



## 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
<b>Key texts Focus</b>  <b>English Genres</b>	<p><b>All about me</b> (completed at home)  <b>LAUNCH- Teddy Bears' picnic</b></p> <p><b>Old MacDonald</b></p> <ul style="list-style-type: none"> <li>Sounds at the farm</li> <li>Farm animals and noises</li> <li>orally retelling story</li> </ul> <p><b>Hot cross buns</b></p> <ul style="list-style-type: none"> <li>rhyming words</li> <li>Initial sounds</li> <li>Handwriting</li> </ul> <p><b>Humpty Dumpty</b></p> <ul style="list-style-type: none"> <li>Predictions</li> <li>Character description</li> <li>Rhyme</li> </ul> <p><b>Row, row, row your boat</b></p> <ul style="list-style-type: none"> <li>Characters linked</li> </ul> <p><b>LAUNCH- rocket (small world)</b></p> <p><b>Five little men in a flying saucer</b></p>	<p><b>LAUNCH- Diwali workshop Rama and Sita</b></p> <ul style="list-style-type: none"> <li>Creating own monkey</li> <li>Role play</li> <li>Oral retelling</li> <li>Characters</li> </ul> <p><b>Fireworks night</b></p> <ul style="list-style-type: none"> <li>Labelling</li> <li>Sentence constructions</li> <li>CVC words</li> </ul> <p><b>LAUNCH- class party The Jolly postman</b></p> <ul style="list-style-type: none"> <li>Writing an invitation</li> <li>Write a postcard</li> <li>Oral retelling</li> </ul> <p><b>It's my birthday</b></p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Instructions for making a birthday cake</li> <li>Recipes</li> <li>Labelling</li> </ul> <p><b>Happy birthday moon</b></p> <ul style="list-style-type: none"> <li>Birthday wishes</li> <li>Sentence construction</li> </ul>	<p><b>LAUNCH- baby photos of children and staff When I was one</b></p> <ul style="list-style-type: none"> <li>Poems</li> <li>Making better choices</li> </ul> <p><b>I don't want to wash my hands</b></p> <ul style="list-style-type: none"> <li>Questions</li> <li>Understanding hygiene</li> </ul> <p><b>It's good to be me</b></p> <ul style="list-style-type: none"> <li>Discussions around themselves and individuality</li> <li>Families and differences (add additional needs)</li> <li>Label different body parts</li> </ul> <p>SRE- body parts</p> <p><b>Funny bones</b></p> <ul style="list-style-type: none"> <li>Plan a beginning, middle and end of a story</li> <li>Write the next part of a story</li> <li>Characters' discussion</li> </ul> <p><b>What if I had animal teeth</b></p> <ul style="list-style-type: none"> <li>Imaginative writing</li> </ul>	<p><b>LAUNCH- Submarine/pirate role play TRIP – Horniman museum Pirate day – end of topic</b></p> <p><b>Ocean Animals: National Geographic</b></p> <ul style="list-style-type: none"> <li>Write an information page about a sea creature</li> <li>Role play</li> <li>Label different animals</li> <li>Imaginative writing</li> <li>Creating a new sea creature</li> <li>Fine motor skills</li> <li>Museum recount</li> </ul> <p><b>Commotion in the ocean</b></p> <ul style="list-style-type: none"> <li>Write factual information</li> <li>Writing a story based on sea creatures</li> <li>I would rather be....because</li> </ul> <p><b>Jessica</b></p> <ul style="list-style-type: none"> <li>Understanding recycling- 'I could'</li> </ul> <p><b>Billy's bucket</b></p> <ul style="list-style-type: none"> <li>Write own version of the story</li> <li>Write a letter to say why you should never borrow a bucket</li> <li>Rhyming words</li> </ul> <p><b>Tiddler</b></p> <ul style="list-style-type: none"> <li>Role play</li> <li>Fact file about flying fish</li> <li>Write their own tale</li> </ul>	<p><b>LAUNCH- Growing area Caterpillar/butterfly station Jack and the beanstalk</b></p> <ul style="list-style-type: none"> <li>Create their own land at the top of the beanstalk</li> <li>Write a letter to the giant</li> <li>If you had a magic bean, what would it turn into?</li> </ul> <p><b>Jasper's beanstalk</b></p> <ul style="list-style-type: none"> <li>Instructions for planting seeds</li> <li>Labelled gardening tools and write about them</li> <li>UW- labelling a flower</li> </ul> <p><b>The Hungry Caterpillar</b></p> <ul style="list-style-type: none"> <li>Butterfly fact-file</li> <li>Facts about other mini-beasts</li> <li>Observations on caterpillars</li> <li>Plan own version of the story (beg/mid/end)</li> <li>Own version of story</li> </ul> <p><b>Mad about mini-beasts</b></p> <ul style="list-style-type: none"> <li>Write own poem – in my garden</li> <li>If I was a mini-beast, I would</li> <li>Mini-beasts 'I spy'</li> <li>Spelling</li> </ul>	<p><b>LAUNCH- Ashburton Library Fire Fighters/police and nurse</b></p> <p><b>No T-Rex in the library</b></p> <ul style="list-style-type: none"> <li>Own version of what would be in the library</li> <li>Small world</li> <li>Design a book cover</li> <li>What would happen if your got sucked into the book?</li> <li>What would happen if the character's escaped the book?</li> <li>Phonics – Dragon's Den</li> </ul> <p><b>Naughty bus</b></p> <ul style="list-style-type: none"> <li>Create plan and write own version of STORY</li> <li>Write questions to the Naughty bus</li> <li>Write captions</li> <li>Small world</li> <li>Write own story for a 'naughty vehicle'</li> </ul> <p><b>My Mum's a Fire Fighter</b></p> <ul style="list-style-type: none"> <li>Fact file about how Fire Fighters help us</li> <li>Speech bubbles</li> <li>Questions for Fire Fighters</li> <li>What would you like to be when you get older?</li> </ul>



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<ul style="list-style-type: none"> <li>• Dreams and dream jobs</li> <li>• Creating own alien</li> <li>• Feelings and descriptions</li> </ul> <p><b>Show and tell</b> – ch bring in an item from home to talk about to class</p> <p><b>MORNING WRITING (Continuous)</b> Writing own name Initial sounds Shapes Cursive script</p> <p><b>OLE</b> – initial introductions and writing opportunities</p>	<ul style="list-style-type: none"> <li>• PSED – Kindness hat</li> </ul> <p><b>Mog's Calamity Christmas</b></p> <ul style="list-style-type: none"> <li>• Story mapping</li> <li>• CVC words</li> <li>• Capitals and lower case</li> </ul> <p><b>Letter to Santa</b></p> <ul style="list-style-type: none"> <li>• Writing letters</li> </ul> <p><b>Christmas Performance</b></p> <p>Continuous Introduce Guided Writing Groups Key focus on writing</p>	<ul style="list-style-type: none"> <li>• Tooth fairy description</li> </ul> <p><b>My five senses</b></p> <ul style="list-style-type: none"> <li>• Write 'I can..' for senses</li> <li>• Labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of words</li> <li>• Sea creature sounds</li> </ul> <p><b>The Treasure of Pirate Frank</b></p> <ul style="list-style-type: none"> <li>• Write own adventure for Pirate Frank</li> <li>• Treasure maps</li> <li>• Role play</li> <li>• Treasure chest – what do I find?</li> <li>• Buried treasure</li> <li>• In role as a pirate – applying for a job</li> </ul> <p><b>The Pirates next door</b></p> <ul style="list-style-type: none"> <li>• Where would you go?</li> <li>• Create own pirate and describe</li> <li>• Pirate – 'I spy'</li> </ul>	<ul style="list-style-type: none"> <li>• Information page on mini-beasts</li> <li>• CL- Partner talk – guess my mini-beasts</li> </ul> <p><b>Supertato</b></p> <ul style="list-style-type: none"> <li>• Write own version of story</li> <li>• Create superhero</li> <li>• Role play</li> <li>• Write speech bubbles</li> <li>• Write a letter to Evil Pea</li> <li>• Wanted poster</li> </ul> <p><b>Teeny Weeny Tadpole</b></p> <ul style="list-style-type: none"> <li>• Life cycle of frogs</li> <li>• Create your own story based on a frog</li> <li>• Role play</li> </ul>	<p><b>Topsy and Tim meet the police</b></p> <ul style="list-style-type: none"> <li>• Write a recount of the police visit</li> <li>• Small world</li> <li>• Wanted poster</li> <li>• How do the police help us?</li> <li>• Incident reports</li> </ul> <p><b>There's a snake in my school</b></p> <ul style="list-style-type: none"> <li>• Imaginative writing – if I had a pet in school...</li> <li>• Role play being a teacher</li> <li>• Make a missing poster</li> <li>• Create their own version of 'We are going on a snake hunt'</li> </ul> <p><b>Zog and the Flying doctor</b></p> <ul style="list-style-type: none"> <li>• Transition books</li> <li>• Write new part of the story</li> <li>• Role play doctors</li> <li>• Thank you letter to a doctor in the story</li> </ul> <p><b>Hairy Mc Clary and the rumpus at the vets</b></p> <ul style="list-style-type: none"> <li>• Role play</li> <li>• Rhyming sentences</li> <li>• How do vets help animals?</li> <li>• Favourite moments in Reception</li> </ul>
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<p><b>RE themes</b></p>	<p>Who made the wonderful world?</p>	<p>Why is Christmas special for Christians?</p> <p><b>INCARNATION- Why do Christians Perform nativity Plays at Christmas?</b></p>	<p>Why do Christians believe Jesus is special?</p>	<p>What is so special about Easter?</p> <p><b>SALVATION – Why do Christians put a cross in an Easter garden?</b></p>	<p>Who cares for this special world?</p> <p><b>GOD/CREATION –</b></p> <p><b>Why is the word GOD so important to Christians?</b></p> <p><b>VISIT to the Church – Week 3 – Who cares for God's House?</b></p>	<p>How did Jesus rescue people?</p>
<p><b>Maths</b></p>	<p>To subitise 1 and 2</p> <p>TO subitise within 3</p> <p>To make and describe spatial patterns with 3 dots</p> <p>To represent quantities on their fingers in different ways</p> <p>To identify sub-groups of 1, 2 and 3 within larger arrangements</p> <p>To hear and join in with the counting sequence to 5, including using songs and rhymes.</p> <p>To see that counting is useful because it tells us 'how many'</p> <p>see that the last number in the count tells us 'how many altogether' (cardinality)</p>	<p>To practise counting each object, action or sound once</p> <p>To hear and join in with the counting sequence to 5</p> <p>To tag each object with 1 number word (1:1 correspondence)</p> <p>To see that they have 5 fingers on one hand.</p> <p>To say and make numbers to 5 on their fingers</p> <p>To practise counting each object, action or sound once and only once</p> <p>To make collections of 5 in different ways.</p> <p>To practise counting each object once and only once</p>	<p>To use their fingers to quickly show quantities on 1 hand</p> <p>To recognise the numerals 1–5</p> <p>To begin to develop their conceptual subitising skills with linear and paired arrangements of up to 5 dots.</p> <p>To subitise linear and paired arrangements of 2, 3 and 4 dots</p> <p>To visualise and recreate arrangements of 3, 4 and 5 dots</p> <p>To match arrangements of 3, 4 and 5 dots to the correct numerals.</p> <p>To match numerals to quantities for 1–5</p> <p>To recognise die arrangements</p>	<p>To practise counting aloud</p> <p>To revisit the principles of counting.</p> <p>To practise counting aloud</p> <p>To use generalised statements to describe the '5 and a bit' composition of the numbers 6–8.</p> <p>To practise counting aloud</p> <p>To investigate the '1 more/1 less' pattern of the base-10 counting system</p> <p>To begin to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>To describe the '1 more/1 less' relationship of numbers to 10</p> <p>To work together to order numbers between 1 and 10, noticing the '5 and a bit' structure.</p> <p>To subitise arrangements of 6 and NOT 6</p> <p>To order Numberblock images to 8.</p> <p>To represent 8 as '5 and 3 more'</p>	<p>To count things that cannot be seen – sounds</p> <p>To revisit rules for how to count</p> <p>To discuss and practise strategies for counting larger sets.</p> <p>To count things that cannot be seen – actions</p> <p>To discuss and practise strategies for counting larger sets by moving objects.</p> <p>To count things that cannot be seen – periods of time</p> <p>To discuss and practise strategies for counting larger sets by moving images</p> <p>To make or represent their own collections of larger amounts.</p> <p>To practise counting on from a given number</p>	<p>To subitise numbers up to 5 represented by finger patterns</p> <p>To orientate a rekenrek correctly and push a number of beads with one finger.</p> <p>To subitise numbers up to 5 using linear dot patterns</p> <p>To use 'one finger, one push' to move a number of beads on the top row ALL AT ONCE to the far left of the rekenrek.</p> <p>To subitise numbers up to 5 using standard and non-standard dot patterns</p> <p>To use 'one finger, one push' to subitise and explore '1 more' patterns of beads on the rekenrek.</p> <p>To subitise numbers up to 5 represented on dice frames</p> <p>To use 'one finger, one push' to subitise and explore '1</p>



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<p>To hear and join in with the counting sequence to 5, including using songs and rhymes</p> <p>To see that counting is useful because it tells us 'how many'</p> <p>To practise counting each object, action or sound once and only once</p> <p>To experience counting sounds</p> <p>To practise counting each object, action or sound once and only once</p> <p>To record the results of their count</p> <p>To count each object, action or sound once and only once</p> <p>To know that 2 is made of 1 and 'another 1'</p> <p>To make their own collections of 2 objects and identify the '1 and another 1' within them.</p> <p>To identify when a collection is composed of 3 objects</p>	<p>To use counters to represent 5 objects</p> <p>To use a die frame to represent 5.</p> <p>To count each object, action or sound once</p> <p>To count 5 and 5 to make 10 altogether.</p> <p>To practise subitising amounts to 4</p> <p>To revisit 'more than' or 'fewer than' by looking.</p> <p>To compare groups of up to 3 objects by matching them 1:1</p> <p>To say when they have an equal number.</p> <p>To compare groups of up to 3 objects by matching them 1:1</p> <p>To say when there is an equal number, too many or not enough</p> <p>To build towers with an equal number of squares</p> <p>To match the squares in the towers 1:1</p>	<p>To visualise and describe arrangements of dots on a die</p> <p>To use dice to link subitised amounts with 1-to-1 counting actions.</p> <p>To recognise die patterns to 6</p> <p>To link die patterns to numbers shown on their fingers</p> <p>To use die patterns to play track games.</p> <p>To recognise numerals 1–5</p> <p>To order numbers from 1–5.</p> <p>To match numerals to quantities in order</p> <p>To help to build towers in order from 1–5 squares</p> <p>To see the staircase pattern and recognise that each number is 1 more.</p> <p>To order towers of 1–5 interlocking cubes</p> <p>To notice when we have '1 more' and when we do NOT have '1 more'.</p>	<p>To describe how to place the numbers 1 to 8 in order.</p> <p>To explain how to order quantities to 10</p> <p>To reason about which numbers are 'more than' others.</p> <p>To consolidate their understanding of 8 as '5 and 3 more'</p> <p>To notice when numbers are increased or decreased and explain their thinking.</p> <p>To use skills of conceptual subitising to describe parts of a whole set</p> <p>To visualise arrangements and use gestures to describe the numbers within a whole set.</p> <p>To investigate ways of making 7 with two parts</p> <p>To use their fingers to make and describe 7 as '5 and 2 more'.</p> <p>To notice when towers are made of 7 or NOT 7 interlocking cubes</p> <p>To work out the missing part of 7 using the '5 and a bit' structure.</p> <p>To see that 7 can be composed in different ways</p> <p>To explain their understanding of the composition of 7.</p> <p>To practise identifying when 2 sets are equal in number.</p>	<p>To discuss and practise strategies for counting larger amounts that cannot be moved.</p> <p>To visualise, make and describe spatial arrangements of 6.</p> <p>To practise subitising to 6</p> <p>To make and describe arrangements of 6.</p> <p>To listen to rhythmic patterns of up to 5 sounds and determine the quantity</p> <p>To recognise Numberblocks and related doubles patterns on their fingers without counting.</p> <p>To subitise doubles amounts shown on 10-frames.</p> <p>To recap that there are 5 fingers on 1 hand</p> <p>To consolidate their use of finger patterns to represent the composition of 5.</p> <p>To use their fingers to represent the composition of 5</p> <p>To identify a missing part of 5.</p>	<p>fewer' patterns of beads on the rekenrek.</p> <p>To subitise numbers to 5 and make equivalent amounts with their rekenreks</p> <p>To count out 6 or 8 objects from a larger group and check by counting 1-to-1</p> <p>To arrange 6 or 8 objects into groups that can be subitised.</p> <p>To join in with the counting sequence to 10</p> <p>To recognise and show numbers from 5 to 10 in '5 and a bit' arrangements</p> <p>To remember to stop when they count to the end of a set of up to 10 jumps/claps/hops.</p> <p>To count 20 objects</p> <p>To practise saying the tricky 'teen' numbers.</p> <p>To practise counting to 100</p> <p>To share strategies for counting larger amounts that can't be moved.</p> <p>To discuss their understanding of equivalence</p>
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<p>To produce their own collection of 3.</p> <p>To identify when a collection is composed of 3 objects</p> <p>To produce their own collection of 3.</p> <p>To identify when a collection is composed of 3 or NOT 3</p> <p>To see that 4 can be made with four 1s.</p> <p>To subitise arrangements of 2 and 3</p> <p>To practise making 2s and 3s with their fingers</p> <p>To subitise auditory patterns up to 3</p> <p>To subitise auditory patterns up to 3</p> <p>To identify when a small collection is rearranged or the quantity changed.</p> <p>To show small quantities on their fingers</p>	<p>To say when there is an equal number, too many or not enough.</p> <p>To identify the 'whole' when shown 1 part of a familiar object</p> <p>To identify that the parts are still visible when they are assembled to make the whole</p> <p>To hear the language of 'whole' and 'parts'</p> <p>To identify parts of their own body</p> <p>To recognise that some whole objects have parts that cannot be removed</p> <p>To identify parts of some animals' bodies</p> <p>To recognise that some whole objects have parts that cannot be removed</p> <p>To investigate ways to compose and de-compose sets of 2 and 3</p> <p>To know that 1 and 2 are parts of 3</p> <p>To investigate ways to compose and de-compose sets of 3</p>	<p>To match numerals to representations</p> <p>To represent staircase patterns in different ways, knowing that each new 'step' is 1 more than the last.</p> <p>To show numbers to 5 using their fingers</p> <p>To see that 5 can be partitioned into 4 and 1.</p> <p>To show ways of making 5 on their fingers</p> <p>To see that 5 can be partitioned into 3 and 2.</p> <p>To find ways to partition a set of 5.</p> <p>To understand that 5 can be partitioned (split) into different parts</p> <p>To be able to explain what the parts are</p> <p>To use what they know about 5 to work out a hidden number.</p> <p>To see that there are 5 dots on a die pattern</p> <p>To represent 4 in different ways on a die frame.</p>	<p>To identify when a double is shown and explain why.</p> <p>To identify when a double is shown and explain why</p> <p>To say what the whole is when there are 2 equal parts.</p> <p>To say what the whole is when there are 2 equal parts</p> <p>To use objects to make doubles patterns and describe what they can see.</p> <p>To show doubles patterns on their fingers in response to being given the whole</p> <p>To use positional language to describe spatial arrangements of objects</p> <p>To visualise doubles patterns to 5 and 5.</p> <p>To say what the whole is when there are 2 equal parts</p> <p>To recognise and talk about ways in which objects are similar to or different from each other (colour, size, function, shape, etc.)</p> <p>To sort objects according to attributes described by an adult.</p> <p>To say what the whole is when there are 2 equal parts</p> <p>To describe attributes that they notice for a group of objects</p>	<p>To identify when a set of objects has 5/NOT 5</p> <p>To identify that 6 can be composed of 5 and 1, and 7 can be composed of 5 and 2.</p> <p>To identify arrangements of 6 or 7 objects</p> <p>To represent numbers 6 – 9 on their fingers as '5 and a bit'.</p> <p>To recap the numbers 6 to 9 in the '5 and a bit' structure</p> <p>To recap that 10 can be composed of 5 and 5</p> <p>To identify when 10 is shown using structured arrangements of objects.</p> <p>To match numerals to quantities shown as the 5 and a bit structure</p> <p>To explore ways in which 10 can be composed of 2 parts</p> <p>To represent the composition of 10 using dice frames and finger patterns.</p> <p>To use structured arrangements to find missing parts of 10</p> <p>To solve problems involving the composition of 10.</p>	<p>To make and describe doubles arrangements on their fingers.</p> <p>To distribute collections of objects into equal and unequal groups</p> <p>To sort numbers to 10 according to whether each number is a double / is not a double.</p> <p>To use their fingers to make matching doubles amounts</p> <p>To make and describe doubles patterns on a rekenrek.</p> <p>To recognise an odd and an even number when arranged in a 'doubles' pattern</p> <p>To sort models into those that contain odd and those that contain even numbers of interlocking cubes.</p> <p>To find ways to partition (split) a set of 5</p> <p>To understand that 5 can be partitioned in different ways.</p> <p>To understand that 5 can be partitioned (split) in different ways</p>
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<p>To use positional language to describe patterns of 4.</p> <p>To use positional language to describe patterns of 4</p> <p>To make patterns showing 4</p> <p>To represent a given number on their fingers without looking</p> <p>To compare 2 sets of objects and say which is 'more than'.</p> <p>To represent a given number on their fingers without looking</p> <p>To compare 2 sets of objects and say which is 'more than'.</p> <p>To compare 2 sets of objects and say which is 'more than' or 'fewer than'.</p> <p>To compare 2 sets of objects and say which is 'more than' or 'fewer than'.</p>	<p>To explore how 1 and 2 are parts of 3</p> <p>To investigate ways to compose and decompose 4</p> <p>To investigate ways to compose and decompose 4</p> <p>To use spatial language to describe the shapes</p> <p>To explain that different parts can make the same whole</p> <p>To investigate ways to compose and decompose 5</p> <p>To use spatial language to describe the shapes</p> <p>To explain that different parts can make the same whole</p> <p>To hear and join in with the counting sequence to 10, including using songs and rhymes</p> <p>To use their fingers to represent quantities to 5 and to begin to represent quantities to 10</p> <p>To match different representations of</p>	<p>To use their fingers to represent 6 as '5 and a bit'</p> <p>To use double dice frames to represent 6 as 5 and 1 more.</p> <p>To match die representations of numbers 1–6 to representations on their fingers</p> <p>To see that 5 and '2 more' make 7.</p> <p>To count out 6 blocks from a collection</p> <p>To replace 1 block and know that there are still 6</p> <p>To add another block to make 7.</p> <p>To use 'more than' and 'fewer than' to describe quantities</p> <p>To say when they can see that someone has more or fewer of the same kind of object</p> <p>To know that it is quantity – not colour – that determines if 1 set has more or fewer of the same type of object than another.</p>	<p>To sort and re-sort objects according to their own attributes.</p> <p>To say what the whole is when there are 2 equal parts</p> <p>To describe attributes of the Numberblocks</p> <p>To sort the Numberblocks using the criteria 'odd blocks' or 'even tops'.</p> <p>To say what the whole is when there are 2 equal parts</p> <p>To describe attributes of the Numberblocks</p> <p>To investigate patterns of doubles.</p> <p>Children to use language related to time</p>	<p>To identify pairs of numbers that make 10 in unstructured arrangements</p> <p>To identify a missing part of 10 in structured arrangements.</p> <p>To join in with a backward count from 5 to 1</p> <p>To order towers of cubes or number plates from 1–10 on a class number track.</p> <p>To join in with a backward count from 5 to 1</p> <p>To use language to describe positions on a number track.</p> <p>To identify whether numbers are before or after 5 on the number track</p> <p>To begin to understand the rules for simple linear track games.</p> <p>To reason about the position of numbers on a number track</p> <p>To describe and follow the rules for simple, linear track games.</p> <p>Children to compare size and capacity</p>	<p>To use what they know about 5 to work out a hidden number.</p> <p>To use their fingers to represent numbers within 5</p> <p>To use dice frames as a different structure with which to represent the same numbers within 5</p> <p>To use spatial language to describe their arrangements.</p> <p>To use positional language to describe spatial arrangements of objects</p> <p>To visualise and describe doubles patterns up to '5 and 5'.</p> <p>To use their fingers to make and describe doubles facts</p> <p>To explore and represent the composition of 5 on die frames</p> <p>To explore the commutativity of addition facts.</p> <p>To explore and represent the composition of 5 on rekenreks</p> <p>To use fingers and dice frames to explore and represent '5 and a bit' numbers to 10.</p>
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### St John's Curriculum Overview: Reception



		<p>quantities to 5 with amounts shown on their fingers</p> <p>To remember that the 'stopping number' tells us how many we need altogether</p> <p>To begin to recognise numerals to 5</p> <p>develop their understanding of equal amounts</p> <p>To remember that the 'stopping number' tells us how many we need altogether</p> <p>To begin to recognise numerals to 5</p> <p>To represent quantities in more abstract ways, such as by clapping or jumping</p> <p>To remember that the 'stopping number' tells us how many we need altogether</p> <p>To begin to recognise numerals to 5</p> <p>To begin to understand that when a set of objects is rearranged, its quantity remains the same</p>	<p>To use 'more than' and 'fewer than' to describe quantities</p> <p>To say when they can see that someone has more or fewer of the same kind of object</p> <p>To know that it is quantity – not colour or size – that determines if 1 set has more or fewer of the same type of object than another.</p> <p>To use 'more than' and 'fewer than' to describe quantities</p> <p>To say when they can see that someone has more or fewer of the same kind of object</p> <p>To know that it is quantity – not colour, size or type of object – that determines if 1 set has more or fewer items than another.</p> <p>To use the words 'an equal number' to say when there is the same number of items in 2 sets</p> <p>To say when they can see an equal number.</p>			<p>To use their fingers to represent '1 more than/1 less than' a given number</p> <p>To use 10-frames to explore '5 and a bit' numbers to 10.</p> <p>To use what they know about the number sequence to work out missing numbers to 10</p> <p>To use rekenreks to explore and make '5 and a bit' numbers to 10.</p> <p>To subitise quantities to 5</p> <p>To say which set of up to 10 objects contains more than the other.</p> <p>To use their fingers to show 'more than' numbers to 10</p> <p>To use rekenreks to push amounts of beads that are equal to, more than and fewer than a given number.</p> <p>To subitise '1 more' amounts to 5</p> <p>To order towers to 10 – recognising the '1 more' pattern of number.</p> <p>To use their fingers to show 'more than' numbers to 10</p>
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### St John's Curriculum Overview: Reception



							To explore the order and magnitude of numbers to 10.
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	<p>Autumn Music</p> <ul style="list-style-type: none"> <li>• Listen and respond to sung instructions</li> <li>• Understanding signals for teacher sings/speak and class sings/speaks</li> <li>• Perform actions in time to a song or rhyme</li> <li>• Learn songs with two notes soh/me</li> <li>• Perform on the singing stool</li> <li>• Work in pairs</li> <li>• Learn to identify high and low pitches</li> <li>• Learn the word pitch</li> <li>• Respond to sung instructions without words</li> <li>• Understand the idea of a heartbeat</li> <li>• Use hand movements to indicate pitch</li> <li>• Demonstrate faster and slower heartbeats</li> <li>• Explore different kinds of voice production</li> <li>• Distinguish between a song and a rhyme</li> <li>• Do the actions while others say a rhyme and vice versa</li> </ul>	<p>Spring Music</p> <ul style="list-style-type: none"> <li>• Learn to perform an action in a 'rest'</li> <li>• Learn to trot to a song</li> <li>• Learn new sung instructions</li> <li>• Develop feeling for the 'rest'</li> <li>• Develop feeling for the length of a song</li> <li>• Learn the word <i>quartet</i></li> <li>• Work on using hand movements to show pitch</li> <li>• Improvise sounds and movements to fit the space of the 'rest'</li> <li>• Use bells to accompany a song</li> <li>• Copy the greeting sung in three different pitches and identify the pitches</li> <li>• Tap the rhythm of words</li> <li>• Improvise pulse actions</li> <li>• Learn the word <i>rhythm</i></li> <li>• Identify a song or rhyme by its rhythm</li> <li>• Change voices at a given signal</li> </ul>	<p>Summer Music</p> <ul style="list-style-type: none"> <li>• Count the numbers of beats in songs</li> <li>• Work with visual representation of the pulse</li> <li>• Learn the word <i>duet</i></li> <li>• Tap drawn heartbeats in time with the pulse</li> <li>• Extension work on Autumn and Spring material.</li> </ul> <p>Collective Worship</p>
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## St John's Curriculum Overview: Reception



- Learn about the thinking voice
- Learn how to walk in-time with the pulse

Christmas Show