

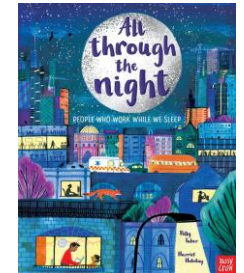
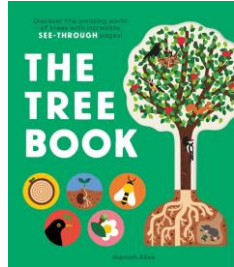
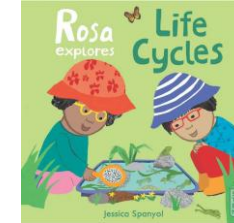
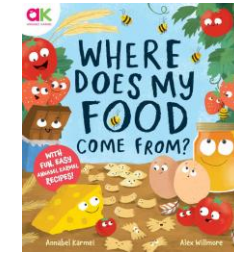
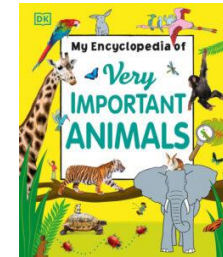
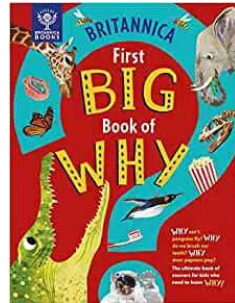
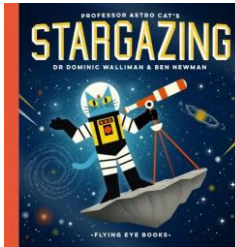
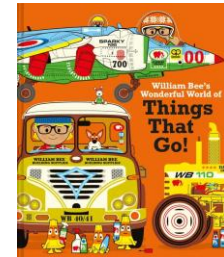
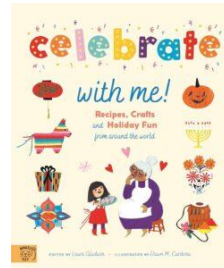
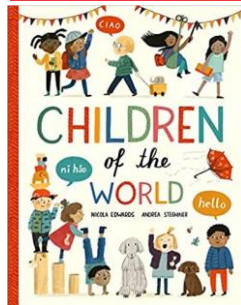
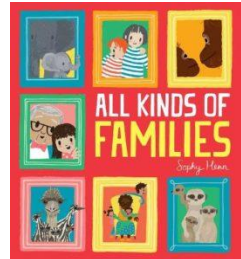
Reception Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks 4/9 - 25/10	7 weeks 4/11-20/12 Halloween - 31/10/24 Diwali - 01/11/24 Bonfire Night - 5/11/24 Remembrance Day - 11/11/24 Christmas - 25/12/24	6 weeks 6/1-14/2 Chinese New Year - 29/01/25 Library trip	6 weeks 24/2- 4/4 Holi - 14/03/25 Easter - 20/04/25 Yorkshire Wildlife Park 13th March	5 weeks 22/4- 23/5 Tropical world 6th May	7 weeks 3/6- 18/7 Eid-al-Fitr – 06/06/25-10/06/25
Topic	Marvellous Me!	Let's celebrate!	We're going on a journey...	Animal Magic	How does your garden grow?	Look at me now!
Key themes	Starting school / my new class New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Celebrations Halloween- pumpkin carving Diwali- salt dough diva lamps, rangoli patterns Bonfire night art and staying safe Remembrance day poppy crafts Does everyone celebrate in the same way? Traditional Tales Harvest Library visits The Nativity	Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong? Emelia Earhart Reduce, reuse, recycle Looking after our planet	Safari Animals around the world Climates / Hibernation Down on the Farm Animal Arts and crafts Night and day animals What's in the egg? Habitats Jungle animals Forest animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers Healthy living Weather / seasons Does the moon shine? The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Life cycles Mini Beasts Eid	Under the sea Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Compare: Now and then! How have I changed this year? What have I achieved? What do I want to achieve in the future?
Drawing Club Texts						
Story	The Colour Monster Tiger who came to Tea We're going on a Bear Hunt	Mixed Room on the Broom	Not Now Bernard The Giant Jam Sandwich	Dear Zoo Supertato	The Bad Tempered Ladybird Where the Wild things are	The Hairy Toe The Night Pirates
Tale	Goldilocks & Three Bears Jack and the Beanstalk	Gingerbread Man Little Red Riding Hood	3 Little Pigs Chicken Licken	Little Red Hen Rapunzel	The Enormous Turnip 3 Billy Goats Gruff	The Princess and the Pea Snow White

Animation	Bagpuss the old man's beard Pink Panther	Batfink Top Cat Miffy	Wacky Races Rugrats	The Magic Roundabout Poddington peas	Roadrunner	Popeye Pinky and the Brain Tom & Jerry
Texts to enhance topics						
	   	   	   	   	   	   

	  	 	  	 	 	
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Non-Fiction Books



Role Play Areas		Home corner	Home corner Celebration enhancement- Halloween/ Diwali/ Bonfire night/ Christmas	Fly me to the moon! Space theme	Animal magic... Jungle theme	The great outdoors- camping theme/ 'Where the Wild things are'	Under the sea Ocean theme
Visits/ Experiences/ Now Press Play		Keighley Police visit- Halloween and Bonfire night safety talk Autumn Walk around school grounds	Diwali Visit - parent Performing the Nativity	Litter picking Library visit	Yorkshire Wildlife Park	Tropical World Butterflies/Tadpoles	Ilkley River
P r i m e		<p style="text-align: center;"><u>ELG: Listening, Attention and Understanding</u></p> <p style="text-align: center;">Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p style="text-align: center;"><u>ELG: Speaking</u></p> <p style="text-align: center;">Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	<u>Communication & Language:</u> Listening, Attention and Understanding Speaking	<p>Listening to shared stories and discussing characters' actions.</p> <p>Beginning to ask 'who, what, where when, which' questions - relevant to what is being talked about or read.</p> <p>Express their own feelings and needs.</p> <p>Learn new vocabulary across the year and use it in conversations.</p>	<p>Finding out information about things - if they don't understand, asking more questions to get relevant information.</p> <p>Consistently listening to others' responses before responding.</p> <p>Connect one idea or action to another using 'because'.</p>	<p>To ask how and why questions.</p> <p>Describe events in some detail</p> <p>To begin to offer your own ideas and add language learnt from stories.</p> <p>Learn some poems by heart - build on rhymes they already know.</p>	<p>Sharing experiences using correct tenses.</p> <p>Use new vocabulary in different contexts.</p> <p>Creating own stories/ narratives in play, using new vocabulary correctly.</p>	<p>Build up the language learnt from stories and other texts. Use this to retell events.</p> <p>Offer explanations of things they have observed, confidently ordering time events. Yesterday, Today, Tomorrow, last week, next week.</p>	<p>Speak about events that have happened over the past year (Class assembly -Our Graduation)</p> <p>Speak confidently to a group of people (adults and children).</p> <p>Use a wide range of vocabulary.</p>

<p>PSSED:</p> <p>Self- Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others’ needs.</p>					
	<p>Settling in, learning and following class/school rules.</p> <p>To start to form relationships with new teachers and peers.</p> <p>Understand why it is important to know right from wrong.</p> <p>Know and talk about the different factors that support their overall health and wellbeing (Continue to explore over the year).</p>	<p>Start to become more confident trying new things.</p> <p>Gain confidence speaking to everyone in the class and form friendships.</p> <p>Form some friendships with peers - being sensitive to the needs of others.</p>	<p>Negotiating and sharing ideas – understand everyone has different ideas.</p> <p>Understand their own strengths.</p> <p>Start to work towards or set goals for themselves and persevere working towards these.</p>	<p>Begin to follow instructions with several steps more independently.</p> <p>Being sensitive to others feelings/ adjusting behaviour for the situation.</p>	<p>Show independence and resilience in the face of challenge.</p> <p>Show sensitivity to the needs of friends and listen to others views.</p>	<p>Confidently discuss and share, strengths and things they enjoy.</p> <p>Look at how they have grown/ developed – discuss their strengths and areas to improve.</p>
	<p>PSHE</p> <p>My Happy Mind</p> <p>The Story Project</p>	<p>My Happy Mind: Meet your brain 5 lessons</p> <p>The Jar of Happiness Emotions Friendship Happy Helpful Loss</p>	<p>My Happy Mind: Celebrate 4 lessons</p> <p>Luna Loves Library Day Family Goodbye Listening Love Manners</p>	<p>My Happy Mind: Appreciate 3 lessons</p> <p>Barbara Throws a Wobbler Anger Calm Friendship Kind Hands</p>	<p>My Happy Mind: Relate 3 lessons</p> <p>The New Small Person Friendship Pregnancy Sharing Siblings Unsafe</p>	<p>My Happy Mind: Engage 4 lessons</p> <p>Oliver’s Vegetables Exercise Healthy</p>

S p e c i f i		Love Physical Activity Sad	Parental Separation Sharing	Tantrums		Plants Water	World
	Physical Development:	Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					
	Fine Motor Skills	ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
	Gross Motor Skills	Begin to move with confidence in different ways - such as running, jumping, dancing, hopping, skipping and climbing. Getting to know the new environment - Negotiating space and adjusting speed. Start to use a range of small tools, including scissors, paint brushes and cutlery.	Begin to demonstrate balance and coordination when playing - creating obstacle courses. To use cutlery in snack area and lunch times Developing pincer pen hold and developing letter formation.	Developing ball skills – rolling, throwing, catching, bean bags into hoops/buckets. Negotiate space and obstacles safely, with consideration for themselves and others. Be confident using cutlery in lunch times Becoming more confident with pincer pen hold and developing letter formation	Developing ball skills - kicking/controlling football and passing Begin to show care when drawing (diagrams of chicks). Handwriting Practice - forming lowercase and capitals. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Bat and ball skills – balancing bean bags on bats, hitting bean bags with bags Be confident using cutlery in the dining hall. Handwriting Practice - forming lowercase and capitals.	Hop confidently and skip in time to music. Consistently use a tripod grid. Handwriting Practice - beginning to be able to write on lines and control letter size.
	Literacy:	Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
	Comprehension	ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.					
	Word Reading: Little Wandle	ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.					

c	Writing	<p>Name writing.</p> <p>Hearing initial sounds. Oral blending. Rhyme.</p> <p>Listening and responding to stories, retelling using modelled vocabulary e.g. Once upon a time...</p> <p>Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l Tricky Words is l the</p>	<p>Extending vocabulary.</p> <p>Letter formation.</p> <p>Segment and blend words.</p> <p>Write initial and end sounds.</p> <p>Recognising words and reading captions.</p> <p>Talking about stories, characters and settings.</p> <p>Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky Words as and has his her go no to into she he of we me be</p>	<p>Extending vocabulary.</p> <p>Represent some sounds in order when writing.</p> <p>Reading and writing simple captions/labels.</p> <p>Reading sentences with tricky words.</p> <p>Answering questions about stories.</p> <p>Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letter • longer words Tricky Words was you they my by all are sure pure</p>	<p>Extending vocabulary.</p> <p>Know all single letter sounds.</p> <p>Reading and writing captions/labels containing set 1 sounds and some tricky words.</p> <p>Begin to write short sentences.</p> <p>Reading sentences with tricky words.</p> <p>Phase 3 graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Tricky Words Review all taught so far</p>	<p>Extending vocabulary.</p> <p>Know at least 10 digraphs.</p> <p>Forming sentences with finger spaces.</p> <p>Starting to use a full stop.</p> <p>Starting to use capital letters at the start of a sentence.</p> <p>Beginning to write narratives.</p> <p>Read aloud books containing set 2 sounds with fluency.</p> <p>Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words said so have like some come love do were here little says there when what one out today</p>	<p>Extending vocabulary.</p> <p>Writing sentences with finger spaces and full stops which can be read by myself and others.</p> <p>Some words are spelled correctly and others phonetically plausible.</p> <p>Narrative writing</p> <p>Read aloud books containing set 2 sounds with fluency and expression.</p> <p>Start to re-read what they have written to check that it makes sense.</p> <p>Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Tricky Words Review all taught so far</p>
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	Maths:	ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.					
	Number						
	Numerical Patterns	ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.					
White Rose Maths Overview							
	Maths:	Getting to know you Match, sort and compare Talk about measure and patterns	It’s me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Consolidate
	Number						
	Numerical Patterns						
	Understanding the World:	ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.					
	Past & Present	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.					
	People, Culture and Communities	ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	The Natural World	<u>Exploring a significant person:</u>	<u>Celebrations and the natural world:</u>	<u>Journeys:</u>	<u>Changing:</u>	<u>Growing:</u>	<u>Noticing:</u>

		<p>Is everyone the same? Does that matter?</p> <p>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>My family tree. Develop an understanding of old and young.</p> <p>Is everyone's family the same?</p> <p>Where do we live? Can you talk about it?</p> <p>Bring in baby/toddler pictures - early timelines.</p> <p>Look at the lives of their grandparents - what toys did they play with? Explore how tablets are a relatively new invention.</p> <p>My life so far and then looking into the future. Use the book 'Once There Were Giants'.</p>	<p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p> <p>Do we all celebrate the same things? Why?</p> <p>Bring in pictures with family members celebrating - share their experiences.</p>	<p>Use maps to work together to navigate around the EY space and wider school.</p> <p>Look at ways we can care for our planet. Link to protecting the environment and recycling.</p> <p>Bring in pictures for children to talk about different countries they have visited - how did they get there?</p> <p>Look at hot and cold places around the world - what do you notice? Show them on a world map.</p> <p>Understand that we live in Bradford, England.</p> <p>Explore celebrations for other countries – Chinese New Year</p>	<p>Exploring the changing seasons - link to Spring time.</p> <p>Compare animals that are born in Spring.</p> <p>Do all animals come from an egg?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals/ changing trees outside the EY area.</p> <p>Looking at animals and their habitats - link it back to countries around the world and hot/ cold places from the previous topic.</p>	<p>Planting seeds in the reception garden. Observe them as they begin to grow.</p> <p>Discuss the changes they observe over the week and refer back e.g. yesterday I noticed... Today it is.. Tomorrow the seeds might...</p> <p>Start to understand that we can grow some food - fruit and vegetables and how these keep us healthy.</p> <p>Where does our food come from?</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p> <p>Explore/ Compare forests, woods and jungles.</p>	<p>How do we change over time? Create timelines of our year at school.</p> <p>Examine change over time by observing the plants and vegetables in the reception garden now they have grown.</p> <p>Understand the difference between healthy and unhealthy food.</p> <p>Oral Health- Use non-fiction books and practical experiments to help children understand why tooth brushing is so important.</p> <p>Use the book 'What Do Grown-ups Do All Day?' to help children understand about different job roles and make links to job roles of family members and their role in society.</p> <p>What job do you want when you grow up?</p>
	Expressive Arts and Design:	<p>ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p>					

	<p>Creating with Materials</p> <p>Being Imaginative and Expressive</p> <p>Art and Design/DT/ Music</p>	<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
		<p>Drawing: Marvellous marks</p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Music Focus: Exploring Sound - Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p>	<p>Painting and mixed media: Paint my world Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art.</p> <p>Music Focus: Celebration music - Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p>	<p>Structures: Junk modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> <p>Music Focus: Transport - Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Sculpture and 3D: Creation station</p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures</p> <p>Music Focus: Music and movement - Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Craft and design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p> <p>Music Focus: Musical stories - A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p> <p>Music Focus: Big band - Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>