



**Grange Primary Academy**

The best in everyone™

Part of United Learning

# Reception Curriculum Overview

	English	Maths	History	Geography	Science	Art	DT	RE/PSED	PE	Computing	PSHE	Music
Curriculum	Sounds Write Phonics / Kinetic Letters	White Rose	UTW	UTW	UTW	UL Curriculum EAD	(May be seen in PD,)	Discovery RE (May be seen in PSED PD UTW)	Own (May be seen in PD)	(May be seen in UTW- Technology)	Mind UP Kapow Cosmic Yoga	Own Go Noodle
Autumn	<p>SW Starting week 3 of Reception (Unit 7 by End of Autumn 2) Children 75%-80% then move on.</p> <p>Kinetic Handwriting scheme – Big moves.</p> <p>Focus Topics for Autumn</p> <p>Me and my world <i>All about me, my school, and my family</i></p> <p>My Heroes <i>People who help us and superheroes</i></p>	<p>Find and match objects that are the same.</p> <p>Sort objects according to colour, size or shape.</p> <p>Place value – numbers 1-5</p> <p>Addition and subtraction – sorting into groups</p> <p>Place value – comparing groups and quantities of identical and non-identical objects</p> <p>Addition and subtraction – change</p>	<p>Ourselves and our families – special experiences that we have had.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Family celebrations and traditions.</p> <p>People who help us and our heroes – different occupations and way of life.</p>	<p>Understanding the world – our new school / our home/our local community.</p> <p>Discussing the natural materials found in our local area.</p>	<p>Where I live – comparing myself to when I was a baby (growth)</p> <p>Changes in the world around us – Seasons</p> <p>Exploring the world and comparing environments: home, school, park etc.</p> <p>Everyday Materials</p>	<p>What can I do by myself now? Hold a pencil/use scissors)</p> <p>Exploring different textures of media – natural found objects/other craft media.</p> <p>Explores colour and how colours can be changed.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>What are the rules for the construction area?</p> <p>How can I keep myself safe?</p> <p>What does this tool do and what is it called?</p> <p>Draws circle and lines using gross movements.</p>	<p>Becoming an independent learner when selecting resources.</p> <p>See themselves as a valuable individual.</p> <p>Manage own needs.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings.</p> <p>Celebrations from</p>	<p>Moving and handling</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Manage the school day successfully.</p> <p>Observing the effect to exercise on my body – looking at how our breathing changes and feeling our heartbeat.</p> <p>Spatial Awareness</p>	<p>Self-Image and Identity</p> <p>I can recognise, online or offline, that anyone can say ‘no’ – ‘please stop’ – ‘I’ll tell’ – ‘I’ll ask’ to somebody who makes them feel sad, uncomfortable, embarrassed, or upset.</p> <p>Online Relationships</p> <p>I can recognise some ways in which the interbet can be used to communicate.</p> <p>I can give examples of how I (might)</p>	<p>Transition to school</p> <p>See themselves as a valuable individual.</p> <p>Manage own needs.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Build constructive and respectful relationships.</p> <p>Think about the perspectives of others.</p> <p>Learning how to play in</p>	<p>Familiar nursery rhymes</p> <p>Finding a beat/syllable search</p> <p>Group singing</p> <p>Expressing our emotions using instruments</p> <p>Christmas carols for Nativity</p> <p>Exploring the sounds of different instruments.</p>

	<p>Standing Ovation <i>Winter Festivals</i></p> <p>Name Writing, Drawing and labelling</p>	<p>within 5 – one more and one less</p> <p>Time – my day</p>				<p>Develop storylines in their pretend play.</p>		<p>different cultures. Different families and occupations and ways of life.</p> <p>Reviewing classroom rules and character.</p> <p>Christmas (C)</p>	<p>Circle and team games</p> <p>Dance – body movement to movement.</p>	<p>use technology to communicate with people I know</p>	<p>groups and share resources.</p> <p>Hand hygiene – Germs!</p>	
Spring	<p>SW – To be at Unit 11 by the end of Spring Term 2)</p> <p>Kinetic Letters – continue to follow the scheme of handwriting.</p> <p>Focus Topics for Spring</p> <p>Castles, Knights and Dragons – <i>fantasies and fairy tales</i></p>	<p>Number bonds to 5</p> <p>Number and place value – numbers to 10</p> <p>Additional and subtraction – combining two groups to find a whole</p> <p>Number bonds to 10 – tens frame</p> <p>Number bonds to 10</p>	<p>Looking back at the changes in the environment – (seasons/plants/photos)</p> <p>Past and present events in their own lives/family members.</p>	<p>Looking at changes over time in our local area – similarities and differences.</p> <p>How can litter affect our wildlife and nature around us.</p>	<p>Seasons</p> <p>Animals Including Humans</p>	<p>Colour mixing – explores what happens when they mix colours.</p> <p>Experiments to create different textures.</p> <p>Combining media to create different effects.</p> <p>Chooses particular colour for a</p>	<p>Understands the rules for being safe in the woodwork area.</p> <p>Handles equipment and tools safely.</p> <p>Shows preference for a dominant hand.</p> <p>Increasing control and co-ordination.</p>	<p>Our daily routine – sleeping, hygiene, diet.</p> <p>Taking care of own belongings – coats, getting changed for P.E.</p> <p>Managing and taking risks.</p> <p>Easter – Palm Sunday (C)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Online Reputation</p> <p>I can identify ways that I can put information on the internet</p> <p>Online Bullying</p> <p>I can describe ways that some people can be unkind online.</p> <p>I can offer examples of how others feel</p>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p>	<p>Using instruments to create sound scrapes for pictures/art and expression of feelings</p>

	Spring in our step <i>Growing and Life Cycles</i>	– part part whole  Shape and space – spatial awareness, 2D and 3D shape.				particular purpose.			Ball games – throwing and catching  Jumping, rolling and landing on mats safely  Using the large gym equipment.  Experimenting with moving on the equipment.			
Summer	Sounds Write – Consolidate Unit 11 IC and Begin EC. Focus topics for Summer  Where we live <i>Our local area and significant buildings, individuals, both now and in the past</i>	Exploring patterns – making simple patterns  Counting on and back – counting on and take away by counting back  Numbers to 20  Doubling  Halving  Odds and Evens	Changes over time – life cycles – plants/chicks /caterpillars  Looking back to how they were when they began reception – and thinking about where they will be in year 1?	The area we live and visit – comparing natural/found objects.  Why do we have roads?  Are there any changes in the local environment? Why?	Seasons  Plants  Materials  Scientific Skills	Children can talk about the ideas and processes which have led them to make their designs – they can talk about the features of their own and others work.	Good control and co-ordination in large and small movements.	Food – why do we need to eat a range of foods to be healthy?	Ball games/Team games  Team relay games/ring games.	Managing Online information  I can talk about how to use the internet as a way of finding information online  I can identify devices I could use to access information on the internet.	Identify and moderate their own feelings socially and emotionally.  Think about the perspectives of others.  See themselves as a valuable individual.  Express their feelings and consider the	Making up your own songs and musical rhythms  Reviewing music and talking about our likes, dislikes and favourite songs and instruments.

	Science Detectives <i>Seasons, state of matter, my body and holidays</i>	Length, height and distance  Weight  Capacity									feelings of others.	
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