



Reception
Year 2021-2022 Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value	Empathy	Self-discipline	Respect	Integrity	Courage	Gratitude
Main Theme	Do you want to be Friends? (Ourselves)	Will you read me a story? (Traditional Stories)	Are We There Yet? (Transport)	Are Carrots Orange? Why do Ladybirds have spots? (Growing and Minibeasts)	Why do Zebra's have stripes? (Animals)	Who Lives in a Rockpool? (Marine Life)
Educational Visits & Events	Our school environment Duppus Hill Park – Signs of Autumn (Diwali)	Croydon Library Ashcroft Theatre – Christmas Pantomine (Christmas)	Croydon Fire station (Chinese New Year)	Zoolab (Minibeasts) Deen City Farm (Easter)	Pets at Home Chessington Zoo and Zufari	Brighton – Sealife Centre
Key Text	The Boy The Mole The Fox And The Horse (whole school text (2 weeks) We All Belong: A Children's Book About Diversity, Race and Empathy	The Ghanian Goldilocks Rapunzel (Once Upon a World) A Christmas Story by Brian Wildsmith	Look Up! Lost and Found	Superworm! The Very Hungry Caterpillar The Enormous Turnip	Augustus and His Smile On the Way Home	Tiddler Rainbow Fish
Communication and Language **	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Listens to stories with increasing interest. • Shows confidence in speaking to our 	<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. 	<ul style="list-style-type: none"> • Maintains attention for extended periods of time. Concentrates and sits quietly during activities. 	<ul style="list-style-type: none"> • Listens to stories with excitement. • Listens and concentrates during activities. 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during an appropriate activity. 	<ul style="list-style-type: none"> • Listens to stories, accurately anticipating key events and responds to what they hear with relevant



	friends and familiar adults in and around the classroom.	<ul style="list-style-type: none">• Maintains attention, concentrates and sits quietly during activities.• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes• Listens and responds to ideas expressed by others in conversation or during discussions.	<ul style="list-style-type: none">• Demonstrates two-channelled attention – can listen and do for short span.	<ul style="list-style-type: none">• Listens and responds to ideas expressed by others during carpet sessions.	<ul style="list-style-type: none">• Follows two instructions at the same time.• Follows a story without pictures or props.• Listens and responds to ideas expressed by others in a conversation or during discussions.	comments, questions or actions. <ul style="list-style-type: none">• Gives attention to what others say and responds appropriately, while engaged in another activity.
	<ul style="list-style-type: none">• Understanding Begins to understand 'how' and 'why' questions.	<ul style="list-style-type: none">• Follows a story without pictures or props.	<ul style="list-style-type: none">• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.• Follows a story without pictures or props.• Listens and responds to	<ul style="list-style-type: none">• Responds to two channelled instructions e.g. Can you put your coat on the peg and then sit on the carpet please?	<ul style="list-style-type: none">• Follows instructions involving several ideas of actions.	<ul style="list-style-type: none">• Answers 'how' and 'why' questions about their experiences and in response to stories or events.



			ideas expressed by others in conversation or discussion.			
	<p>Speaking</p> <ul style="list-style-type: none">• Responds to simple instructions.• Extends own vocabulary.	<ul style="list-style-type: none">• Uses language to imagine and recreate roles and experiences in play situations.• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative.• Uses vocabulary focused on objects and people that are of particular importance to them.	<ul style="list-style-type: none">• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.• Introduces a storyline or narrative into their play.	<ul style="list-style-type: none">• Uses new words to describe objects.• Takes turns in conversations.	<ul style="list-style-type: none">• Expresses self effectively showing awareness of others' needs.	<ul style="list-style-type: none">• Answers 'how' and 'why' question about their experiences and in response to stories or events.• Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future i.e. talk about experiences such as going on a journey.



Literacy	Reading	<ul style="list-style-type: none"> • Shares a story with an adult or in small groups. • Shows interest in books and the environment 	<ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. • Describes the main setting, events and principal characters. • Hears and says the initial sound in words. • Enjoys an increasing range of books. • Begins to read words and simple sentences. 	<ul style="list-style-type: none"> • Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. <ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • Enjoys a range of books. • Reads simple words and sentences. • Uses rhyming words and nonsense words. • Listens to stories with interest and excitement e.g. The Very Hungry Caterpillar • Finds information in fiction and non-fiction books 	<ul style="list-style-type: none"> • Begins to read words and simple sentences. • Enjoys an increasing range of books. <ul style="list-style-type: none"> • Reads and understands simple sentences and read some common irregular words. 	<ul style="list-style-type: none"> • Reads and understands 'Non-Fiction' books about the seaside and different countries. • Uses their phonic knowledge to decode regular words and reads them aloud accurately. • Talks about what we have read with our friends.
	Writing	<ul style="list-style-type: none"> • Recognises and writes own name as well as getting to recognise other children's names. • Works alongside children to develop confidence in emergent writing. • Writes lists and labels in role play contexts. 	<ul style="list-style-type: none"> • Gives meaning to marks they make as they draw and write. • Uses some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. 	<ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> • Writes our own names. • Writes labels and captions. • Begins to write. recognisable letters when writing independently. • Writes the sounds that can heard in words. <ul style="list-style-type: none"> • Writes simple sentences, which can be read by themselves and others. 	<ul style="list-style-type: none"> • Uses own phonic knowledge to write words. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful context which match the spoken sounds. • Begins to write some irregular common words. 	<ul style="list-style-type: none"> • Writes for different purposes e.g. postcards, seaside stories and holiday lists by using own phonic knowledge to write words in ways, which match the spoken sounds. <ul style="list-style-type: none"> • Writes simple sentences, which can be read. • Uses connectives such as 'and', 'because' and 'then' to extend sentences. • Includes adjectives or WOW words.



Maths	<p>Numbers</p> <ul style="list-style-type: none">• Develops a repertoire of number rhymes and songs.• Reads and recognise numbers from 0-10 looking at number sequences and number ordering.• Orders numbers in different contexts.• Begins to count up to 6 objects.	<ul style="list-style-type: none">• Recites numbers in order to 10/Match numeral and quantity.• Counts objects to 10 (and begins to count beyond 10).<ul style="list-style-type: none">• Recognises some numerals of personal significance.• Counts three or four objects by saying one number name for each item.	<ul style="list-style-type: none">• In practical activities and discussions, begins to use the vocabulary associated with adding and subtracting.• Records, using marks that they can interpret and explain.• Begins to identify own mathematical problems based on own interests and fascinations.	<ul style="list-style-type: none">• Counts the number of children at school, lining up.• Recalls the day and date.• Counts objects and actions accurately.• Counts objects up to 10 and beyond.• Solves problems, including doubling, halving and sharing.	<ul style="list-style-type: none">• Finds the total number of items in two groups by counting all of them.• Uses the vocabulary involved in adding and subtracting in practical activities.• Records and makes marks that we can interpret and explain.• Identifies own mathematical problems based on own interests and fascinations.• Order numbers up to 20.	<ul style="list-style-type: none">• Places numbers in order and says which number is one more or one less than a given number.• Uses shells and sea creatures to add and subtract two single-digit numbers and count on or back to find the answer.• Solves problems, including doubling, halving and sharing using different coins.
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	Space Shape and Measures <ul style="list-style-type: none">• Uses simple mathematical language to describe 2D shapes.	<ul style="list-style-type: none">• Orders two or three items by length or height.• Shows an interest in shape and space by playing with shapes or making arrangements with objects.• Uses familiar objects and common shapes to create and recreate patterns.<ul style="list-style-type: none">• Begins to use mathematical names for 2D shapes.	<ul style="list-style-type: none">• Begins to use everyday language related to money.• Orders and sequences familiar events.• Measures short periods of time in simple ways.	<ul style="list-style-type: none">• Begins to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.• Measures length and height using non-standard measurements e.g. string or cubes.	<ul style="list-style-type: none">• Uses mathematical names for 'solid' 3D shapes.• Uses everyday language to talk about size, weight, capacity, position, distance, time and money.• Recognises, creates and describe patterns.	<ul style="list-style-type: none">• Uses positional language with the bee-bots and maps.• Recognises, collects and analysis data by creating pictograms and bar charts of favourite sea creatures.<ul style="list-style-type: none">• Explores characteristics of everyday objects and shapes and use mathematical language to describe them.



<p>Understanding the World</p>	<p>People and Communities</p> <ul style="list-style-type: none">• Works alongside children and shares experiences.• Develops one-handed tool use, e.g. spreaders, scissors, stapler.• Learns about ourselves- naming body parts, senses.• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique, and<ul style="list-style-type: none">• Talks about similarities and differences in relation to friends or family.	<ul style="list-style-type: none">• Describes special times or events with our family or friends.• Enjoys joining in with family customs and routines.	<ul style="list-style-type: none">• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique.• Identifies similarities and differences in relation to friends or family.• Enjoys joining in with family customs and routines.• Discusses special occasions or events that are significant.	<ul style="list-style-type: none">• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique.• Identifies similarities and differences in relation to friends or family.	<ul style="list-style-type: none">• Talks about past and present events in their own lives and in the lives of family members.• Knows that other children don't always enjoy the same things and are sensitive to this.	<ul style="list-style-type: none">• Talks about past and present events in their own lives and in the lives of family members.• Knows about similarities and differences between themselves and others, and among families, communities and traditions.
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	<ul style="list-style-type: none"> The World Shows interest by asking questions about the natural world around them. 	<ul style="list-style-type: none"> Looks closely at similarities and differences patterns and change. Investigates different materials e.g. porridge oats, wood, straw and brick Begins to predict which materials are suitable for different purposes. 	<ul style="list-style-type: none"> Talks about some of the things they have observed such as plants, animals, nature and found objects. Looks closely at similarities, differences, patterns and change. Talks about why things happen and how things work. Develops an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<ul style="list-style-type: none"> Shows care and concern for living things and the environment e.g. taking care of plants within our outdoor area Develops an understanding of growth, decay and changes over time e.g. the metamorphosis of a Butterfly. Talks about some of the things that we have observed such as plants, animals, nature and found objects. Talks about why things happen and how things work e.g. life cycle of a butterfly. 	<ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. Knows about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> Knows about similarities and differences in relation to places, objects, materials and living things. Talks about the features of their own immediate environment and how environments might vary from one another.
	<ul style="list-style-type: none"> Technology Uses the mouse and keyboard in ICT. 	<ul style="list-style-type: none"> Uses the mouse and keyboard in ICT. Knows how to operate simple equipment. 	<ul style="list-style-type: none"> Uses the mouse and keyboard in ICT. Knows how to operate simple equipment. 	<ul style="list-style-type: none"> Uses the mouse and keyboard in ICT. Knows how to operate simple equipment. 	<ul style="list-style-type: none"> Completes a simple program on the computer. Recognises that a range of technology is used in places such as homes and schools. 	<ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools. Selects and use technology for particular purposes.



<p style="text-align: center;">Physical Development **</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> • Develops their fine motor skills- cutting, painting, drawing, squeezing, making marks. • Uses correct pencil grip. • Gains control with mark making equipment. • Shows awareness of space and of self during PE. • Shows control whilst exploring large scale equipment such as bicycles or building equipment. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through balancing and climbing equipment. <ul style="list-style-type: none"> • Shows an understanding of the need for safety when tackling new challenges and considers and manages some risks. • Handles tools, objects, construction and malleable materials safely and with care. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles or collisions. • Shows a preference for a dominant hand. • Shows understanding of how to transport 	<ul style="list-style-type: none"> • Walks in and out of tyres/crawling in tunnels/climbing up and down steps/moving under and over climbing equipment. • Shows an awareness of space and of self. 	<ul style="list-style-type: none"> • Uses and hold scissors correctly. • Uses gross motor skills to pot plants using different gardening tools. • Uses gross motor skills to throw and catch balls, skip and use hoops. • Uses writing equipment with control. • Uses correct pencil grip and gain control when writing, drawing or painting. • Moves safely in different ways — walking in and out of tyres/crawling in tunnels/climbing up and down steps/moving under and over climbing equipment. • Shows an awareness of space and of the self. 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows good control and coordination in large and small movements. 	<ul style="list-style-type: none"> • Moves in large and small ways with good control and co-ordination. • Moves confidently in a range of ways, safely negotiating space. • Handles equipment and tools effectively, including pencils for writing.



		and store equipment safely.				
	Health and Safe Care <ul style="list-style-type: none">• Negotiates control over fastening when dressing and undressing.• Dresses and undresses with support.	<ul style="list-style-type: none">• Eats a healthy range of foods and understands the need for eating a variety of food.• Shows some understanding of good practices relating to exercise, eating, sleeping and hygiene which contribute to good health	<ul style="list-style-type: none">• Gains control over fastening when dressing and undressing.• Ability to dress and undress.	<ul style="list-style-type: none">• Shows some understanding of good practices relating to exercise, eating, sleeping and hygiene can contribute to good health.	<ul style="list-style-type: none">• Eats a healthy range of foods and understands the need for eating variety of food.	<ul style="list-style-type: none">• Knows the importance of good health, physical exercise and a healthy diet.• Talks about ways to keep healthy and safe.• Fastens buttons and ties laces.



Personal Social and Emotional **	<p>Making Relationship</p> <ul style="list-style-type: none"> • Separates from our carers and develop independence in using the provision provided. • Becomes familiar with in school environment and adults (small group tours of the school) 	<ul style="list-style-type: none"> • Initiates conversations and attends to or take account of what others say. • Explains own knowledge and understandings and asks appropriate questions of others. • Resolves conflicts with other children by finding a compromise. • Begins to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> • Initiates conversations with peers and adults and takes account of what others say. • Explains own knowledge and understanding. Asks appropriate questions of others. • Resolves conflicts with other children by finding a compromise. 	<ul style="list-style-type: none"> • Shows concern and sensitivity towards living things. • Resolves conflicts with other children by finding a compromise. 	<ul style="list-style-type: none"> • Initiates conversations and takes account of what others say. • Explains own knowledge and understanding by asking appropriate questions. 	<ul style="list-style-type: none"> • Talks about how we show feelings, talk about our own and others' behaviour, and what the consequences are, and know that some behaviour is unacceptable. • Works as part of a group or class and understands and follows the rules.
	<p>Self-Confidence & Self-Awareness</p> <ul style="list-style-type: none"> • Shows confidence in asking adults for help. • Talks freely to other children while playing. 	<ul style="list-style-type: none"> • Describes self in positive manner and talk about own abilities. • Develops confidence to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> • Confidently speaks to others about own needs, wants, interests and opinions. • Describes self in positive manner and talks about abilities. 	<ul style="list-style-type: none"> • Thinks and ask questions. 	<ul style="list-style-type: none"> • Confidently speaks to others about own needs, wants, interests and opinions. • Describes self in positive terms and talks about abilities. 	<ul style="list-style-type: none"> • Confidently speaks in familiar groups, talks about own ideas and chooses the resources needed for the chosen activity.



	<p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none">Establishes friendships e.g. sharing and taking turns.Learns rules of the classroom and routines of the school day.Shows friendly behaviour, talks to others and forms good relationships with their friends and adults.	<ul style="list-style-type: none">Understands that their own actions affect other people, for example, they become upset or tries to comfort another child when they realise they have upset them.Shows an awareness of the boundaries set, and of behavioural expectations in the setting.	<ul style="list-style-type: none">Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.Shows an awareness of the boundaries set and of behavioural expectations in the setting.	<ul style="list-style-type: none">Takes turns and shares with each other.	<ul style="list-style-type: none">Understands that some behaviour is unacceptable.Resolves conflicts with other children, e.g. finding a compromise.	<ul style="list-style-type: none">Takes account of one another's ideas about how to organise our activity.
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Expressive Arts and Design	Exploring and Using Media and Materials	<ul style="list-style-type: none"> • Begins to explore colour and how colour can be changed. • Learns how sounds can be changed. 	<ul style="list-style-type: none"> • Selects tools and techniques needed to shape, assemble and join materials they are using. • Plays cooperatively as part of a group to develop and act out a narrative. • Uses simple tools and techniques competently and appropriately. 	<ul style="list-style-type: none"> • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Selects tools and techniques needed to shape, assemble and join materials they are using. 	<ul style="list-style-type: none"> • Paints and collages using different textured materials. • Creates models using different objects. • Discovers how to mix different colours. 	<ul style="list-style-type: none"> • Experiments to create different textures. • Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design and texture. • Recalls what they have learnt about media and materials in original ways, thinking about uses and purposes. 	<ul style="list-style-type: none"> • Recalls what they have learnt about media and materials in original ways, thinking about uses and purposes. • Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Being Imaginative	<ul style="list-style-type: none"> • Encourages and supports small world and role-play assessing what the children's interests are. • Begins to build a repertoire of rhymes/songs/stories • Moves in response of music 	<ul style="list-style-type: none"> • Explores the different sounds of instruments. • Builds a repertoire of songs and dances. • Creates simple representations of events, people and objects. 	<ul style="list-style-type: none"> • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<ul style="list-style-type: none"> • Uses tools to assemble objects together. • Sing songs related to 'Growing' (e.g. I'm a little seed tall and round). 	<ul style="list-style-type: none"> • Plays cooperatively as part of a group. • Sings songs and makes music and dance. Experiments with ways of changing them. • Recreates stories they remembered or have made up. • Explores different sounds of instruments. 	<ul style="list-style-type: none"> • Represents our own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. • Sings songs, makes music and dance, and experiments with ways of changing them.

** Prime Areas