



# Reception Autumn 2024 Curriculum Overview



Respect ~Reflect ~Achieve ~Grow

<p><b>English</b></p> <p>Focus books: <i>Rosie's Walk, Goldilocks and The Three Bears, Little Red Riding Hood, The Christmas Story</i></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Listening to stories and answering questions about them e.g. What animals did Rosie meet on her walk? What might the Little Red Hen do next? Positional language</li> </ul> <p><b>Word recognition</b></p> <ul style="list-style-type: none"> <li>• Level 2 phonics- exploring different sounds e.g., environmental, body, instruments, rhythm and rhyme</li> <li>• oral blending and segmenting</li> <li>• Level 2 phonics- s a t p i n m d g o c k c k e u r h b f l ff ll ss j v w</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• letter formation (name writing)</li> <li>• mark making</li> <li>• holding a pencil correctly</li> </ul>	<p><b>Maths</b></p> <p>Focus books: <i>The Duck in the truck, The Bear in the Cave, Monkey Puzzle, Noah's Ark, Goldilocks and the Three Bears, 1 is a Snail, 10 is a Crab, Night Monkey, Day Monkey.</i></p> <p><b>Getting to know you</b></p> <ul style="list-style-type: none"> <li>• Key times of the day (e.g., Break, fruit, home)</li> <li>• What learning activities are inside and outside?</li> <li>• Where do items belong?</li> <li>• Positional language</li> </ul> <p><b>Just like me</b></p> <ul style="list-style-type: none"> <li>• Match and sort objects</li> <li>• Compare amounts, size, mass and capacity</li> <li>• Make simple patterns</li> <li>• Reasons about the above e.g., why is an item the odd one out?</li> </ul> <p><b>It's me 1,2,3</b></p> <ul style="list-style-type: none"> <li>• 1,2,3 focus understanding how to represent, compare and how it is made up (composition) e.g., 2 is made of two ones</li> <li>• circles and triangles- mathematical vocabulary</li> <li>• Spatial awareness</li> </ul> <p><b>Light and dark</b></p> <ul style="list-style-type: none"> <li>• 4 and 5 focus understanding how to represent, compare and how it is made up (composition)</li> <li>• One more and one less</li> <li>• Shapes with 4 sides</li> <li>• Night and Day</li> </ul>	<p><b>Religious Education</b></p> <p><b>Autumn 1: Creation and Covenant</b></p> <ul style="list-style-type: none"> <li>-God made our world</li> <li>-God made me</li> <li>-God loves us and we are part of a family</li> <li>-We are part of God's family</li> <li>-We look after ourselves and each other - We look after God's World</li> </ul> <p><b>Autumn 2: Prophecy and Promise</b></p> <ul style="list-style-type: none"> <li>-I know that Mary was chosen by God</li> <li>-Mary &amp; Joseph travelled to Bethlehem</li> <li>-Jesus was born in a stable</li> <li>-The Shepherds visited Jesus</li> <li>-Advent is a time to get ready for Christmas</li> <li>-Jesus came for the whole world</li> </ul>	<p><b>Expressive Arts and Design</b></p> <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>• Exploring colour and colour mixing</li> <li>• Self portraits</li> <li>• Joining materials together</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>• Joining in, singing with familiar songs e.g., the penguin song, Dr Knickerbocker and rhymes</li> <li>• Experimenting with different sounds using different instruments</li> <li>• Moving to music (to the beat)</li> <li>• Using imagination in play to make up stories</li> </ul>
<p><b>Communication and Language</b></p> <p><b>Listening and attention and understanding</b></p> <ul style="list-style-type: none"> <li>• listening to stories and teacher led inputs for longer periods of time</li> </ul>		<p><b>Physical Development</b></p> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• move energetically, running, jumping, dancing etc</li> </ul>	<p><b>Understanding of the world</b></p> <p>Focus books: <i>Spot goes to school, What I like about me, Dipal's Diwali</i></p>

- begin to ask questions to check their understanding e.g. What animal is Elmer?
- following one or two-part instructions

### **Speaking**

- Share news opinions and feelings with growing confidence during teacher led inputs or times of reflection (e.g., circle times)
- Use new vocabulary in full sentences.

### **Personal, Social and Emotional development**

#### **Self-Regulation**

- I am special - know that they are special and unique
- begin to recognise own feelings and those of others and begin to regulate

#### **Managing self**

- Hygiene- washing my hands, going to the toilet
- Show growing confidence over the term in trying new activities and showing independence

#### **Building relationships**

- New to school- form positive attachments to Cherry and Apple class- the adults and their peers in both classes. To begin to play with others co-operatively.

- begin to negotiate space and obstacles safely

(PE lessons Dance, Gym and Games)

#### **Fine Motor Skills**

- use a range of small tools e.g., scissors, paint brushes
- develop pencil grip, preference for a dominant hand "tripod" grip
- drawing pictures

### **Past and Present**

- Our families and ourselves

#### **The Natural world**

- Our environment- autumn and winter walks- what can we see, hear, feel- talk about the different seasons and changes
- making changes to materials e.g., mixing paint
- Forest school

#### **People, Culture and Communities**

- Topical celebrations around the world e.g., Diwali, Firework night etc (autumn 2)