
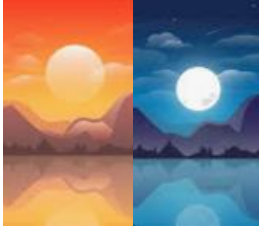






## Reception Curriculum Content

2024 -2025

Autumn 2024		Spring 2025		Summer 2025	
Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
All About Me 	Day and Night 	Terrific Tales 	Come Outside 	Let's Go on a Journey 	Let's Talk and Discover! 
<b>Key Texts:</b> Pumpkin Soup What Makes a me a me? I'm Almost Always Kind Bear-Shaped Colour Monster The Big Book of Families	<b>Key Texts:</b> The Dark The Invisible The Squirrels Who Squabbled Christmas/Nativity Fact books: about Electricity and 'Night Animals. The Owl Who Was Afraid of the Dark.	<b>Key Texts:</b> The Gingerbread Man Each Peach Pear Plum Mr. Wolf's Pancakes Shu Lin's Grandpa The Little Red Hen Goldilocks and the Three Bears.	<b>Key Texts:</b> The Story Orchestra Carnival of Animals Winnie the Pooh Helps the Bees! Mrs. Noah's Garden TAD Handa's Surprise Oliver's Vegetables	<b>Key Texts:</b> William Bee's Things That Go Martha Maps it Out (2 weeks) Anansi and the Golden Pot Runaway Train Mr. Gumpy's Motor Car	<b>Key Texts:</b> Luna Loves Art (2 Weeks) Wonder It's a No-Money Day Standing Up To Racism Stories about change (Moving class/schools/home)
<u>Communication and Language</u> Listening attention & understanding Speaking (Learning new vocabulary routines, learning about our new friends and teachers,)	<u>Communication and Language</u> Listening attention & understanding Speaking (Listening carefully and using new vocabulary, asking questions, small group discussions)	<u>Communication and Language</u> Listening attention & understanding Speaking (Describing stories in detail and sharing their own version)	<u>Communication and Language</u> Listening attention & understanding Speaking (Describing stories in greater detail and engaging in nonfiction texts, using and applying a varied range of vocabulary)	<u>Communication and Language</u> Listening attention & understanding Speaking (Sharing more intricate conversations, explaining why things work and offering reasons why)	<u>Communication and Language</u> Listening attention & understanding Speaking (Offering views and opinions, being more reflective and extending our ideas and views)

<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Being Me	<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Celebrating Differences	<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Dreams and Goals	<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Healthy Me	<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Relationships	<u>Personal, Social and Emotional Development</u> Self-regulation Building relationships Managing Self PSHE: Changing Me
<u>Physical Development</u> Fine motor skills Gross motor skills PE Yoga	<u>Physical Development</u> Fine motor skills Gross motor skills PE Yoga	<u>Physical Development</u> Fine motor skills Gross motor skills PE Yoga	<u>Physical Development</u> Fine motor skills Gross motor skills PE Yoga	<u>Physical Development</u> Fine motor skills Gross motor skills PE Yoga	<u>Physical Development</u> Fine motor skills Gross motor skills PE (sports day) Yoga
<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension (Exploring books, name writing, recognising letters in the environment, spotting, writing letters)	<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension, (engaging in stories, confidently recognising letters, writing words and begin to write phrases)	<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension (Making predictions and offering alternative ending to stories, writing recognising tricky words, beginning to recognise diagraphs)	<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension (Becoming more confident in writing lower case letters and writing capital letters, rereading simple texts and ensuring that they make sense)	<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension (Understanding our key texts, writing sentences clearly, ensuring that there are clear finger spaces between each word, begin to add punctuation)	<u>Literacy</u> Daily Phonics (Read Write Inc) Word Reading Letter formation Writing Comprehension (Confidently retelling narratives, in their own words reading Develop sentence writing and for more confident writers, adding a conjunction and more ambitious punctuation)

<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>Getting to know you.</li> <li>Match, sort and compare</li> <li>Talk about measure and patterns</li> </ul>	<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>It's me 1,2,3</li> <li>Circles and triangles</li> <li>1,2,3,4,5</li> <li>Shapes with 4 sides</li> </ul>	<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and Capacity</li> <li>Growing 6,7,8</li> </ul>	<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>Length height and time</li> <li>Building 9 and 10</li> <li>Explore 3-D Shapes</li> </ul>	<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> </ul>	<u>Mathematics</u> Numbers Numerical Patterns White Rose Maths <ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ul>
<u>Understanding the World</u> Past and Present People, Culture and Communities The Natural World Christianity Judaism	<u>Understanding the World</u> Past & Present People, Culture and Communities The Natural World Christianity (Christmas) Forest School	<u>Understanding the World</u> Past & Present People, Culture and Communities The Natural World Hinduism	<u>Understanding the World</u> Past & Present People, Culture and Communities The Natural World Christianity Forest School	<u>Understanding the World</u> Past & Present People, Culture and Communities The Natural World Hinduism, Islam, Sikhism, Christianity	<u>Understanding the World</u> Past & Present People, Culture and Communities The Natural World Islam, Judaism, Christianity Forest School

<u>Expressive Arts and Design</u> <u>Creating with Materials</u> Exploring and joining different materials/exploring different textures/colour mixing <u>Being imaginative &amp; expressive:</u> Joining in familiar and unfamiliar stories, experimenting and exploring percussion instruments, using 'small world' materials to tell and share stories, using the home corner.	<u>Expressive Arts and Design</u> <u>Creating with Materials:</u> collaborative and independent art. Experimenting with different techniques. Learning about artists and different styles <u>Being imaginative &amp; expressive:</u> Story telling inspired by the change in seasons – day and night. Stories and songs by the 'campfire' Learning songs to present to small groups. Winter performance.	<u>Expressive Arts and Design</u> <u>Creating with Materials:</u> Developing techniques/making story boxes, being inspired by artists from different cultures. Making props <u>Being imaginative &amp; expressive:</u> Exploring different melodies and music inspired by traditional tales.	<u>Expressive Arts and Design</u> <u>Creating with Materials:</u> Art inspired by nature and the environment <u>Being imaginative &amp; expressive:</u> Music and dance inspired by the different seasons.	<u>Expressive Arts and Design</u> <u>Creating with Materials:</u> Using vehicles to experiment with different artistic styles. <u>Being imaginative &amp; expressive:</u> Going on journeys, performing and adapting stories.	<u>Expressive Arts and Design</u> <u>Creating with Materials:</u> Learning about different artistic styles and genres/set up a class art gallery/sharing and reflecting on different creations. <u>Being imaginative &amp; expressive:</u> Inventing our own narratives inspired our key texts, dancing and performing in time to the music.
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