



Annual Overview Curriculum

Year Group: Reception

The prime areas – Communication and Language, Physical Development, Personal, Social and Emotional Development

The specific areas – Literacy, Mathematics, Understanding the World and Expressive Art and Design

Term	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Art and Design
Autumn 1	Demonstrating friendly behaviour towards others – making new friends and talking to new staff.	Learning to get changed for P.E. lessons. Learning P.E. routines. Starting to make marks and learning to hold a pencil correctly. Our bodies.	Learning the rules and routines of the classroom. All about us!	Starting to recognise phase 2 phonic sounds. Non-fiction texts – focusing on ourselves for the first part.	Counting and ordering. Number recognition. Patterns. 2D shape and position. Addition and subtraction.	Talking about themselves to other. Talking about their families. Learning to sit in a circle for a collective worship. Asking questions about the world around them. Learning to use the class interactive whiteboard.	Music – focusing on beat and tempo. Art – learning to use classroom tools.
Autumn 2	Listening to stories carefully and helping to retell stories in a group. Responding to two-part instructions.	Learning to get changed for P.E. lessons. Moving in a range of basic ways – hopping, skipping, rolling etc.	Selecting own classroom rules and beginning to organise oneself.	Continuing to practise recognising phase 2 phonic sounds and writing letters/words. Fiction – traditional tales, poetry and	Counting and numbers. Length. 3D shapes. Money and counting. Time.	Learning about people's occupations. Learning about family customs relating to Christmas. Learning new	Music – focusing on high and low sounds. Art – learning to use classroom tools with more accuracy.

		Starting to form letters and numbers with support. Hand washing.		Christmas texts.		prayers and songs. Learning more about plants, animals and the change of the seasons – hibernation. Learning to use the school iPads.	
Spring 1	Sequencing events and feelings together. Introducing a storyline into play and matching language.	Negotiating space and learning to move to avoid obstacles. Catching and throwing a large ball. Continuing to improve fine motor skills to form letters and numbers correctly. Our bodies – private parts of our bodies.	Working with others to maintain and extend a role play using a narrative.	Recognising phase 3 phonic sounds and writing letters/words. Non-fiction texts (based on a topic of the children's interests) – writing information/key words. Poetry relating to topics of children's choice.	Counting, ordering numbers, ordinal numbers. 2D shapes and pattern. Addition. Symmetry.	Learning to make the sign of the cross, how to repeat a prayer together and how to say the Lord's prayer. Learning how things happen and work and exploring materials. Using the class interactive whiteboard or iPads to complete a simple program with support. Learning to use a computer safely – e-safety.	Music – focusing on musical structure. Art – Introducing a storyline or narrative into play.
Spring 2	Learning to use new vocabulary with more confidence. Retelling stories without visual props.	Moving to music in a range of imaginative ways. Balancing over, under and around balancing equipment.	Working co-operatively with others and learning to take turns in a game.	Recognising phase 3 phonic sounds and writing letters/words. Non-fiction, fiction	Counting and comparing. Weight. 3D shape and data. Money and counting. Time.	Learning about family routines and customs relating to Easter. Making a prediction	Music – focusing on musical texture. Art – Representing things that are important to us in

		<p>Forming letters and numbers correctly.</p> <p>Healthy and unhealthy food.</p> <p>The importance of exercise.</p>		<p>and poetry focuses based on the children's interests.</p> <p>Letter writing.</p> <p>Story writing.</p>		<p>in a simple experiment and testing to see if the prediction was right.</p> <p>Using the class interactive whiteboard or iPads to complete a simple program with support.</p> <p>Learning to use a computer safely – e-safety.</p>	<p>pictures.</p>
Summer 1	<p>Taking steps to solve conflicts with other children.</p>	<p>Controlling a ball by kicking, patting, rolling, throwing etc.</p> <p>Practising for sports day.</p> <p>Writing letters and number correctly.</p> <p>The importance of exercise.</p>	<p>Negotiating problems in play.</p> <p>Talking about our own feelings.</p>	<p>Recognising phase 4 phonic sounds and writing letters/words.</p> <p>Non-fiction – writing and reading information and instructions based on the children's interests.</p> <p>Poetry</p>	<p>Counting.</p> <p>Addition and subtraction.</p> <p>2D shape and data.</p> <p>Sequencing numbers.</p>	<p>Learning about family routines and customs relating to Pentecost.</p> <p>Learning to say a 'Hail Mary'.</p> <p>Learning about seasonal change, the lives of plants and animals.</p> <p>Using the class interactive whiteboard or iPads to complete a simple program.</p>	<p>Music – focusing on loud and quiet sounds.</p> <p>Art – Using colours for a specific purpose.</p>
Summer 2	<p>Maintaining attention/listening in a range of situations.</p>	<p>Taking part in team games.</p> <p>Writing letters and numbers correctly.</p>	<p>Talking about the feelings of other children and characters.</p> <p>Transition work.</p>	<p>Recognising phase 4 phonic sounds and writing letters/words.</p> <p>Writing/reading</p>	<p>Capacity.</p> <p>Counting and place value.</p> <p>3D shape and direction.</p> <p>Money.</p>	<p>Learning the similarities and differences between themselves and others.</p> <p>Learning about the</p>	<p>Music – focusing on timbre.</p> <p>Art – mixing colours to make a new colour.</p>

		How to keep ourselves safe when crossing the road. Stranger awareness.		recipes, lists and invitations. Fiction and non-fiction focuses based on the children's interest.	Addition and subtraction. Time.	customs and family routines of others and comparing it to their own. Using the class interactive whiteboard or iPads to complete a simple program.	
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The rest of the curriculum time will encompass continuous provision based on the children's interests within the 7 areas of learning. We will be ascertaining the children's interests through class conferencing and pupil conferencing sessions and then matching the continuous provision activities to learning objectives, their abilities and choices. For example, if we were learning about traditional tales in literacy, the role play area could turn into the house of the three little bears which would relate to the objectives in Expressive Art and Design (being imaginative), Literacy (reading), Communication and Language (speaking, listening and understanding) and Personal, Social and Emotional Development (making relationships, self-confidence and self-awareness).