

Sacred Heart

Catholic Primary School

Curriculum Overview Reception



All children are individual and we carefully plan for each child at the current stage of development. The following overview is a summary of learning that takes place over the year with some children working at development stages earlier or later than these points. We adapt planning to suit the individual cohort, incorporating current events and interests to make learning purposeful. Summer two is a time to plug individual gaps to achieve ELG's and ensure children are prepared for Year 1.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Religion	Creation	Advent Christmas	People who help us	Lent Holy Week	Easter Pentecost	Prayer
Communication and Language	Singing sounds Welcome assembly 30 – 50: use intonation, rhythm and phrasing to make meaning clear. 30 – 50: respond to simple instructions/follow directions	Singing sounds Nativity play 30 – 50: prepositions 40 – 60: two part instructions 40 – 60: Extend vocabulary	Story/circle times – 40 – 60: use talk to organise, sequence and clarify thinking, feelings and events 40 – 60: Maintains attention and concentrates 40 – 60: listens and responds to others ideas	Mother's day assembly ELG – speaking with awareness of listener Let's move – 40 – 60: follow story without prompts. Using language to imagine. Lenten services - ELG – Listen attentively in a range of situations.	ELG – follow complex instructions Life cycle books - ELG – answer how and why questions ELG – using tenses accurately ELG – develop own narratives and explanations	End of year assembly ELG – speaking with awareness of listener.
Physical development	Pencil grip – scissor skills 30 – 50: use one handed tools PE – 30 – 50/40 - 60: negotiating space Self-registration - 30 – 50: can copy some letters Lunch time routine – 40 – 60: Eats a range of healthy foods	RWI –40 – 60: holds pencil effectively to form recognisable letters Dance – 40 – 60: Experiments with different ways of moving	Gymnastics 40 – 60: travel with skill ELG – dress independently Fine motor challenges – 40 – 60: uses simple tools	Gymnastics 40 – 60: travel with skill Fine motor challenges – handles tools, objects, construction and malleable materials safely and with increasing control. School nurse visit – 40 – 60: importance of hygiene	Apparatus – travels with confidence under over and through Games – ELG – control and coordination in a range of small and large scale movements. Fine motor challenges – ELG – handles equipment and tools effectively.	Games Dance Fine motor challenges

<p>Personal, social and emotional development</p>	<p>Making new friends 30 – 50: more confident in new social situations/ form good relationships with peers and adults Set expectations – 30 – 50: adapt behaviour. 40 – 60: aware of boundaries set and behaviour expectations of setting</p>	<p>40 – 60: ask adults for help.</p>	<p>Compassion and love 40 – 60: understands that our actions affect other people.</p>	<p>Forgiveness 40 – 60: understand that our actions affect other people/take steps to resolve conflict. Circle times – 40 – 60: negotiate and solve problems</p>	<p>Games – ELG – takes turns ELG – sensitive to the needs and feelings of others</p>	<p>End of year assembly – ELG – confident to speak ELG – take into account others ideas</p>
<p>Literacy</p>	<p>Starting school texts 30 – 50: handles books/listens and joins in with stories</p>	<p>Complete set 1 RWI 40 – 60: name and sound letters of the alphabet/hears and says initial sounds in words Group 1 – ditties 40 – 60: use letters to communicate meaning. Stick Man</p>	<p>RWI – ditties - 2/1 – get writing – set 2 40 – 60:read simple sentences Mr Wolf Pancakes/Percy the park keeper – 40 – 60: enjoy an increasing range of books. 40 – 60: Represent sounds correctly and in sequence.</p>	<p>RWI – ditties/HA – get writing groups 1,2 set 2. Group 3 - diagraphs ELG – read common and some irregular words 40 – 60: Attempts to write short sentences in meaningful contexts</p>	<p>Non-fiction texts – life cycles ELG – demonstrate understanding about what they have read. Jack and the Beanstalk ELG – write simple sentences that can be read by themselves and others.</p>	<p>The Very Hungry Caterpillar Non-fiction texts – life cycles</p>
<p>Mathematics</p>	<p>Number – 30 – 50: recites numbers in order to 10. 40 -60: counts objects to 10 and begin to count objects beyond 10. SSM – 30 – 50: talk about shapes in the environment/</p>	<p>Number - 40 -60: finds one more/less. / Selects correct numeral to represent 1 – 10 SSM – 30 – 50: begin to use positional language. 40 – 60: selects a named shape./ordering 2 or 3 objects by size./create and describe patterns</p>	<p>Number –.40 -60: Find total by combining groups/ Estimates amounts then counts to check. ELG count reliably and order numbers to 20. SSM – 40 – 60: orders and sequences familiar events. Uses everyday language related to time.</p>	<p>Number – ELG adding and subtracting single digits, counting on or back to find the answer. SSM – order objects by weight and capacity.</p>	<p>Number – ELG solve problems including doubling and sharing Growing Beans – 40 – 60: comparing objects by length or height .ELG – solve length problems</p>	<p>Greengrocer trip – ELG – Use everyday language to talk about money and solve problems</p>

<p>Understanding the world</p>	<p>Ourselves 30 – 50: Show an interest in lives of familiar people/Remembers and talks about their own experiences.</p>	<p>Bonfire night/Diwali/Christmas ELG – similarities and differences in traditions Winter – 30 – 50: notice features of the environment. Look at change. Comment and ask questions about the natural world. Ice investigation – ELG – explore how materials change.</p>	<p>Baptism 30 – 50: Talk about significant events in their lives. 40 – 60 Joins in with family customs and traditions Chinese New Year ELG – similarities and differences in traditions</p>	<p>Make mother's day video ELG – use technology for a particular purpose. Ipad sessions – complete simple programmes on the computers.</p>	<p>Growth and new life ELG – make observations about animals and plants and explain why some things occur and talk about change.</p>	<p>Growth and new life</p>
<p>Expressive arts and design</p>	<p>Singing sounds – 30 – 50: sings a few familiar songs Home corner – 30 – 50: engage in role play, based on first hand experiences.</p>	<p>Dance 30 – 50: imitates movement in response to music Music lessons – 40 – 60: builds up repertoire of songs Colour mixing – 40 – 60: explores what happens when they mix colours.</p>	<p>Workshop planning and evaluating challenges across year – 40 – 60: selects appropriate resources and adapts work where necessary/construct with purpose. Baptism – 40 – 60: create simple representations of events.</p>	<p>Workshop challenges across year – 40 – 60: selects tool and techniques to shape, assemble and join materials Music lessons – 40 – 60: explores the different sounds of instruments.</p>	<p>Music lessons – ELG – experiment with ways of changing sounds</p>	<p>Dance – ELG – represent their own ideas/ create dance and experiment with ways of changing and adapting it.</p>
<p>Enrichment Opportunities (trips, visitors, artefacts)</p>		<p>Cardinal Wiseman – Nativity Role play wedding in church Ice investigation – making icecream</p>	<p>Wing Wah trip Pancakes Role play Baptism in church</p>	<p>School nurse visit</p>	<p>Chicks Farm visit</p>	<p>Bubble investigation</p>