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|  | **Reception CURRICULUM OVERVIEW**  **\*Subject to change depending on children’s interests**  **2024-2025** | | | | | |
| **TERM:** | **1** | **2** | **3** | **4** | **5** | **6** |
| **READING CORE TEXT** | Funnybones | The Little Red Hen | The Gingerbread Man / The Three Little Pigs | What the Ladybird Heard | Oliver’s Vegetables | Supertato |
| **PERSONAL, SOCIAL AND EMOTIONAL** | Self-regulation – My Feelings | Managing self – Taking on Challenges | Building Relationships – My Family and Friends | Building Relationships – Special Relationships | Self -regulation: Listening and following instructions | Managing self – My wellbeing |
| **COMMUNICATION AND LANGUAGE** | Welcome to EYFS | Tell me a story | Tell me why | Explain to me | Perform to me | Tell me about differences |
| **VOCABULARY** | Happy, sad, surprised, shocked, scared, excited, expression, emotions, feelings, senses, sight, smell, hear, taste, touch, texture, feel, loud, quiet, fast, slow, hard, soft, rough, smooth, bumpy, share, body part, skeleton, bones, rules, facial features, listening, think, healthy. | Seasons, autumn, winter, similar, same, different, change, first, then, after, pinecone, conker, pumpkin, observe, history, past, remembrance, respect, wheat, grain, harvest, cool, cold, colder, icicle, celebrate, festivals, subitise, compare, straight, curved | Predict, think, same, different, yesterday, today, tomorrow, why, how, where, what, when, adapt, wonder, frost, fog, ice, rainbow, change, float, sink, instructions, winter, fast, fastest, faster, slow, slowest, slower, persevere, goals, special, mosque, church, Muslim, Christian, full, empty, half full, nearly full | Farm, produce, offspring, farmyard, pigsty, cowshed, map, follow, route, past, round, pass, through, left, right, predict, explain, life-cycle, chick, hen, egg, yolk, lamb, pork, beef, wool, butter, milk, farmer, care, healthy, young, Easter, Holi, Lent, bible, celebrate, celebrations, predict, test, explain, combine, pair, tall, taller, short, shorter, wide, wider, narrow, narrower | Minibeast, poem, recite, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, weekend, weekday, growth, change, observe, metamorphosis, nature, soil, plant, seed, grow, root, shoot, leaves, flower, beans, vegetables, wings, antennae, habitat, hive, underground, damp, cool, pollen, nectar, chrysalis, care, creatures, double, odd, even, symmetry, symmetrical, first, then, next, now. | Past, present, future, now, invent, experiences, villain, hero, brave, evil, community, occupation, aspirations, achieve, career, citizen, Eythorne, Elvington, Dover, Kent, England, United Kingdom, village, town, city, county, country, local, mining, history, half, innovate. |
| **LITERACY – READING** | I can handle books correctly and follow print left to right, top to bottom  I can show a preference for a book, song or rhyme. | I can link some sounds to letters  I can answer simple questions about what has happened. | I can read some common irregular words (Phase2)  I can link all sounds to letters from Phase 2.  I can solve simple words by blending sounds | I can read and understand simple sentences  I can use phonic knowledge to read and decode regular words  I can demonstrate understanding when talking about what I have read | I can read phase 3 words (decodable and tricky)  I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)  I can read words consistent with my phonic knowledge by sound blending (ELG) | I can read words with more than one syllable.  I can blend longer words.  I understand what some forms of punctuation represent.  I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) |
| **LITERACY – WRITING** | Dominant hand, tripod grip  Mark making, giving meaning to marks.  Name writing.  Writing initial sounds. | Letter formation  Name writing  Writing CVC words | Simple sentences /  captions  Begin to write / record for a range of purposes. | Writing for different purposes  Labels – life cycles  Character description  Recount | Non-fiction writing  Use finger spaces independently  Form lower-case and capital letters correctly. | Exciting adjectives ‘Wow words’  Writing sentences using a range of tricky words that are spelt correctly.    Use full stops, capital letters and finger spaces.  Innovation of familiar texts Using familiar texts as a model for writing own stories. |
| **MATHS** | Baseline/getting to know you  Sorting  Comparing amounts  Compare size/mass/capacity | Representing and comparing  Composition  Circles and triangles  Spatial awareness | One more / one less  Zero  Comparing numbers to 5  Composition of numbers to 5 | Numbers to 10  Pairs and combining groups  Length and height  Comparing numbers to 10  Number bonds to 10 | Adding more    Taking away  Doubles  Sharing and grouping  Odd and Even | Numbers to 20  Building numbers beyond 10  Counting  Deepening understanding |
| **UNDERSTANDING THE WORLD** | **All About Me**  Body parts  Our Five Senses | **What’s Changing?**  Seasonal changes  Autumn and Winter | **Wonderful Weather?**  Exploration of the different types of weather  Why things happen | **Down on the Farm**  Life cycles  Animals and their young  Showing care for living things | **What’s in the Garden?**  All about minibeasts  What plants need to grow | **Environmental Heroes**  Showing care and concern for our environment  People who help us |
| **EXPRESSIVE ARTS AND DESIGN** | Join in with songs | Exploring Colour | Developing techniques | Explore form and function | Working Collaboratively | Process |
| **PHYSICAL DEVELOPMENT** | Introduction to PE | Fundamentals | Gymnastics | Dance | Ball Skills | Games |