






## Long term curriculum overview - Reception 21/22



	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	The wonderful world of me	Celebrations	All creatures great and small	Superheroes	Ready, steady, cook	Once upon a time
<p>UW ELG and PSED links to each Topic:</p> <p><i>Past and present</i></p> <p><i>People, culture, and communities</i></p> <p><i>New world</i></p> <p><i>Managing self</i></p> <p><i>Self-regulation</i></p>	<p><b>PaP:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>PCC:</b> 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. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>MS:</b> Managing their own basic hygiene and personal needs, including dressing, going to the toilet and understand the importance of healthy food choices. <b>SR:</b> Show an understanding of their own feeling and those of others and begin to regulate their behaviour accordingly.</p>	<p><b>PaP:</b> Talk about the lives of the people around them and their roles in society. <b>PaP:</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>SR:</b> Show an understanding of their own feeling and those of others and begin to regulate their behaviour accordingly.</p>	<p><b>NW:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>PaP:</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <b>MS:</b> Independence, confident, resilient, perseverance, hygiene, healthy food choices, playing cooperatively, building friendships, kind to others. <b>SR:</b> understanding feeling, regulating behaviour, achieving simple goals, focusing attention.</p>	<p><b>PCC:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <b>NW:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>MS:</b> Independence, confident, resilient, perseverance, hygiene, healthy food choices, playing cooperatively, building friendships, kind to others. <b>SR:</b> understanding feeling, regulating behaviour, achieving simple goals, focusing attention. <b>NW:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>PaP:</b> 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><b>MS:</b> Independence, confident, resilient, perseverance, hygiene, healthy food choices, playing cooperatively, building friendships, kind to others. <b>SR:</b> understanding feeling, regulating behaviour, achieving simple goals, focusing attention. <b>NW:</b> Understand some important changes in the natural world around them, including the seasons. <b>PaP:</b> 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>Overview &amp; Progression Questions</p>	<p>About me Body parts/senses My family &amp; friends My feelings We are all unique</p> <p>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? Where do we live together? (Types of houses and location-map work)</p>	<p>Birthdays Weddings Christmas Different cultures Seasons Toys</p> <p>What do people celebrate at this time of year? (Diwali, Christmas, Remembrance, Bonfire) What jobs are in our families, school, and our local area? What is in our local area? (Places of worship, community, recreational, retail) Celebrations. (Weddings, Christenings, Birthdays, and</p>	<p>Mini beasts Jungle animals Farm animals Sea creatures Dinosaurs Life cycles</p> <p>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...? What do you think had happened? How and why has it changed/grown? What is a carnivore/herbivore?</p>	<p>People who help us Different jobs Helping others Being eco-friendly Protecting the environment</p> <p>Who can help us stay healthy and safe? How can we keep ourselves healthy and 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?</p>	<p>Fruit and vegetables Cooking recipes Healthy vs unhealthy foods Growing plants Food around the world</p> <p>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?</p>	<p>Traditional tales Good and bad choices Strangers/safe strangers Buildings/materials Forest animals</p> <p>Did Goldilocks make the right choice? Were the three little pigs kind? 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? What safety rules could we create for children in Nursery</p>

	Families and feelings. How do I look after myself and keep healthy? (Healthy eating, exercise) What do people eat? What do families do? How can I make the right choices?	other celebrations celebrated by children in the class/ year group)	Why can't this live in the sea? What happened to all the dinosaurs? How big is a whale? Where would you find a....? What animals might you find in Bilston/Dudley? In what ways do I keep safe? (Road safety stranger danger, online, safe relationships)	What makes a good friend? What can we do if people are not kind to us? What if we have thoughts, ideas, opinions that are different? Why is it okay to be different? If you could be a superhero, who would you be and why? What would you do with your superpowers? People who help us in our community. (Nurses, doctors, police, firefighters, dentist, crossing wardens- addressing stereotypes of gender roles)	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?	ready for when they enter Reception? How are these stories similar? How do they start? End? Which characters make good / bad choices and why do you think they made those choices? Was the Troll really mean if he owned the bridge? What could he have done? Was Big Billy Goat right to hurt the Troll?
<b>Core text</b>	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 What I Like About Me! Who's In My Family? Incredible You	Kipper's Birthday The Scarecrow's Wedding The Best Diwali Ever Daddy Christmas&Hanukkah Momma 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 One, Two, Three, Four, Five 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 Two Little Dicky Birds Down in the Jungle	Frere Jacques 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 Miss Polly had a Dolly Bingo	If you go down to the woods today Itsy Wincy Spider Three Blind Mice When Goldilocks went to the house of bears There's a worm at the bottom of my garden
Role play area	Baby clinic	Post Office	Jungle vets / Pet shop	Police station	Restaurant/supermarket	Enchanted forest
Experiences NOW Press Play	Settling into school life – tour of whole school. Forest School Visit from school nurse /self-care talk (to complete in spring 2)	Time zone - confirmed TOYS Walk to the shops – post cards and letter to Santa. (Postponed due to COVID) Celebration afternoons (wedding, birthday) Nativity NPP - Christmas story / weather	Farm trip or Animal man Forest School Caterpillars, chicks or frog eggs Chinese noodles – tasting sessions NPP - On safari / minibeasts / under the sea	Emergency service visitors/trip Forest School Chicks / lamb NPP - People who help us / transport	Forest School Cooking simple recipes Growing plants/vegetables Tasting food around the world NPP - Gingerbread man	Sports day Forest school NPP - Goldilocks / jack and the beanstalk / three little pigs

Key events	<b>October</b> Harvest Festival Halloween (31 <sup>st</sup> )	<b>November</b> Diwali (4 <sup>th</sup> ) Bonfire Night (5 <sup>th</sup> ) Remembrance Day (11 <sup>th</sup> ) Children in Need (13 <sup>th</sup> ) St. Andrew's Day (30 <sup>th</sup> )  <b>December</b> Hanukkah (Nov 28 <sup>th</sup> -Dec 6 <sup>th</sup> ) Christmas Jumper Day Christmas	<b>February</b> Chinese New Year (1 <sup>st</sup> ) Valentine's Day (14 <sup>th</sup> ) Winter Olympics (most the month)	<b>March</b> Shrove Tuesday-Pancake Day (1 <sup>st</sup> ) St. David's Day (1 <sup>st</sup> ) World Book Day (3 <sup>rd</sup> ) St. Patricks Day (17 <sup>th</sup> ) Red Nose Day (18 <sup>th</sup> ) Mother's Day (27 <sup>th</sup> )  <b>April</b> Ramadan starts (2 <sup>nd</sup> ) Easter St. George's Day (23 <sup>rd</sup> )	<b>May</b> Eid (2 <sup>nd</sup> /3 <sup>rd</sup> ) Vesak (6 <sup>th</sup> ) Eurovision (TBC)  <b>June</b> Queen's Platinum Jubilee (over half term)	<b>June</b> Father's Day (19 <sup>th</sup> )
PSED	Continuation throughout the whole year - focuses below based on key texts.					
	Managing emotions Self-regulation Making friends	Understanding and sensitivity of others	Self-belief/confidence Online safety	Being kind to others Healthy teeth - dentist	Healthy food choices Managing anxiety	Strangers Good and bad choices
C&L	Daily opportunities to listen, discuss, question, express feelings and share ideas 1-1 as well as in larger groups.					
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
Literacy	Writing own name Reading and writing CVC/captions/initial sounds Phase 2 phonics Handwriting formation Discussing stories – sharing favourite stories/nursery rhymes Retelling stories Foundation / phase 2 reading book bands		Using descriptive vocabulary Reading and writing longer words/simple sentences Phase 3 phonics Handwriting formation (including numbers) Understanding different types of text Asking questions about stories Phase 2 / 3 reading book bands		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	
Maths	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 Sequencing events	Introducing zero Comparing numbers 1-5 Composition of 4 and 5 Comparing mass and capacity 6, 7 & 8 Making pairs Combining 2 groups Length & height Time	9 & 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (Money)	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 (Money)
UTW	Body parts / Senses Similarities and differences between us and other families	Different cultures/religions Seasons Toys past vs present	Life cycles Farm animals - what they provide	Emergency services Transport	Changes of state (melting, boiling, freezing) How to grow plants	Building houses and bridges How homes have changed

	Everyone is unique	Christmas	Comparing different types of animals Looking after animals		Food in different countries	Maps
EA&D	Self portraits Kandinsky - mixing colours, shapes. 	Season art Christmas cards Christmas songs Nativity Piet Mondrian 	Chinese lanterns Animal masks Easter/Mothers/Valentines cards Henri Matisse - The Snail 	Making super vegetables Recycling junk modelling Recycled musical shakers Pop art – Lichtenstein 'Sunrise' 	Name of artwork: Winter Baking gingerbread men Making jelly Food art –Giuseppe Arcimboldo 	Father's Day cards Clay houses Artist: Andy Goldsworthy Name of artwork: Natural Sculptures 