



ST. DUNSTAN'S

Reception Curriculum Overview

	Autumn		Spring		Summer	
Key Learning Question/ Title	Where are the special and important places in my school?	Who helps me in my community?	How is England different to the desert and Polar regions?	What changes can I observe?	What is an insect?	How can I keep myself healthy?
Overarching theme	Wonderful Me	People Who Help Me	Hot and Cold Places	Get Growing	Marvellous Mini-beasts	Bring Healthy and Strong
St. Dunstan's Curriculum Theme	Learning Positively Equality and Diversity	Serving our community	Environmental Responsibility			Equality and Diversity Healthy Lifestyles
Engagement and Enrichment Enrichment	Home visits Grandparents' week Bear Hunt Workshop Woking Fire Service Visit Community First Responder		Art week exhibition Living Eggs Planting seeds Farm visit to school		Whole School Open Evening Visit from Beekeepers Visiting our Year 1 classrooms Reading with Year 5	
Themed Weeks	Grandparent's Week Road Safety Anti-Bullying Remembrance Day		Creative Arts Week Safer Internet Day Fairtrade Fortnight World Book Day		St. Dunstan's Day Feeling Good Week First Aid Fortnight	
Core Texts:	We're Going on a Bear Hunt by Michael Rosen	Oi Frog by Kes Gray	Non-Fiction texts for Woodland, Desert and Polar regions	Rosie's Walk by Pat Hutchins	Polly Bee Makes Honey by	The Hare and the Tortoise
RE	Creation and Covenant: God made the world and God made me and loves me. Baptism: through the sacrament of baptism, we are invited to be a part of God's family.	Prophecy and Promise: Mary was chosen by God to have a special baby and travelled to Bethlehem. Advent is a time to prepare for Christmas. People celebrate Christmas all over the world in different ways.	Galilee to Jerusalem The kings visited Jesus and brought him gifts. Jesus welcomes everyone and wants us to welcome everyone. Jesus asks us to share what we have with others.	From Desert to Garden Lent is a time to grow closer to Jesus. Jesus asks us to show love and care to others. Signs and symbols of Lent and Easter. Holy Week: the story of Palm Sunday, Good Friday and the resurrection of Jesus on Easter Sunday.	To the Ends of the Earth Pentecost and the Holy Spirit. The Good News of Jesus and the early Church. Our Parish Church	Dialogue and Encounter Friends of Jesus: St Peter and St Paul. Listening to others talk about their faith. Islamic Faith learning.
Online safety	Privacy & Security <ul style="list-style-type: none">Identify some simple and detailed examples of my personal information.	Online Bullying <ul style="list-style-type: none">Describe ways that people can be unkind online.Offer examples of how this can make others feel.	Self-Image / Online Reputation <ul style="list-style-type: none">Recognise that anyone can say no to people who make them sad – online or offline.Identify ways that I can put information on the internet.	Health & Wellbeing <ul style="list-style-type: none">Identify rules that help keep us safe and healthy in and beyond the home when using technology.Give some simple examples of these rules.	Managing Online Information / Copyright <ul style="list-style-type: none">Talk about how to use the internet as a way of finding information online.Give some simple examples of how to find	Online relationships <ul style="list-style-type: none">Recognise some ways in which the internet can be used to communicate.Use the internet with adult support to communicate with people I know.

					information using digital technologies.	
Personal, Social and Emotional Development <ul style="list-style-type: none"> • Building relationships • Managing Self • Self-Regulation 	<p>Develop confidence to be able to ask for help Be able to play with others and form positive relationships.</p> <p>Developing independence – self-care (using the toilet independently) and learning. Getting changed for PE. See themselves as a valuable individual.</p> <p>Knowing the class expectations and routines.</p> <p>Know when they need to stop what they are doing and listen to the adult, then follow instructions.</p> <p>Recognise own feelings and express them appropriately. Learn rules for turn taking and waiting with friends and other groups of children.</p>	<p>Recognising the feelings of our friends. Know what to do if you disagree with someone.</p> <p>Building their sense of self to develop self – confidence to have a go and try new challenges.</p> <p>How to deal with emotions such as anger.</p>	<p>Working and playing co-operatively. Recognising how others are feeling and how to help them. Identify and moderate their own feelings - socially and emotionally. Thinking of the perspective of others in different situations.</p> <p>Talk about themselves and their interests and family. Talk about self and their own abilities. Talk about themselves in a positive way. Celebrating differences.</p> <p>Following expectations and routines for staying safe. Know right from wrong (good/bad choices). Follow a set of instructions.</p>		<p>Knowing how to be a good friend. Thinking and talking about how they can help others.</p> <p>Through traditional moral stories, talk about actions and their consequences. - Understands how their own actions affect others</p> <p>Have developed feelings and emotional based vocabulary. Beginning to be able to negotiate and solve problems without anger. Show resilience and perseverance in the face of challenge.</p> <p>Looking back on achievements. Looking ahead to new challenges. Communicates freely about home and community.</p> <p>Cutting fruit for snack time to share with others. Knowing about healthy snack choices.</p>	
Communication and Language <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Participate in one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Speak clearly, taking turns and listening to what others say.</p> <p>Practise enunciating words and sounds clearly that they have heard in nursery rhymes.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of the past tense and conjunctions (tricky word – and).</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Participate in whole class discussions, offering their own ideas, using recently introduced vocabulary. Speak clearly, taking turns and listening to what others say.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of the past tense, present tense and conjunctions (tricky word – and).</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	<p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Become familiar with a few traditional and modern stories, recognising and joining in with predictable phrases and reciting some traditional and modern poems by heart.</p>
Literacy – Phonics and Word Reading	<u>Phase 2 Graphemes and Tricky words</u> Oral Blending Begin to read aloud simple sentences and books that are consistent with the phonic knowledge.		<u>Phase 3 Graphemes and Tricky words</u> Continue to read aloud simple sentences and books that are consistent with the phonic knowledge.		<u>Phase 4</u> Short and long vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est Phase 4 tricky words	
Literacy – Comprehension	Demonstrate understanding of what has been read to them by retelling stories using a simple sequencing format and answering questions about the story.		Use and understand recently introduced vocabulary during discussion about stories and rhymes during role-play. Begin to notices difference between fiction and non-fiction texts.		Anticipating, where appropriate, key events in stories (fiction and non-fiction).	
Literacy – Writing	How to sit with the correct posture for writing.	Forming all lowercase letters in the correct direction, starting and finishing in the correct place.	Writing a few of the tricky words that have been learned for reading correctly.	Spelling phonetically plausible words by identifying sounds in them and representing the sounds with letters.	Beginning to use capital letters and distinguish these from lowercase letters. Beginning to use full stops at the end of a sentence.	

	<p>How to hold the pencil correctly using the tripod grip, forming lower case letters correctly for the phase 2 graphemes.</p> <p>Write our own name correctly.</p>			<p>Writing simple phrases and sentences that can be read by others.</p> <p>To use finger spaces to isolate new words and to ensure all letters are on the line.</p>	
<p>Maths- Number and Numerical Patterns</p>	<p>Subitising to 3, understanding the purpose of counting, practising some accurate counting skills.</p> <p>Comparing and describing sets of objects by talking about what we can see.</p>	<p>Practising 1:1 correspondence when counting.</p> <p>Comparing the number of objects in 2 sets by matching them 1:1.</p> <p>Begin to understand that whole things are often made up of smaller parts and that a whole is, therefore, bigger than its parts.</p>	<p>Finding sub-groups within larger numbers, e.g. I can see that 7 is 3 and 3 and 1.</p> <p>Introducing the concept of "equal" when comparing quantities.</p> <p>Partitioning 5 and exploring 6 and 7 as numbers that are composed of '5 and a bit'.</p>	<p>Counting up to 20 and beyond (investigating the pattern of the number system).</p> <p>Considering where numbers to 8 are in relation to each other. Focusing on composition of numbers to 7.</p> <p>Learning to combine two equal parts to make a whole. Starting to recall some doubles facts. Identifying odd and even number by combining parts.</p>	<p>Developing confidence in using different counting strategies, such as counting on from a given number, counting a larger number of objects and counting things that cannot be moved.</p> <p>Thinking about the magnitude of numbers: Using number tracks to compare number that are near or far from each other.</p> <p>Introducing rekenreks to explore the composition of numbers to 5.</p> <p>Bringing variation into comparison by comparing groups of objects that are different in size, colour, shape etc.</p> <p>Understand that the quantity remains the same when (up to 10) objects are counted in a different order.</p> <p>Recognising and noticing the pattern of the counting system, when counting beyond 20.</p>
<p>Understanding the World</p> <ul style="list-style-type: none"> Past and Present People, Culture and Communities The Natural World 	<p>Name and describe people who are familiar to them.</p> <p>Talk about changes and special events that have happened in their lives.</p> <p>Begin to understand the passing of time through stories.</p> <p>Talk about the changing season and record the weather.</p> <p>Explore the school grounds and describe what they see, hear and feel.</p> <p>Talk about natural and man-made features in the school grounds.</p>	<p>Talk about members of the community and their roles in society.</p> <p>Know some similarities and differences of how Christmas is celebrated in our country (drawing on the children's cultures)</p> <p>Name some animals and plants that they see.</p> <p>Talk about the changing season and record the weather.</p>	<p>Explore animals in the UK and other countries to explain some similarities and differences in the environments where they live.</p> <p>Know some similarities of the natural world around them and contrasting environments. (UK, Desert and Polar Regions)</p> <p>Know some changes in the natural world e.g. changing states of matter.</p> <p>Talk about the changing season and record the weather.</p>	<p>Talk about changes in the growth of animals (life cycle of a chicken)</p> <p>Make observations and drawings of animals and plants in their natural world e.g. chicks, tadpoles, flowers and plants.</p> <p>Noting changes in seasons and how animals behave differently.</p> <p>Explore and discuss farm animals and how to care for them.</p> <p>Name some animals that they see.</p>	<p>Talk about the lives of people in society e.g. engineers, astronauts, designers, scientists.</p> <p>Through stories and texts be able to describe the environment of space.</p> <p>To know similarities and differences between life on Earth and space.</p> <p>To explore the natural world around them e.g. light and dark.</p> <p>Explore and talk about the natural world around making observations and pictures of animals and plants.</p> <p>Name some animals and plants that they see.</p> <p>Talk about the changing season and record the weather.</p> <p>Compare England with other countries of the world.</p> <p>Know and discuss how to care for God's world</p> <p>Talk about the changing season and record the weather.</p> <p>Explore shadows on the playground.</p> <p>Exploring sinking and floating.</p>

<p>Expressive Arts and Design</p> <p>Creating with Materials</p>	<p>Colour Mixing Colour and emotions. Primary colour mixing.</p> <p>Self- Portraits Self-portrait using paint and collage. Mixing skin and hair colour.</p> <p>Look at self-portraits from a variety of artists.</p>	<p>Colour Mixing Making secondary colours for Autumn colours. Print using natural objects (leaves, conkers).</p> <p>Use splatter technique to create a fireworks picture.</p> <p>Clay Use cutters to cut shapes.</p>	<p>Creative Arts Week- The Holy Family</p> <p>Clay Develop skills of rolling clay and using cutters to cut shapes.</p> <p>Collage Tearing and cutting materials. Applying the correct amount of glue.</p>	<p>Painting Colour mixing to create accurate painting of Spring flowers. Use tools to create textures and patterns with paint.</p> <p>Design own alien creature and use learnt paint techniques to create an alien painting.</p>	<p>Drawing Observational drawings of mini-beasts in the school grounds. Follow instructions to draw a honey bee.</p> <p>Pattern making Use Rosie's Walk illustrations as inspiration to create a fox or tree in the same style. Repeating patterns.</p>	<p>Shape and Colour Look at the work and techniques used by the artist Kandinsky. Use knowledge of colour theory and 2D shapes to create pictures inspired by Kandinsky.</p>
<p>Being Imaginative and Expressive</p>	<p>Music Listen attentively, move to, and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Music Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Learn a rhyme of the week and songs with actions for Rehearse and perform songs for the Nativity performance.</p>	<p>Dance Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Dragon dance to celebrate Chinese New Year. Plus, other Spring celebrations.</p> <p>Music Learn a rhyme of the week and songs with actions.</p>	<p>Music and dance Explore and engage in music making and dance, performing solo or in groups.</p> <p>Create an instrument that makes a sound like a farm animal. Listen to sounds that farm animals make and try to perform them.</p> <p>Learn a rhyme of the week and songs with actions.</p>	<p>Music Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Learn bug ball, mini-beast songs. Performs their own bug songs/movements/rhymes.</p>	<p>Music Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Listen to music from the countries that pupils have visited of their cultural heritage.</p> <p>Performing Develop storylines in their pretend play using the props in the learning environment.</p>