



Reception Curriculum Overview



	Autumn 1 BV Rule of Law CV Friendship	Autumn 2 BV Individual Liberty CV Generosity	Spring 1 BV Mutual Respect & Tolerance CV Truthfulness	Spring 2 BV Mutual Respect & Tolerance CV Forgiveness	Summer 1 BV Democracy CV Service	Summer 2 BV Democracy CV Trust
Theme	This is me	Toys old and new	Percy the Park Keeper	People Who Help Us	Traditional tales/growing	Seaside
Topic Launch	Welcome service	Bear hiding in the cupboard	Find who is hiding in Percy's bed	Rescue class cuddly dog from a tree and treat him at the vets	Giant footsteps in the classroom	Donkey Rides
Topic Landing		Teddy day	Percy Day	Bring your pet to school week People who help us day	Fairy Tale Day	Pool party with buddies
Trips	Redwood (depending on cohort)	Museum in the park	Trip to the park in LS	Noah's Ark	Cattle Country	Camping Day
Experiences	Making Gruffalo crumble Harvest festival	Diwali celebration Nativity Carol service Christingle Christmas party	Chinese new year celebration Hedgehog bread Soup	Firefighter visit Police visit Sara visit Vets visit to class Taking fluffy home to look after as he has a poorly paw	Tadpoles Planting beans, sunflowers and potatoes harvesting strawberries making gingerbread men	End of year service



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				Parents visit to the class to talk about their jobs Easter Service		
Role Play	Cottage	Toy Shop From Dec 1st Santa's Grotto	Percy's Hut	Vets Surgery	Castle	Ice cream shop/Beach hut/Pirate ship (depending on children choice)
Phonics Phase	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3 revisit unknown sounds	Phase 4
UTW	Finding out about different parts of the body. Who is in your family? How we have changed since we were babies. Things I like, things I don't like	Bonfire night/Guy Fawkes - who was Guy Fawkes? Tell the story of Rama and Sita. Talk about who celebrates Diwali and why. How do we know if a toy is old or new?	Nocturnal Animals - name and sort nocturnal and daytime animals Animal Homes, we will find out where different animals live. Clothes for hot/cold weather sort out the different clothes you would wear	Vets How do vets help our pets? Visit from vets, have a go at being a vet. Doctors, Nurses and Paramedics Visit from nurses. How do nurses help us? How do doctors help us?	PLANTING BEANS Children plant their own beans and then keep a bean diary. Celery Experiment. Food colouring, water, celery set it up to observe	How do lighthouses work? Find out why where Katie lives is so special and is different to where we live. Where do we find rock pools? What do we find in rock



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		Teddy timeline. Looking at Teddy's new and old. Looking at how the toys have changed overtime.	in different weather. Chinese New Year Find out why and how it is celebrated.	Make x-ray hands. Label equipment Firefighters Visit from fire fighters. How do firefighters help us? Label equipment used Police Visit from the police. How do police help us? Take our own fingerprints, Lifeboat Crew Visit from the lifeboat crew. How do the crew help us? Pets week Children bring their pets to school and share a fact file about the animals.	Make Gingerbread men Build a bridge using the decking boards. What do we need to do? Build a ramp for the toy cars. What do we need to do to make the car go further? chromatography rainbow Jelly frogs Coin boats	pools? The rainbow fish is a tropical fish. Let's find out where we can see tropical fish. How do maps work? Lets make our own treasure map to find the golden pants What do we need to take to the beach? Design an outfit to wear to the beach.
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EAD	Self Portrait. -looking carefully in the mirror, drawing a careful accurate drawing Charanga Unit 1 : Me! - explore: -growing -homes -colour -how I look Learn to sing nursery rhymes and action songs: -Pat-a-cake -1, 2, 3, 4, 5, Once I Caught A Fish Alive -This Old Man -Five Little Ducks -Name Song -Things For Fingers Musical	-Design and make our own toy. -Practice and Perform our Christmas Play Charanga Unit 2: My Stories explore: -Using your imagination -Christmas -Festivals -Fairies -Pirates -Treasure -Superheroes -Let's Pretend -Once Upon A Time Learn to sing nursery rhymes and action songs: -I'm A Little Teapot	-Design and make a junk model animal home. -Design your own Park -Learn Chinese dragon dancing -Kandinsky find out about the artist and paint in his style -Colour mixing - design and make Percy a new scarf using colour mixing Charanga Unit 3: Everyone explore: -Family -Friends -People	-Make a bed for Fluffy -Mothers day cards -Easter Card -Easter cooking Charanga Unit 4: Our World explore: -Animals -Jungle -Minibeasts -Night and day -Sand and water -Seaside -Seasons -Weather -Sea -Space Learn to sing nursery rhymes and action songs: -Old Macdonald -Incy Wincy Spider	The children make their own castles for the beans to grow up to Careful painting of their giants to match their descriptions Draw a still life of a flower Charanga Unit 5 :Big Bear Funk Musical learning focus: -Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using	Make our own lighthouses (collect kitchen paper tubes) Make a model of the island where Katie lives. Make our own rock pools Paint a rainbow fish on the window of the classroom, each child paints a scale of the fish Design some new pirate themed underpants Make outfits for our own bonting pebbles



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	learning focus -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform the learning that has taken place	-The Grand Old Duke Of York -Ring O' Roses -Hickory Dickory Dock -Not Too Difficult -The ABC Song Musical learning focus -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform the learning that has taken place	-Music from around the world Learn to sing nursery rhymes and action songs: -Wind The Bobbin Up -Rock-a-bye Baby -Five Little Monkeys Jumping On The Bed -Twinkle Twinkle -If You're Happy And You Know It - Head, Shoulders, Knees And Toes Musical learning focus -Listening and responding to different styles of music -Embedding foundations of the interrelated	-Baa Baa Black Sheep -Row, Row, Row Your Boat -The Wheels On -The Bus -The Hokey Cokey Musical learning focus -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform the learning that has taken place	voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song - Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place	Charanga Unit 6: Reflect, Rewind and Replay Musical learning focus: -Listen and Appraise -Continue to embed the foundations of the interrelated dimensions of music using voices and instruments -Sing and revisit nursery rhymes and action songs -Play instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place
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			dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments -Share and perform the learning that has taken place			
RE	<i>Gloucestershire agreed syllabus</i> <i>Unit F4: Being special: where do we belong?</i> -Everyone is unique and valuable making connections with personal experiences -Belonging in Judaism - Written on the	<i>Gloucestershire agreed syllabus</i> <i>Unit F2: Why is Christmas special for Christians?</i> -Talk about people who are special to them, say what makes their family and friends special to them. -A Traditional	<i>Gloucestershire agreed syllabus</i> <i>Unit F1: Why is the word 'God' special to Christians?</i> -Introduce Elizabeth & Wonderful World topicTalk about things they find interesting, puzzling or wonderful and also about their	<i>Gloucestershire agreed syllabus</i> <i>Unit F3: Why is Easter special for Christians?</i> - Introduce Elizabeth & New Growth. Talk about idea of new life in nature -Palm Sunday recognise and retell stories connected with the celebration	<i>Gloucestershire agreed syllabus</i> <i>Unit F5: Which places are special and why?</i> -Special Dens Ask the children to think about places where they feel happy or safe or quiet. What is it about those places they like? Can they draw those	<i>Gloucestershire agreed syllabus</i> <i>Unit F6: Which stories are special and why?</i> - Introducing Special Books and the Bible identify some of their own feelings in the stories they hear.



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	palm of God's hand Retell religious stories Recall what happens when a child is welcomed into a religion other than Christianity -Belonging in Christianity – Baptism Recall simply what happens when a baby is welcomed into a religion other than Christianity -Belonging in Islam: Aqiqah Recall what happens when a child is welcomed into a religion other than Christianity	Christmas Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus. -Christmas: a very different Birthday party Recall simply what happens at a traditional Christian festival (Christmas). Begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus.	own experiences and feelings about the world. Think about the wonders of the natural world, expressing ideas and feelings. -Creation Story Retell stories, talking about what they say about the world, God, human beings. -Celebrating the natural world Think about the wonders of the natural world, expressing ideas and feelings -Christians say thank you, say how and when Christians like to thank their creator. -Christians say thank you at Harvest say how	of Easter. Say why Easter is a special time for Christians. -Palm Crosses and Hot Cross buns recognise and retell stories connected with celebration of Easter. Say why Easter is a special time for Christians. -Recognise some symbols Christians use during Holy Week eg palm crosses, crosses. Talk about some ways Christians remember these stories at Easter -Easter Eggs Recognise some symbols Christians use during Holy Week eg. eggs and make connections with	places and explain why it's special for them? -Special places for Christians – The Church recognise that some religious people have places which have special meaning for ...talk about the things that are special and valued in a place of worship them -Visit a Local Church Get to know and use appropriate words to talk about their thought and feelings when visiting a church -Special places for Jewish People – The Synagogue recognise that some religious	talk about some religious stories, recognise some religious words eg about God -Special Stories about Jesus Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you' and why it is good to thank and be thanked.) -Stories from the Jewish Bible
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	Retell religious stories -Belonging in Hinduism: Raksha Bandhan Retell religious stories Recall what happens when a child is welcomed into a religion other than Christianity -	Christmas Gifts Retell religious stories. Retell religious stories making connections with personal experiences	and when Christians like to thank their creator. -Looking after the worldTalk about what people do to mess up the world and what they do to look after it. -	signs of new life in nature. -Talk about some ways Christians remember these stories at Easter and talk about the idea of new life in nature.	people have places which have special meaning for ...talk about the things that are special and valued in a place of worship them -Special places for Hindus – The Hindu Temple/Mandir recognise that some religious people have places which have special meaning for ...talk about the things that are special and valued in a place of worship them	Talk about some religious stories, recognise some religious words eg about God, identify a sacred text eg the Torah Talk about some of the things these stories teach believers (for example, what the Chanukah story teaches Jews about standing up for what is right) -talk about some religious stories, recognise some religious words eg about Allah, identify a sacred text eg the Qu'ran Talk about some of the things
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						these stories teach believers . -Hindu special stories talk about some religious stories, recognise some religious words Talk about some of the things these stories teach believers
PE	Balanceability		Dance	Gymnastics	Ball Skills	Swimming
PSED(PSHCE, RSE)	-Walking tour of the school -Routines and Rules	-Feeling sad - feeling happy -Feeling Angry or annoyed -Feeling Jealous	-Improving communication -Listening -Who can help us?	-How to keep a friend -Dealing with Loneliness and rejection	-How to recognise good solutions -Dealing with Bullying	-Change is part of life -Different ways to cope -How to be kind



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	-Getting to know you games -Responsibility	-Feeling Nervous	-Saying what we want to say -Personal Hygiene	-How to resolve conflicts with friends -How to make Friends -People who help us	-Solving Problems -Helping others resolve conflicts -Growing up	
Books	Rhyme books – what dogs do, pass the jam Jim, duck in a truck, The Gruffalo, Rosies Walk	Old bear stories, Dear Bear, Kippers toy box, No-bot the robot	One Snowy night After the Storm One warm fox The hedgehog's balloon The secret path The rescue party Wonderful world	Dear zoo Smile crocodile smile Thank you Whose hat is this? Clothesline clues to the jobs people do. One springy day Leaders:my first leaders. Postman pat Fireman sam	Jack and the beanstalk Gingerbread man The enormous turnip The 3 Billy Goats Gruff	The Lighthouse Keepers Lunch Katie Morag and the island adventures Sharing a shell The Rainbow Fish Pirates love underpants Alfie and Annie Rose great outdoors book
Welly Walks	Explore the outdoor classroom - Visit	Rosies Walk - in groups follow a map around the	Den building - make homes for animals	Treasure hunt for different animals: how are	Children to plant other veg seeds for our veg plot	Summer Scavenger hunt. Find bright



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	the outdoor classroom, introduce welly walk rules and explore the area. Explore the spiritual garden - introduce the spiritual garden and explain the rules. Listening walk - what can we hear around the school grounds? Apple and Blackberry picking to make Gruffalo crumble Make Faces with natural things Find me.... 4. 3, 3	playground and field to follow the footsteps of Rosie. Firework Pictures - Following on from guy fawkes and Diwali we are going to make natural firework pictures Leaf hunt - walk up Marsh lane, down woodside lane and across the field. We will each collect leaves to make clay leaves. 2D shape hunt - We will have a tick list, we will go around the field and	Woodland welly walk looking for animal homes Make a mobile from natural things Make Campfire bread Building a dam across puddles Walk to the park to find percy	we going to care for them? Phonics painting outside, use the new sounds, shout them out, can they write them on the playground. Firepit - popcorn Explore how the heat changes the kernels into popcorn Make a leaf boat Find one or two large strong leaves and lay them one on top of the other to make the boat part. Now find a straight thin twig and one good	Using sticks in the nature area, make a wigwam for Jack to hide from the giant. Make a weather station, so we can measure the amount of rainfall in a month. Make a weather vane from sticks, string and natural objects Walk to church	wildflower, dandelion clock, nibbled leaves, soft feather, 4 leaf clover Water Wheel Investigation Using plastic cups and a plate can we make it spin? 2D rope shapes Seaside pictures Use natural things to make a picture of the seaside. Tiny Treasure Hunt Small box, magnifying glass.
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		playground finding 2D shapes in everyday things. Crib scene from natural things - Over in the nature area we will find natural things to create a crib scene. Christmas Scavenger hunt - The children will have to find pictures to build the Christmas story.		leaf. Poke the twig through near the bottom of the leaf and then near the top of the leaf – this becomes the sail. Make a hole through the leaf boat and push the end of the sail into it.” Sent Hunt Blind fold, can the children guess what they are smelling Easter Egg Hunt		Find 10 tiny things that will fit into your box. Colour hunt Clip board, tick list, pencil. Find; red ladybird, blue sky, green grass, brown twig, yellow flower, grey stone
Areas of Learning						
Personal, Social and Emotional Development		I can talk about feelings (happy, Sad, angry) I can choose what I need to complete a goal.	I can identify a range of different feelings I can keep on trying when I find something difficult	I can say how others are feeling based on their expressions and actions I can say what I am good at and what I would like to improve I can sit and listen during adult focus time	ELG I can say how I and others are feeling I can show my understanding of feelings by changing my behaviour	



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	Self-Regulation	I am Starting to follow instructions	I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can follow instructions with two or more parts	I can set myself goals I can wait for my requests and needs to be met I can follow instructions accurately (several ideas/ actions)
	Managing Self	I am starting to become more confident when things are new (dealing with transition) I am showing an awareness of rules and how to behave in the classroom I can toilet myself	I am starting to try new activities I am starting to be aware of rules in the classroom I can dress and undress for PE/Welly Walk I am starting to know ways to stay healthy	I can keep trying even when I am finding something difficult I can follow the school and class rules I can talk about the school and class rules I can talk about what is right and wrong I can say how I keep myself healthy e.g diet, oral health, hand washing, exercise etc	ELG I can try new activities I can show resilience and perseverance when things are difficult I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing I can explain healthy food
		I can play with one or more children cooperatively	I can play with a small group of children, sharing ideas.	I can use words to help solve conflicts with others	ELG I can work with others in a group I can play with others, take turns and share



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	Building Relationships	I can start to talk about the way I feel	I am starting to form good relationships with the familiar adults in the class I can express and identify my feelings I can express my basic needs to an adult e.g. ask to go to the toilet etc	I can work well with others listening and sharing ideas I am developing friendships with lots of people I can identify how others feel and respond appropriately	I can form good relationships with the adults in the classroom and around school I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others
Physical Development	Gross Motor Skills	I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters etc.) I can work with others to manage large items	I can use lots of different ways of moving appropriately I can climb over, under and through obstacles	I can throw, kick, pass and catch a large ball I can move both large and smaller scale equipment (building blocks etc) .	ELG I can travel around space and obstacles safely I can show strength, balance and coordination in movement I can move in different ways- run, jump, skip, climb
	Fine Motor Skills	I show preference for a dominant hand with a comfortable pencil grip I can draw a picture	I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment	I can sit at a table to write I can hold a pencil in a tripod grip I can use scissors	ELG I can hold a pencil effectively (tripod) I can use a range of tools e.g. scissors I can draw with accuracy
Communication and Language		I can follow a one or two part instruction I enjoy joining in at group times and story times I can talk to others and take it in turns to speak	I can demonstrate good listening behaviours I can follow two part instructions reliably I can engage in stories	I can respond to what I have heard by asking questions and saying what I think I can say what I think I can ask questions about what I have heard I can respond to what others say	ELG I can listen carefully I can respond with questions, comments and actions I can make comments about what I have heard I can ask questions to help me understand



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	Listening, Attention and Understanding		I like to join in with familiar songs and rhymes I can wait to take turns in conversations		I can engage in conversation with my friends and teachers
	Speaking	I can express a point of view I can use talk to share what I think I can use a sentence of 4-6 words I can use speech as a way of starting to express myself	I am starting to share my ideas with familiar adults I can talk to others (adults and children) I use talk to organise my thoughts I can listen to and talk about stories, non-fiction and rhymes I can share my ideas using talk as a tool I can say how I feel using talk as a tool	I can share my ideas in small groups I can share my ideas with familiar adults I can explain events that have already happened in detail I can engage in stories, rhymes, and non-fiction sharing my ideas about them I can start to use full sentences I am starting to use past, present and future tenses	ELG I can take part in whole class and group discussions I can explain why things happen/ might happen I can use vocabulary from stories, non-fiction, rhyme and poems I can express ideas and feelings I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas
Understanding the World	Past and Present	I can name some members of my family and talk about them I can talk about myself and some of the ways I have changed I can talk about the changes that have happened to me throughout my life	I can talk about the past e.g. no television, different toys using photos and physical artefacts I am becoming aware of how the past linked to my self and my family has changed I can talk about what I see in pictures of the past	I can talk about the different jobs people do I can talk about my family and people in the community and their roles I can talk about what I have heard and seen in stories and picture books	ELG I can talk about the lives of people I am familiar with I can talk about the roles of people in society I can give similarities and differences between the past and now I can talk about the past using books and stories talking about the characters, settings and events



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	People, Culture and Communities	I can explore the world around me with all my senses I can be accepting and positive about people's differences I know there are different countries in the world	I can make detailed observations about the world around me thinking about my senses - feel, hear, see, smell I am starting to explore the natural world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in other countries	I can explore and talk about the natural world using what I know from stories/non-fiction I can talk about religion and culture within my country I can talk about special places for people in our and other communities	ELG I can describe the school environment using what I know from • Observation • Discussion • Stories/ non-fiction • Maps I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries
	The Natural World	I can talk about what I can see outside using a wide vocabulary I can change materials e.g. adding water to corn flower, mixing paint etc	I can talk about the forces I feel e.g. push/pull I can describe what I hear and feel outside I can talk about the differences in materials	I can talk about the area where I live I can describe animals and plants (both from photos and real life) I can describe my local area I can talk about weather linked to seasonal change -I can talk about freezing/melting, linked to cooking, mud play	ELG I can explore the natural world I can make observations of animals and plants and use these observations to draw pictures I can contrast the natural world around me with different environments I can talk about some of the changes in the natural world (including seasons and changing states of matter)
Expressive Arts and Design		I can start to join materials together I can explore art materials and colour mixing freely	I can use various tools for artwork and design e.g. playdough tools I can select my own art and design	I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paint brushes etc.) I am able to combine different techniques e.g. collage, paint, crayon, clay to create art	ELG I can safely use tools e.g. scissors I can explore using materials and techniques



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	Creating with Materials	I can develop my own ideas for art and, with adult support talk about them I can start to develop my own ideas linked to what I know through role and small world play	materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc I am starting to recreate familiar stories (with adult support)	I can talk about my artwork I can use materials and props to retell stories and create imaginary situations	I can design art/ a product thinking about colour, texture and function I can explain what I have made I can talk about how I made it I can use props and materials when I am role playing familiar stories
	Being Imaginative and Expressive	I am using my imagination in play to help me role play and create small world set ups I can remember most of a song to sing I can make up my own 'silly' songs I can remember and sing songs I can start to match the melody and pitch of others	I can recount and retell familiar stories with my friends and adults I can role play imaginary scenarios linked to experiences I know some popular songs and can sing them supported by an adult I can listen and respond to sounds I can sing with others and be supported by an adult	I can adapt well known stories and narratives and small word/role play with others I can use what I know and have read to create my own stories I can sing well known songs in a group or alone and match the pitch and melody I can listen carefully to music and start to move to it I can join in with singing and dancing	ELG I can adapt and recount narratives and stories with my friends and adults I can invent my own stories I can sing well known nursery rhymes I can sing some familiar songs (Xmas play etc.) I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music
British Values are implicitly embedded in the Early Years Foundation Stage					
British Values	Democracy Turn taking - phonics activities, maths activities, games Sharing	Rule of Law Class rules School rules Distinguishing right from wrong	Mutual respect and tolerance for those with different faiths. Explore Diwali	Individual liberty Developing a positive sense of self by many different experiences eg running in a race on sports day, getting into the school pool for the first time, collecting leaves or flowers, mixing paint, exploring during outdoor learning, visiting somewhere for the first time, going on a school trip	



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	Setting own rules for a game Being fair Making decisions together Choosing cards Story time - class votes for the story they want Understanding their emotions - when something is and isn't fair, when something has made them sad or happy Understanding that their views count	Police and firefighter visit Understanding that there are consequences to behaviour We all have to follow the rules when we are asked to eg tidy up time	Explore Chinese New Year Encourage children to share stories from home, everyone is special Visit to the old peoples home to sing and chat	Opportunities for risk taking through outdoor learning Class chats to validate children's feelings Develop confidence in their own abilities
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