



St John's Curriculum Overview: Reception



	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 7 weeks	Summer 1 5 weeks	Summer 2 7 weeks
Topic Title	Once upon a nursery Rhyme	Let's Celebrate!	Who am I?	Under the Sea	Roots and Shoots	People who help us
Themes	Rules / routines/settling in	Fireworks/ Diwali Birthday/ Christmas	Our body/families	Under the sea	Growing Weather Changes over time	People who help us in our (jobs) local area Emergency services
Key texts Focus English Genres	All about me (completed at home) LAUNCH- Farm Old MacDonald <ul style="list-style-type: none"> Sounds at the farm Farm animals and noises orally retelling story Hot cross buns <ul style="list-style-type: none"> rhyming words Initial sounds Handwriting Humpty Dumpty <ul style="list-style-type: none"> Predictions Character description Rhyme Row, row, row your boat <ul style="list-style-type: none"> Characters linked LAUNCH- rocket Five little men in a flying saucer <ul style="list-style-type: none"> Dreams and dream jobs 	LAUNCH- Diwali role play Rama and Sita <ul style="list-style-type: none"> Creating own monkey Role play Oral retelling Characters Fireworks night <ul style="list-style-type: none"> Labelling Sentence constructions CVC words LAUNCH- class party The Jolly postman <ul style="list-style-type: none"> Writing an invitation Write a postcard Oral retelling It's my birthday <ul style="list-style-type: none"> Sequencing Instructions for making a birthday cake Recipes Labelling Happy birthday moon <ul style="list-style-type: none"> Birthday wishes Sentence construction PSED – Kindness hat 	LAUNCH- baby photos of children and staff When I was one <ul style="list-style-type: none"> Poems Making better choices I don't want to wash my hands <ul style="list-style-type: none"> Questions Understanding hygiene It's good to be me <ul style="list-style-type: none"> Discussions around themselves and individuality Families and differences Label different body parts Funny bones <ul style="list-style-type: none"> Plan a beginning, middle and end of a story Write the next part of a story Characters' discussion What if I had animal teeth <ul style="list-style-type: none"> Imaginative writing Tooth fairy description 	LAUNCH- Submarine/pirate Ocean Animals: National Geographic <ul style="list-style-type: none"> Write an information page about a sea creature Role play Label different animals Imaginative writing Creating a new sea creature Fine motor skills Commotion in the ocean <ul style="list-style-type: none"> Write factual information Writing a story based on sea creatures I would rather be....because Jessica <ul style="list-style-type: none"> Understanding recycling- 'I could' Billy's bucket <ul style="list-style-type: none"> Write own version of the story Write a letter to say why you should never borrow a bucket Rhyming words Tiddler <ul style="list-style-type: none"> Role play Fact file about flying fish Write their own tale Spelling of words Sea creature sounds 	LAUNCH- Growing area Jack and the beanstalk <ul style="list-style-type: none"> Create their own land at the top of the beanstalk Write a letter to the giant If you had a magic bean, what would it turn into? Jack and the beanstalk <ul style="list-style-type: none"> Instructions for planting seeds Write own helicopter stories Labelled gardening tools and write about them UW- labelling a flower The Hungry Caterpillar <ul style="list-style-type: none"> Butterfly fact-file Facts about other mini-beasts Observations on caterpillars Plan own version of the story (beg/mid/end) Own version of story Mad about min-beasts <ul style="list-style-type: none"> Write own poem – in my garden If I was a mini-beast, I would Mini-beasts 'I spy' 	LAUNCH- Fire Fighters/police and nurse No T-Rex in the library <ul style="list-style-type: none"> Own version of what would be in the library Small world Design a book cover What would happen if your got sucked into the book? What would happen if the character's escaped the book? Phonics – Dragon's Den Naughty bus <ul style="list-style-type: none"> Create plan and write own version of STORY Write questions to the Naughty bus Write captions Small world Write own story for a 'naughty vehicle' My Mum's a Fire Fighter <ul style="list-style-type: none"> Fact file about how Fire Fighters help us Speech bubbles Questions for Fire Fighters What would you like to be when you get older?



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	<ul style="list-style-type: none"> • Creating own alien • Feelings and descriptions <p>Show and tell – ch bring in an item from home to talk about to class</p> <p>MORNING WRITING (Continuous) Writing own name Initial sounds Shapes Cursive script</p>	<p>Mog's Calamity Christmas</p> <ul style="list-style-type: none"> • Story mapping • CVC words • Capitals and lower case <p>Letter to Santa</p> <ul style="list-style-type: none"> • Writing letters <p>Christmas Performance-</p> <p>Continuous Introduce Guided Writing Groups Key focus on writing</p>	<p>My five senses</p> <ul style="list-style-type: none"> • Write 'I can..' for senses • Labelling 	<p>The Treasure of Pirate Frank</p> <ul style="list-style-type: none"> • Write own adventure for Pirate Frank • Treasure maps • Role play • Treasure chest – what do I find? • Buried treasure • In role as a pirate – applying for a job <p>The Pirates next door</p> <ul style="list-style-type: none"> • Where would you go? • Create own pirate and describe • Pirate – 'I spy' 	<ul style="list-style-type: none"> • Spelling • Information page on mini-beasts • CL- Partner talk – guess my mini-beasts <p>Supertato</p> <ul style="list-style-type: none"> • Write own version of story • Create superhero • Role play • Write speech bubbles • Write a letter to Evil Pea • Wanted poster 	<p>Topsy and Tim meet the police</p> <ul style="list-style-type: none"> • Write a recount of the police visit • Small world • Wanted poster • How do the police help us? • Incident reports <p>There's a snake in my school</p> <ul style="list-style-type: none"> • Imaginative writing – if I had a pet in school... • Role play being a teacher • Make a missing poster • Create their own version of 'We are going on a snake hunt' <p>Zog and the Flying doctor</p> <ul style="list-style-type: none"> • Transition books • Write new part of the story • Role play doctors • Thank you letter to a doctor in the story <p>Hairy Mc Clary and the rumpus at the vets</p> <ul style="list-style-type: none"> • Role play • Rhyming sentences • How do vets help animals? • Favourite moments in Reception
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Maths focus	Recognise numerals of personal significance	Use mathematical names for 2D shapes	Recognise numerals 1 to 10	To understand and use mathematical language involved in addition and subtraction	Counts objects to 20	Children to understand the term 'double'
	Recognise numerals 1 to 5	Children to be able to identify 2D shapes	Counts up to 10 objects from a larger group	Estimate how many objects they can see and check by counting	Represent with numerals 1-20	Children to be able to use repeated addition to double
	Selects the correct numeral to represent 1 to 5 objects	Children use 2D shapes to create patterns and models	Counts objects that cannot be moved	To find one more or less than a given number up to 10	Order numbers to 20	Children to use practical activities and discussion to double
	Counts actions or objects which cannot be moved	Select and identify a particular named shape	Selects the correct numeral to represent 1 to 10 objects	To use number sentences to represent adding and subtracting	Compare numbers to 20 – more than less than	Children to understand the term 'half'
	Counts an irregular arrangement of up to 5 objects	Use everyday language related to money	Counts object to 10	To add and subtract two single digit numbers and count on or back to find the answer	To add and subtract two single digit numbers and count on or back to find the answer	Children to use practical activities and discussion to halve a shape
		To be able to recognise everyday coins	Counts an irregular arrangement of up to 10 objects	To be able to order and compare numbers to 10	Use everyday language related to time	Children to understand that sharing is equal
		Use the language of more than and fewer to describe sets of objects	Understand the concept of '5 and a bit'	Use mathematical names for 2D shapes	Order and sequence familiar events	Children to use practical activities and discussion to halve a shape
		Find the total number of objects in two groups by counting all of them	Orders two or three items by length or height	Children to be able to identify 2D shapes	Measure short periods of time in simple ways	Children to link finding half to sharing between 2 people
		To be able to match, order and sequence, numbers 1-5	Orders two items by weight or capacity	Children use 2D shapes to create patterns and models	Use the language of more than and fewer to describe sets of objects	Children to describe their relative position such as 'behind' or 'next to'
		Children to recall number facts to 5 Finds one more or one less from a group of up to 5 objects	Use the language of more than and fewer to describe sets of objects	Begin to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes	Find the total number of objects in two groups by counting all of them	Children to order objects according to length
		To find one more or less than a given number up to 5	Find the total number of objects in two groups by counting all of them	Select a particular named shape	Children to recall rapidly number facts to 10	Children to be able count in twos, fives and tens
			To be able to order and sequence, numbers 1-10	Children use 3D shapes to create patterns and models	To find one more or less than a given number up to 20	
			Children to recall rapidly number facts to 10	Recognise numerals 1 to 20		
				Count out up to 20 objects from a larger group		
				Counts objects that cannot be moved		



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		<p>To be able to order, sequence and compare numbers to 5</p> <p>To understand the difference between addition and subtraction</p> <p>To understand and use mathematical language involved in addition and subtraction</p>		<p>Selects the correct numeral to represent 1 to 20 objects</p> <p>Represent numbers to 20</p> <p>Recognises and writes numeral to 20</p> <p>Counts an irregular arrangement of up to 20 objects</p> <p>Counts out up to 20 from a larger group and selects correct numeral</p>	<p>To use number sentences to represent adding and subtracting</p> <p>To understand and use mathematical language involved in addition and subtraction</p>	
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	Autumn	Spring	Summer
<p>Early learning goal – people and communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>History</p>	<p>RE</p>	<p>Show and tell – ch bring in an item from home to talk about to class</p> <p>RE</p>	<p>Linked with topic -Ch talk about people who help us in the community - police nurses doctors etc</p> <p>Show and tell – ch bring in an item from home to talk about to class</p> <p>SRE</p> <p>RE</p>
<p>Early learning goal – the world Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Science</p>	<p>Animals and their habitats (Little Red Hen /One Snowy Night) Throughout our topics we discuss settings (similarities and differences etc)</p>	<p>Growing beans - ch make observations of plants and explain why some things occur, and talk about changes.</p>	<p>Brocketts farm- ch make observations of animals and discuss differences</p>



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	<p>Autumn Music</p> <ul style="list-style-type: none">• Listen and respond to sung instructions• Understanding signals for teacher sings/speak and class sings/speaks• Perform actions in time to a song or rhyme• Learn songs with two notes soh/me• Perform on the singing stool• Work in pairs• Learn to identify high and low pitches• Learn the word pitch• Respond to sung instructions without words• Understand the idea of a heartbeat• Use hand movements to indicate pitch• Demonstrate faster and slower heartbeats• Explore different kinds of voice production• Distinguish between a song and a rhyme• Do the actions while others say a rhyme and vice versa• Learn about the thinking voice• Learn how to walk in-time with the pulse <p>Christmas Show</p>	<p>Spring Music</p> <ul style="list-style-type: none">• Learn to perform an action in a 'rest'• Learn to trot to a song• Learn new sung instructions• Develop feeling for the 'rest'• Develop feeling for the length of a song• Learn the word <i>quartet</i>• Work on using hand movements to show pitch• Improvise sounds and movements to fit the space of the 'rest'• Use bells to accompany a song• Copy the greeting sung in three different pitches and identify the pitches• Tap the rhythm of words• Improvise pulse actions• Learn the word <i>rhythm</i>• Identify a song or rhyme by its rhythm• Change voices at a given signal	<p>Summer Music</p> <ul style="list-style-type: none">• Count the numbers of beats in songs• Work with visual representation of the pulse• Learn the word <i>duet</i>• Tap drawn heartbeats in time with the pulse• Extension work on Autumn and Spring material. <p>Collective Worship</p>
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