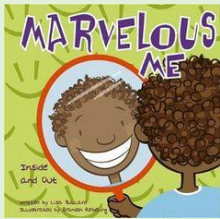







Our Lady of Perpetual Succour Catholic Primary School



Reception Curriculum Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me! 	Let's Celebrate! 	Around the World! 	Once upon a time! 	Amazing animals! 	Fun at the Seaside! 
Focus topics	Starting school My new class New beginnings Ourselves My body How have I changed? What am I good at? My Family Being Kind Halloween	Celebrations Light and Dark Autumn Christmas	Space Winter Climates Hibernation Where do you live? Customs around the world Contrasting environments	Signs of Spring Fairytales Nursery rhymes Recycling	Farm Growing life cycles Animals around the world Animal patterns Habitats	Healthy eating Underwater worlds Travel transport Diversity

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Key events	Transition Roald Dahl Day Staying safe week Reception and Year 6 Assembly Harvest Autumn	Remembrance Day Halloween Anti-bullying week Diwali World Space Week Bonfire Night Nativity Christmas Parents evening	Valentines Day Pancake Day Chinese New Year Food tasting- different cultures Internet safety day	World Book Day Mother's Day Science week Easter St George's Day Shakespeare week Our community week Parents evening	Caterpillar transformation Mental health awareness week	Transition Healthy Eating Week World Environment Day Sports Day School Trip
Texts	So Much! Room on the broom The leaf thief	Ruby's worry Stick Man The Jolly Christmas Postman	Whatever Next Winter is Here	Little Red Riding Hood Three Little Pigs	The Very Hungry Caterpillar What the Ladybird heard	Splash Anna Hibiscus Rainbow Fish
Literacy- Comprehension	-Listens to and joins in with stories and poems when reading one to one and in groups.	-Show awareness of the way stories are structured. -Use vocabulary that is increasingly influenced	-Describes main story settings, events and principal characters in increasing detail. -Re-enacts and reinvents stories they	-Suggest how a story might end or provide alternative endings to familiar stories. -Accurately anticipates key events and	-Follow a story without any picture or props. -Understand and respond to 'why' and 'how' questions linked	-Demonstrate understanding when talking with other about what they have heard.

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	<p>-Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p>	<p>by their experiences of books and poems.</p> <p>-Describes main story characters in increasing detail.</p>	<p>have heard in their play.</p> <p>-Show awareness of listener's needs when re-enacting stories.</p>	<p>responds to what they have heard with relevant comments, questions or actions.</p>	<p>to key events within a story or non-fiction text.</p>	<p>-Respond to 'how' and 'why' questions about their experiences and feelings in response to stories.</p>
Literacy- Word reading	<p><i>Read Write Inc</i></p> <p>Read single letter Set 1 sounds.</p> <p>-Know that print carries meaning.</p> <p>-Recognises own name and familiar logos.</p>	<p><i>Read Write Inc</i></p> <p>Read all Set 1 sounds; blend sounds into words orally.</p> <p>-Know that print is read from left to right, top to bottom.</p>	<p><i>Read Write Inc</i></p> <p>Blend sounds to read words; read short ditty stories.</p> <p>-Recognise familiar words such as family names or that of their friends.</p>	<p><i>Read Write Inc</i></p> <p>Read red story books.</p> <p>-With an adult, reads books to build confidence and enjoyment.</p>	<p><i>Read Write Inc</i></p> <p>Read Green storybooks; read some set 2 sounds.</p> <p>-Read books to build confidence, fluency, understanding and enjoyment.</p>	<p><i>Read Write Inc</i></p> <p>Read Green or Purple storybooks.</p> <p>-Independently engages with books and reading materials, drawing on their phonic knowledge to decode words.</p>
Literacy- Writing	<p>-Give meaning to the marks they make</p>	<p>-Write their own name and simple VC, CVC words.</p>	<p>-Begin to write recognisable lowercase letters using the</p>	<p>-Write recognisable lowercase letters that</p>	<p>-Write recognisable letters that have the</p>	<p>-Write recognisable lowercase and uppercase letters that</p>

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	<p>when drawing or painting.</p> <p>-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves or letter-type shapes.</p>	<p>-Write for a purpose including greeting cards.</p>	<p>correct formation rhyme.</p> <p>-Write for a purpose including lists and invitations.</p>	<p>have the correct start point.</p> <p>-Write for a purpose including creating their own stories and books.</p>	<p>correct start point and direction.</p> <p>-Letters are of an appropriate size for the purpose.</p> <p>-Write simple sentences.</p>	<p>have the correct start point and direction.</p> <p>-Write short sentences using a capital letter and a full stop.</p>
R.E.	Myself	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden		
Mathematics	<p>Mathematical experiences</p> <p>-Counting rhymes and songs</p> <p>-Classifying objects based on one attribute</p> <p>-Matching equal and unequal sets</p> <p>-Subitising</p> <p>-Ordering objects and sets</p> <p>-Comparing objects and sets</p> <p>-Number recognition</p>	<p>Numbers within 5</p> <p>-Count up to 5 objects</p> <p>-One more or one fewer</p> <p>-Order numbers 1-5</p> <p>-Conservation of numbers within 5</p> <p>Measures:</p> <p>-Estimate, order, compare, discuss and explore capacity, weight and lengths</p>	<p>Numbers within 10</p> <p>-Number bonds to 5</p> <p>-Count up to 10 objects</p> <p>-Represent, order and explore numbers to 10</p> <p>-One more or fewer, one greater or less</p> <p>-Subitising to 5</p> <p>-Odd numbers and even numbers</p>	<p>Numbers within 20</p> <p>-Count up to 20 objects</p> <p>-Represent, order and explore numbers to 20</p> <p>-One more and one fewer</p> <p>-Odd numbers and even numbers</p> <p>Addition and subtraction within 10:</p> <p>-Explore addition as counting on and subtraction as taking away</p>	<p>Addition and subtraction within 20</p> <p>-One more and one fewer</p> <p>Shape and pattern</p> <p>-Describe and sort 2D and 3D shapes</p> <p>-Recognise, complete and create patterns</p> <p>Money</p> <p>-Coin recognition and values</p>	<p>Have a deep understanding of numbers to 10, including the composition of each number</p> <p>Begin to have a depth of numbers within 20</p> <p>-Verbally count beyond 20</p> <p>-Explore numbers and strategies</p> <p>-Recognise and extend patterns</p>

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	<p>-2D shape recognition</p> <p>Pattern and early number</p> <p>-Recognise, describe, copy and extend colour and size patterns</p> <p>-Count and represent the numbers 1-3</p> <p>-Estimate and check by counting</p> <p>-Recognise numbers in the environment</p>	<p>Shape and sorting:</p> <p>-Describe and sort 2D and 3D shapes</p> <p>-Describe position</p>	<p>Calendar and time:</p> <p>-Days of the week</p> <p>-Seasons</p> <p>-Sequencing daily events</p>	<p>Grouping and sharing</p> <p>-Counting and sharing in equal groups</p> <p>-Grouping into fives and tens</p> <p>-Relationship between grouping and sharing</p> <p>Doubling and halving</p> <p>-Doubling</p> <p>-Halving</p> <p>-The relationship between them</p>	<p>-Combinations to total 20p</p> <p>-Change from 10p</p> <p>Measures</p> <p>-Describe capacities</p> <p>-Compare volumes</p> <p>-Compare weights</p> <p>-Estimate, compare and order lengths</p>	<p>-Apply number, shape and measures knowledge</p> <p>-Count forwards and backwards</p> <p>Numbers beyond 20</p> <p>-One more one less</p> <p>-Estimate and counting</p> <p>-Grouping and sharing</p> <p>-Odd numbers and even numbers</p> <p>Subitise up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10,</p>
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							including double facts.
Communication and language	Listening, Attention and Understanding	<ul style="list-style-type: none"> -Demonstrate 'focusing attention' by being able to focus and refocus their attention by themselves. -Listen to others in one-to-one or small groups. -Listen to familiar stories with increasing attention. -Understand the use of objects. 	<ul style="list-style-type: none"> -Listen to familiar stories with increasing attention and recall. -Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -Show understanding of prepositions such as under, on top, behind. 	<ul style="list-style-type: none"> -Demonstrate 'two-channelled attention' by maintaining focus on an activity but also listening to what is being said without stopping. -Responds to instructions with more complex elements. 	<ul style="list-style-type: none"> -Follow instructions and directions without any visual prompts or cues. -Demonstrate active listening during conversations through eye contact and non-verbal responses. 	<ul style="list-style-type: none"> -Understand humour within rhymes and jokes. -Listens and responds to ideas expressed by others. 	<ul style="list-style-type: none"> -Demonstrate 'integrated attention' by shutting out unwanted and unrelated information and concentrating only on what is necessary. -Follow a story without pictures or props.
	Speaking	<ul style="list-style-type: none"> -Talk about experiences that are familiar to them. -Confidently express a point of view using 	<ul style="list-style-type: none"> -Understand and respond appropriately to what questions. 	<ul style="list-style-type: none"> -Understand and respond appropriately to who, when and where questions. 	<ul style="list-style-type: none"> -Understand and respond appropriately to why and how questions. 	<ul style="list-style-type: none"> -Understand a range of complex sentence structures including negatives, plurals and tense markers. 	<ul style="list-style-type: none"> -Introduce a storyline or narrative into their play. -Use talk to organise, sequence and clarify

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		words and sentences involving four to six words. -Start conversations with those around them.	-Retell a simple past event in correct order. -Uses talk in pretending that objects stand for something else in play.	-Uses intonation, rhythm and phrasing to make the meaning clear to others.	-Uses talk to explain what is happening and anticipate what might happen next.	-Express ideas confidently using past and present tense in extended sentences.	thinking, ideas, feelings and events.
Physical development	Gross motor	-Climb stairs, steps and move across climbing equipment using alternate feet. -Create lines and circles pivoting from the shoulder and elbow. -Use their core muscle strength to achieve a good posture when sitting on the floor or at the table.	-Run with spatial awareness and negotiation space successfully, adjusting speed or direction to avoid obstacles. -Revise and refine fundamental movement skills such as; rolling, walking, running, hopping. -Dress and undress independently.	-Grasp and release with two hands to throw and catch a large ball or object. -Jump off an object and lands appropriately using hands, arms and body to stabilise and balance. -Talk about different factors that support their overall health and wellbeing.	-Move freely and with confidence making changes to body shape, position and pace of movement. -Show understanding of the need for safety when tackling new challenges, considering and managing some risks.	-Run, move and negotiate space with increasing skill. Adjusting speed or changing direction to avoid obstacles. -Consistently use core muscle strength to maintain a good posture when sitting at a table.	-Travel with confidence and skill around, under, over and through balancing and climbing equipment. -Handles tools, objects, construction and malleable materials with control and intention.
	Fine motor	-Use a range of tools and equipment in one hand such as; paintbrushes, hairbrushes and toothbrushes.	-Manipulate and use a range of tools in one hand competently, safely and confidently.	-Use two hole scissors to cut along a variety of straight and wavy lines.	-Use two hole scissors to cut around an object, image or template.	-Know how to thread and sew using materials such as laces.	-Develop a handwriting style which is fast, accurate and efficient.

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		<ul style="list-style-type: none"> -Use loop scissors to make snips in paper. -Show a preference for a dominant hand. 	<ul style="list-style-type: none"> -Begin to use the correct pencil grip for writing- modified tripod/ tripod grip. 	<ul style="list-style-type: none"> -Use a knife and fork to cut up food to an appropriate size. -Use anticlockwise movement and retrace vertical lines. 	<ul style="list-style-type: none"> -Hold a pencil effectively with comfortable tripod grip to form recognisable letters. 	<ul style="list-style-type: none"> -Develop a simple handwriting style, forming letters accurately. 	<ul style="list-style-type: none"> -Consistently hold a pencil and use it effectively to write lowercase letters, most of which are correctly formed.
Personal, Social and Emotional Development	Managing self	<ul style="list-style-type: none"> -Show awareness of behaviour expectations. -Usually dry and clean throughout the day and talk about when they are tired or hungry. -Name and identify different body parts. 	<ul style="list-style-type: none"> -Manage their own personal hygiene needs, including toileting and hand washing. -Understand that brushing their teeth regularly is important for their oral health. 	<ul style="list-style-type: none"> -Follow behavioural expectations with little support from adults. -Understand and talk about what a sensible amount of screen time is and that this is important for their mental health and wellbeing. 	<ul style="list-style-type: none"> -Understand and talk about good practices in regards to exercise, eating, sleeping and hygiene. Knowing that this can contribute towards good overall health. -Have a balanced diet. 	<ul style="list-style-type: none"> -Consistently model behavioural expectations. -Understand and demonstrate how to be a safe pedestrian and talk about why this is important. 	<ul style="list-style-type: none"> -Practices some appropriate safety measures without direct supervision. -Have an established and consistent daily pattern in relation to eating, toileting and sleeping routines.
	Self regulation	<ul style="list-style-type: none"> -Use talk about and describe simple emotions- happy, sad, tired. Recognising when they are feeling this way. 	<ul style="list-style-type: none"> -Use talk to describe more complex emotions- angry, worried and excited. -Recognise and manage their own feelings, 	<ul style="list-style-type: none"> -Express a wide range of feelings in their interactions with others. 	<ul style="list-style-type: none"> -Talk about how others might be feeling. -Recognise the impact of their choices and behaviours/actions on others and know that some actions and 	<ul style="list-style-type: none"> -Talk about how others might be feeling and respond accordingly with words or actions. 	<ul style="list-style-type: none"> -Attempt to repair a relationship or situation where they have causes upset and understand how their actions impact other people.

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		-See themselves as a unique and valuable individual.	socially and emotionally.	-Demonstrate increasing resilience and perseverance.	words can hurt others' feelings.	-Show the ability to persist and preserve in the face of challenge.	-Manage their feelings and tolerate situations in which their wishes cannot be met.
	Building relationships	-Seek out others to share experiences and play opportunities. -Know that words, hands and feet can be used kindly and unkindly.	-Know that people are different to themselves. -Develop particular friendships with other children showing an awareness of another point of view.	-Recognise and talk about what makes a good friend and describe the attributes of this such as; listening, sharing.	-Show an understanding of other people's needs, wants and behaviours. -Express their opinion and understand everyone can have a different opinion.	-Proactive in seeking adult support and able to articulate their wants and needs. -Be flexible and co-operate with others' based needs and wants.	-Take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support.
Understanding the world	Past and present	-Understand a simple timeline of events that happen within a day. -Talk about present events in their own life.	-Talk about the lives of familiar people. -Comment on images of familiar situations in the past.	-Talk about past and present events in their own life, and those of familiar people.	-Explore similarities and differences of the past and present by looking at photographs and artefacts.	-Talk about similarities and differences between things now and in the past, drawing on their own experiences.	-Talk about similarities and differences between things now and in the past, drawing on what has been read to them.
	People, culture and communities	-Talk about members of their immediate family and community.	-Describe people who are familiar to them. -Remember and talk about significant events in their own experience.	-Describe and talk about special times or events for family or friends.	-Understand that some places are special to members of their community. -Recognise and respect that people have	-Recognise some environments that are different from the one in which they live.	-Talk about the similarities between life in this country and life in other countries.

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		<ul style="list-style-type: none"> -Name people who are familiar to them. -Understand and talk about what makes them unique. 	<ul style="list-style-type: none"> -Talk about similarities and differences between themselves. 	<ul style="list-style-type: none"> -Show an interest in different occupations and ways of life. 	<ul style="list-style-type: none"> different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> -Draw information from a map. 	<ul style="list-style-type: none"> -Understand that some places are special to members of their community.
	The Natural world	<ul style="list-style-type: none"> -Understand the difference between the indoors and outdoors. 	<ul style="list-style-type: none"> -Describe what they see, hear and feel whilst outside. -Ask questions about the natural world. 	<ul style="list-style-type: none"> -Make observations of animals and plants and explain why changes occur. 	<ul style="list-style-type: none"> -Show an understanding of growth, decay and changes over time, including the changing seasons. 	<ul style="list-style-type: none"> -Talks about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> -Know some similarities and differences between the natural world around them and contrasting environments.
Expressive arts and design	Creating with materials	<ul style="list-style-type: none"> -Block play- bridges and passageways -Explore colours and use them with accuracy when drawing or painting. -Use tools for a purpose 	<ul style="list-style-type: none"> -Block play- enclosures - Explore colour and how colours can be changed to develop greater accuracy when drawing or painting. -Create simple drawings 	<ul style="list-style-type: none"> -Block Play - Symmetry and patterns -Develop own ideas and decide which materials to use to express them. -Use a variety of techniques to join materials. 	<ul style="list-style-type: none"> -Block Play - Early representational, functional and naming of structures -Use a variety of tools, safely and competently for a purpose. 	<ul style="list-style-type: none"> -Block Play - Later representational, complex and symbolic structures -Draw with increasing complexity and detail. -Develop their own ideas through experimentation with 	<ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively, sharing ideas, resources and skills.

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						different materials.	
	Being imaginative and expressive	<p>-Join in with moving, dancing and ring games.</p> <p>-Tap out simple repeated rhythms.</p> <p>-Experiment with instruments, exploring the sounds they make and how these can be changed.</p>	<p>-Sing to self and makes up simple songs.</p> <p>-Engage in imaginative play based on own ideas or experiences.</p> <p>-Play alongside other children who are engaged in the same theme.</p>	<p>-Listen, move to and talk about music.</p> <p>-Watch and talk about dance and performance art.</p> <p>-Use available resources to create simple props to support play.</p> <p>-Play instruments with increasing control.</p>	<p>-Use available resources to create representations of both imaginary and real-life ideas, events, people and objects.</p> <p>-Sing as part of a group, increasingly matching the pitch and following the melody.</p>	<p>-Chooses particular movements, instruments, colours and materials for their own imaginative purposes.</p> <p>-Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>	<p>-Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>-Watch and talk about dance and performance art, expressing their feelings and responses.</p>

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