - Writing</b> Write recognisable letters.	<b>Literacy- Comprehension</b> 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. <b>Literacy- Word Reading</b> 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. <b>Literacy - Writing</b> Write recognisable letters.	<b>Literacy- Comprehension</b> 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. <b>Literacy- Word Reading</b> 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. <b>Literacy - Writing</b> Write recognisable letters, most of which are correctly formed.	<b>Literacy- Comprehension</b> 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. <b>Literacy- Word Reading</b> 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. <b>Literacy - Writing</b> Write recognisable letters, most of which are correctly formed.

	<p><b>Understanding the World – People, Culture &amp; Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Understanding the World – The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals (humans).</p> <p><b>Expressive Art &amp; Design – Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Expressive Art &amp; Design – Being Imaginative</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and song</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><b>Maths – Number</b></p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p><b>Maths- Numerical Pattern</b></p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity’.</p> <p><b>Understanding the World – Past &amp; Present</b></p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Understanding the World – People, Culture &amp; Communities</b></p> <p>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.</p> <p>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.</p> <p><b>Understanding the World – The Natural World</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Expressive Art &amp; Design – Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Expressive Art &amp; 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Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>Understanding the World – People, Culture &amp; Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>Understanding the World – The Natural World</b></p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Expressive Art &amp; 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Core text	The Colour Monster	The Stickman	How Many Legs?	Here We Are	Handa's Surprise	We're Going on a Bear Hunt
Weekly texts	Our Class Is a Family Elmer Funny Bones Ruby's Worry Who's In My Family? Incredible You	Kipper's Birthday The Scarecrow's Wedding The Best Diwali Ever The Christmas Show (Nativity) A Letter to Santa	The Very Hungry Caterpillar Oi Frog Chicken Clicking Giraffes Can't Dance Commotion In the Ocean	Supertato Superworm Michael Recycle A Superhero Like You Somebody Swallowed Stanley	The Tiger Who Came to Tea Oliver's Vegetables Mable's Magical Garden Jelly Had a Wobble Gingerbread Man	Goldilocks Three Little Pigs Three Billy Goats Gruff Little Red Riding Hood Jack and the Beanstalk
Nursery Rhymes	Heads, shoulders, Knees and Toes Days of the week One Finger, One Thumb Once I Caught a Fish Alive Polly Put the Kettle On Tommy Thumb	5 Little Ducks Ten Green Bottles 5 Currant Buns 5 Little Monkeys Jingle Bells Rudolph the Red Nose Reindeer	Baa baa black sheep 5 little speckled frogs Old Macdonald Little Bo Peep Mary had a Little Lamb Down in the Jungle	Jack and Jill London Bridge is Falling Down Rain, rain go away Row your Boat One Potato	If You're Happy and you know it Humpty Dumpty Mary, Mary The wheels on the bus Bingo	If you go down to the woods today Itsy Wincy Spider Three Blind Mice There's a worm at the bottom of my garden
Role play area	Medical Centre	Post Office	Vets	Police station	Garden Centre	Enchanted forest
Experiences NOW Press Play	Settling into school life – tour of whole school, meeting staff Forest School Technology: Exploring technology in our classroom / medical equipment in role play	Time zone -Toys part and present Walk to the shops – post cards and letter to Santa Celebration afternoons (wedding/birthday) Nativity Technology: Toys NPP - Christmas story / weather	Farm trip or Animal man Forest School Caterpillars, chicks or frog eggs Chinese noodles – tasting sessions Technology: Online safety, using chromebooks NPP - On safari / minibeasts / under the sea	Emergency service visitors Forest School Technology: What people use in jobs, transport NPP - People who help us / transport	Forest School Cooking simple recipes Growing plants/vegetables Tasting food around the world Technology: Tech in the home, tech for cooking NPP - Gingerbread man	Sports day Forest school Sycamore trip Technology: Maps, bee bots, NPP - Goldilocks / jack and the beanstalk / three little pigs
Key events	October Harvest Festival Halloween	October Diwali (24 <sup>th</sup> ) November Bonfire Night (5 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Children in Need (18 <sup>th</sup> ) St. Andrew's Day (30 <sup>th</sup> )  December Christmas Jumper Day Christmas (25 <sup>th</sup> )	January Chinese New Year (22 <sup>nd</sup> )  February Valentine's Day (14 <sup>th</sup> ) Shrove Tuesday-Pancake Day (21 <sup>st</sup> )	March St. David's Day (1 <sup>st</sup> ) World Book Day (2 <sup>nd</sup> ) St. Patrick's Day (17 <sup>th</sup> ) Red Nose Day (17 <sup>th</sup> ) Mother's Day (19 <sup>th</sup> ) Easter	April Eid (22 <sup>nd</sup> )? St. George's Day (23 <sup>rd</sup> )  May Eurovision	June Father's Day (18 <sup>th</sup> )
PSED	Continuation throughout the whole year - focuses below.					
	Settling into school routines Understanding school rules Managing emotions / Self-regulation Making friends Taking care of ourselves (e.g. teeth) Consider feelings of others Taking turns	Self-belief/confidence Resilience and perseverance Online safety Think about feelings and perspective of others Being a good citizen Resolving conflicts			Healthy food choices Managing anxiety Building confidence and independence Set and work towards goals, making plans Show sensitivity to other's needs and how they can help Staying safe outside of school	
C&L	Daily opportunities to listen, discuss, question, express feelings and share ideas 1-1 as well as in larger groups.					
	Enjoy listening to and talking about a range of stories Understand simple 'why' questions Understand why listening is important	Ask questions to find out more Retell stories in their own words Using connectives in their speech Explain their thoughts and ideas			Hold more complex back and forth conversations Using past, present and future tenses	

PD	Daily opportunities to practice gross and fine motor skills using a wide range of tools and activities. Weekly PE and fine motor activities.					
	PE - Intro to PE 1	PE - Intro to PE 2	PE - Ball Skills 1&2	PE - Dance 1&2	PE - Gymnastics 1&2	PE - Games 1&2
<b>Literacy</b>	Recognising and writing own name Reading and writing CVC words and initial sounds Beginning to read common exception words (tricky words) Phase 2 phonics and guided reading Beginning to develop handwriting formation Beginning to engage in extended conversation about stories and retelling them in a range of contexts		Recognising digraphs/trigraphs Rhyming Reading and writing longer words, phrases and captions Reading common exception words (tricky words) Phase 3 phonics and guided reading Handwriting formation (including capitals and numbers) Developing fluency and comprehension when reading		Beginning to sequence sentences Writing for a range of purposes Phase 4 phonics Handwriting formation (including numbers and uppercase letters) Predicting what might happen in a text Phase 3 / 4 reading book bands	
<b>Maths</b>	Exploring number and shape in the environment Matching and sorting Comparing amounts Comparing size, mass and capacity Exploring pattern Representing 1 2 3	Comparing 1 2 3 Composition of 1 2 3 Circles and triangles Positional Language Representing numbers 1-5 One more and one less Shapes with 4 sides	Introducing zero Comparing numbers 1-5 Composition of 4 and 5 Comparing mass and capacity 6, 7 & 8 Combining 2 groups Making pairs Length & height Time	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Spatial awareness Pattern (Consolidation)	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Compose and decompose	Doubling Sharing and grouping Even and odd Spatial reasoning Visualise and build Deepening understanding Patterns and relationships Spatial reasoning Mapping (Consolidation)
<b>UTW</b>	<u>Past &amp; Present</u> My own past. <u>People, Culture &amp; Communities</u> Places and people that are special to us. Similarities and differences in families. <u>The Natural World</u> Exploring senses Body parts	<u>Past &amp; Present</u> Toys past vs present <u>People, Culture &amp; Communities</u> Celebrations around the globe Different cultures <u>The Natural World</u> Seasons	<u>Past &amp; Present</u> Technology past vs present <u>People, Culture &amp; Communities</u> Habitats around the world <u>The Natural World</u> Life cycles Animal babies What animals provide (milk, eggs)	<u>Past &amp; Present</u> How the Earth is changing <u>People, Culture &amp; Communities</u> Countries Easter <u>The Natural World</u> Eco-friendly Spring	<u>Past &amp; Present</u> Food/recipes past vs present <u>People, Culture &amp; Communities</u> Eid Eurovision Food around the world <u>The Natural World</u> Changes of state Growing plants/vegetables	<u>Past &amp; Present</u> Homes past vs present <u>People, Culture &amp; Communities</u> Homes around the world Maps <u>The Natural World</u> Materials Growing beanstalks
<b>EAD</b>	Self portraits Mixing colours Collages Exploring musical instruments and movement Story telling through play Artist: Kandinsky 'Circles in a Circle' 	Autumn nature rubbings/printing Clay lamps Christmas cards New year calendars Performing a Nativity and Christmas songs Artist: Piet Mondrian 	Chinese lanterns Animal masks Jellyfish Start Charanga Valentines cards Artist: Henri Matisse 'The Snail' 	Making super vegetables Easter cards Mother's Day cards Charanga Recycling junk modelling Artist: Lichtenstein 'Sunrise' 	Baking gingerbread men Making jelly Charanga Observational drawings (nature) Artist: Giuseppe Arcimboldo 	Father's Day cards Clay houses Charanga Group performances (e.g. retelling a story/poem) Building bridges Artist: Andy Goldsworthy 'Natural Sculptures' 