

Teaching and Learning
Reception Curriculum Overview Year 1

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Once upon a Time	Let's Party!	Zoom Rocket Zoom!	People who Help us	Growing	Oh, we do like to be beside the seaside
Enrichment/ Trips	Traditional tale theme day	Christening at Holy Cross Church	Planetarium	National Emergency Services Museum Sheffield	Ledston Woods	Seaside theme day
PSED	<p>Sharing and taking turns</p> <p>Following school rules</p> <p>Children can wait patiently for some time with support</p> <p>Be confident to try new activities and show independence and resilience</p>	<p>Can talk about past and present events in their own life</p> <p>Performing in the Christmas Concert- confidence to speak/ perform a dance.</p> <p>Responding appropriately during play</p> <p>Talking about how we celebrate different events. How do other people celebrate these? How do people from other countries/cultures celebrate these?</p>	<p>Building confidence to share our opinions about space.</p> <p>Beginning to negotiate to solve problems- How will we travel to...?</p> <p>Co-operate with other children</p> <p>Children can help, listen and support each other</p>	<p>Negotiating and to solving problems</p> <p>Developing confidence when speaking in front of the class</p> <p>Sharing opinions on what they would like to be when they grow up</p> <p>Children are confident in telling each other about their work and play</p> <p>Feelings -Talk about how characters in stories feel and discuss how they deal with challenges and overcome them.</p>	<p>Negotiating to solve problems independently</p> <p>Participate in playing group games.</p> <p>Can talk about their own feelings and begin to discuss how this can make other people feel.</p> <p>Can explain why we have rules and why it is important to respect the class rules</p>	<p>Transition into year 1- meeting new Teachers.</p> <p>Moving on- sharing worries.</p> <p>Can explain their own knowledge and understanding and asks appropriate questions</p> <p>Persevering and showing resilience in the face of a challenge</p> <p>Invites all familiar children into their play</p>

CL	<p>Listening in small groups</p> <p>Can use good listening skills in a whole class session for a short period of time</p> <p>Role- play - acting out stories</p> <p>Listen to poems, rhymes, fiction and non-fiction books</p> <p>Uses taught vocabulary independently in play</p> <p>Listens to and joins in to conversations</p> <p>Use complete sentences in everyday talk- describing events and explaining ideas</p> <p>Retell stories in their own words</p>	<p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Explore the meaning of new words</p> <p>Understands how to be a good listener</p> <p>Engaging in conversations</p> <p>Story time - talking about feelings, main characters and where a story is set</p> <p>Past and present - events from their own life experiences</p> <p>Use repeated phrases from stories in play</p>	<p>Answers questions from peers, showing an understanding</p> <p>Can recall poems, stories and rhymes</p> <p>Listen to and understand what has been taught in non-fiction books</p> <p>Participate in small group discussions, offering their own ideas</p> <p>Describe and retell past, present and future events in one sentence using a connective and tenses</p> <p>Singing songs</p>	<p>Ask questions to find out information based on their own fascinations and interests</p> <p>Problem solving - Listen to and respond to ideas</p> <p>Uses taught vocabulary independently in play</p> <p>Story time - likes and dislikes, identify favourite characters, events, or settings and talk about why they are their favourite</p> <p>Use taught vocabulary to talk about what they see in an image (non-fiction)</p> <p>Share thought processes with a friend</p>	<p>Respond to others (what they hear) with relevant questions</p> <p>Can recall a range of poems, stories and rhymes</p> <p>Conversations - responding appropriately and continue for many turns</p> <p>Use and understand a wide range of vocabulary</p> <p>Participate in small group discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Describe past, present and future events in some detail using a range of connectives and correct tense</p>	<p>Can show good listening skills in a large group, e.g. assembly or pantomime</p> <p>Role play - Practise possible conversations between characters</p> <p>Understands the features of a non-fiction book, i.e. contents and index</p> <p>Use talk such as 'so that, because, I think, you could, it might be' to explain how things happen and why things work</p> <p>Recall the main points in a story in the correct sequence, using their own words and including new vocabulary</p> <p>Share thought processes in a group</p>
PD	<p>Changes speed and direction when moving</p> <p>Ball skills with a partner</p> <p>Holds all mark making tools in a tripod grip and</p>	<p>Can explain how and why they have to look after their teeth</p> <p>Can talk about food and drink that can damage teeth</p>	<p>Balancing</p> <p>Uses tools safely and with good control</p> <p>Children will accurately form lowercase letters</p>	<p>Letter formation - form some capital letters correctly</p> <p>Obstacle course - changes of speed and direction movements-</p>	<p>Confidently climb and complete a fitness trail</p> <p>Move in a variety of ways with confidence</p> <p>Consider others when</p>	<p>Practise forming most lowercase and capital letters correctly when writing independently</p> <p>Road safety - Understands the</p>

	<p>with good control</p> <p>Travel on wheeled resources confidence and good control</p> <p>Use a knife and fork independently for mealtimes</p>	<p>Can sort images of party food and drink that can damage their teeth</p> <p>Letter formation</p>	<p>Ball skills - Bounce balls of different size back and forth to a partner</p> <p>Sequences and patterns of movements to music</p>	<p>crawling in a tunnel, jumping into a hoop, jumping off a chair</p> <p>Create own sequences and patterns to music and rhythm</p> <p>Use language to talk about movement and direction</p> <p>Safety when storing resources</p>	<p>travelling to negotiate space</p> <p>Create and perform with others sequences and patterns of movements to music and rhythm</p> <p>Use core muscle strength to achieve good posture when sitting at a table comfortably to write fluently</p>	<p>importance of staying on the pavement</p> <p>Wheeled resources skills -Knows how to stop quickly when scootering and cycling</p>
Literacy	<p>Set 1 single letter sounds</p> <p>Writing names and some letters from surnames</p> <p>Using taught vocabulary independently in play</p> <p>Engage in conversation and can answer questions when reading wordless fiction and nonfiction books</p> <p>Orally blend sounds together and will be beginning to attempt to segment and blend CVC words</p>	<p>Read on sight the exception words: I, of, my, to, the, no.</p> <p>Record initial and end sounds in words by writing lists, labels and simple CVC words</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</p> <p>Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</p>	<p>Letter formation - lower- and upper-case letters</p> <p>Segment and blend to read words with 3 letter sounds.</p> <p>Using taught vocabulary independently in play</p> <p>Making predictions to anticipate key events based on illustrations, story content and title</p> <p>Understanding the structure of a non-fiction and fiction book.</p> <p>Identify favourite characters, events, or</p>	<p>Segment and blend to read words with 3 and 4 letter sounds.</p> <p>Read on sight the exception words: the, your, said, you, my, are, he, of, no, I, of, my, to, the, no</p> <p>Recognise and read the special friends th/sh/ch/ng/nk/qu.</p> <p>Children will apply phonic knowledge to accurately record sounds for a range of purposes including lists, labels, short captions, phrases and simple sentences</p>	<p>Letter formation- lower- and upper-case letters</p> <p>Story sequencing</p> <p>Non-fiction and fiction books - knowing the difference</p> <p>Play is influenced by experience of books</p> <p>Recalling stories in the correct sequence, using their own words and including new vocabulary.</p>	<p>Apply phonic knowledge to spelling a range of words</p> <p>Orally composing sentences to write</p> <p>Writing simple sentences using capital letters, finger spaces and full stops</p> <p>Reading CVC words and the majority will be able to blend 4/5 letter sound words</p> <p>Set 2 sounds</p> <p>Read on sight some common exception words</p>

			settings and talk about why they are their favourite	Children will show some awareness of using capital letters, finger spaces and full stops		
Mathematics	Counts objects, actions and sounds to 10 Represents numbers on fingers Children to understand and find practically the composition of a number to 4 Subitise - children to recognise quantities in familiar patterns Name and use mathematical terms to describe 2D shapes Explore and use language weight and length More or less to compare groups	Recognise numbers to 10 and match to quantity Explore number bonds to 5 (using resources) Find doubling facts to 6 with resources Records quantities using tallies and dots To notice and copy patterns ABAB Explore capacity using language such as empty, half full and full Name and use mathematical terms to describe 3D shapes Sort odd and even numbers to 10	Counts objects, actions and sounds to 15 Record quantities using numbers - write numbers to 10 Subitise - children to recognise quantities in familiar patterns to 4 Children to represent number on fingers Copy and continue patterns ABB Order items by weight and use comparative language Order of length, weight and capacity using words to describe and compare	Children to understand and find practically the composition of a number to 7 Number bonds to 10 (using resources) Subtraction facts to 5 (using resources) Doubling facts to 10 (using resources) Construct 3D shapes Compose and decompose shapes in different ways	Counts objects, actions and sounds to 20 Subitise - children to recognise quantities in familiar patterns to 6 To record quantities through tallies, dots, number cards and writing numerals Children to represent number on fingers to ten Links numerals and amounts to 15 Share objects equally Say a number that is one more or one less Create and continue patterns, e.g. ABBC Use non-standard measures and measure to check	Recite and recognise numbers Automatically recall number bonds to 10, subtraction facts to 5 and doubling facts to 10 Children to understand and find practically the composition of a number to 10 Notice mistakes when sharing, correcting to make this fair Write number sentences more/one less to show one Recognise odd and even numbers to 20 2D shapes built together to make a 3D shape

<p>UW</p>	<p>Past and present - Talk about special events and times for their family linked to past and present Can talk about past and present events in their own life</p> <p>Record what they have observed in the natural world</p> <p>Learn about the seasonal changes from summer to autumn observing and commenting on the changes in the environment around them</p>	<p>Know that other people have different likes and dislikes to their own- Circle time what do you like?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Beginning to suggest reasons for why life was different in the past</p> <p>Complete investigations developing their experiences of working scientifically</p>	<p>Recount an event, describe a character/key figure through discussion, simple images, mark making and role play- Whatever Next</p> <p>Can talk about past and present events in their own life</p> <p>Natural world - explore the natural world around them, making observations and drawing pictures</p> <p>Discuss changing seasons</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Build on their knowledge that people have different beliefs and celebrate special times in different ways</p> <p>Occupations - Talk about the lives of people around them and their roles in society-what jobs do people in my family do-teachers-doctors etc</p>	<p>Geography - discuss important places in the community, discussions, drawing pictures, mark making/simple sentences as well as in play</p> <p>Explore the natural world around them by completing investigations and observations</p> <p>Use simple scientific equipment, such as magnifying glasses to observe minibeasts found in the outside environment</p>	<p>Comment on images from the past and present using expected chronological vocabulary accurately -past and present seaside photos</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Changes in state - in the ice lolly will melt when left in the sun</p>
<p>EAD</p>	<p>Painting - mixing colours</p> <p>Discuss what they are going to make and which materials they are going to use when constructing- explain why.</p> <p>Selecting tools for a purpose and using them safely</p> <p>Listening and discussing to different genres of</p>	<p>Natural collages and transient art</p> <p>Creating own resources in imaginative play</p> <p>Painting - making colours light and darker</p> <p>Watch dance and performance arts live and through a range of ICT</p> <p>Sing a range of nursery</p>	<p>Uses costumes and props related to dance and performance arts to incorporate into pretend play</p> <p>Sing familiar songs</p> <p>Learn new words to describe music</p> <p>Model making - exploring a range of different joining materials</p>	<p>Talk about how music and dance make them feel</p> <p>Role play - making choices as to which roles they will play when acting out developing stories</p> <p>Join in with or initiate pitch changing call-and-response songs</p> <p>Painting - mix colours</p>	<p>Children share creative ideas and plan together</p> <p>Children work with each other to make amendments and improve creations</p> <p>Model making - Discuss problems and explore ways to fix them</p> <p>Sing familiar songs independently</p>	<p>Model making - Suggest what they would change on their model</p> <p>Children to explore the natural world to define colours, shapes, texture and smells</p> <p>Talk about differences between two pieces of contrasting music</p> <p>Music - Use a range of words to describe music,</p>

	music	rhymes and explore using pitch when singing	Using scissors to cut along different lines with care and accuracy	for a purpose	Role - play - Retell a familiar story in a small group	e.g. light, heavy, gentle, happy, sad
SSMC/British Values	Happiness Rules/Values Manners/Politeness Mutual Respect Honesty Determination Resilience Safety We try to help We understand right from wrong	Friendship Self-Belief Perseverance Anti-Bullying Week Road Safety Week Celebrations Respect the beliefs and culture of others We know that we are all special	Appreciation Encouragement Courage Safer Internet Day Forgiveness We treat everybody equally	Patience Keeping Healthy Easter Celebrations We understand and respect the role of people who help us Respect the beliefs and culture of others	Collaboration Community Spirit Focus Pride General knowledge Keeping Healthy We understand the consequences of our actions	Team work Co- operation Aspirations We listen to and respect other people's opinions and values
RSE	Families		Our day		Keeping ourselves clean	