Fossdene Primary School

Reception Curriculum Overview 2023-2024

This document outlines the order of the teaching sequence. Refer to individual subject plans for more detail.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Texts	After the Fall – Dan Santat x 2 weeks The Dot - Peter Reynolds x 2 weeks Pete the cat: I love my white shoes - Eric Litwin x 2 weeks	The Way Back Home x 2 weeks I'm coming to get you-Tony Ross x 2 weeks Aliens stole my underpants - Brian Moses x 2 week	Farmer Duck x 2 weeks Rex wrecks it - Ben Clanton x 2 weeks	Where the wild things are x 3 weeks The Magic Crayon - Amy Sparkes x 2 weeks	Julian is a Mermaid x 2 weeks Super duper you Sophy Henn x 2 weeks Bog Baby x 2 weeks	The Enormous Turnip x 2 weeks Little red hen -Ladybird books x 2 weeks The lion and the mouse - Jerry Pinkney x 2 weeks
Phonics	**Phase 2** **1-s a t p** **2-i n m d** **3-g o c k** (is) **4-ck e u r** (I) **5-h b f** l (the)	**1-ff ll ss j** (put, pull, full, as) **2-v w x y** (and, has, his, her) **3-z zz qu ch** words with s /s/ added at the end (hats sits) (go, no, to, into) **4- sh th ng nk** (she, push, of) 5- **words with s /s/ added at the end** (hats sits) **words ending s /z/** (his) **and with s /z/ added at the end (bags)** (we, me, be)	**1 ai ee igh oa** **2 oo oo ar or** (was you they) **3 ur ow oi ear** (my by all) **4 air er words with double letters: dd mm tt bb rr gg pp ff** (are sure pure) **5 longer words**	**1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear** **2 review Phase 3: er air words with double letters longer words** **3 words with two or more digraphs** **4 longer words words ending in –ing compound words** **5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/**	**1 short vowels CVCC** (said so have like) **2 short vowels CVCC CCVC** (some come love do) **3 short vowels CCVCC CCCVC CCCVCC longer words** (were here little says) **4 longer words compound words** (there when what one) **5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est** (out today)	**1long vowel sounds CVCC CCVC** **2 long vowel sounds CCVC CCCVC CCV CCVCC** **3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words** **4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/** **5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words**

White Rose Maths	Getting to know you Match & sort Making comparisons Exploring measure and pattern	Circles & triangles Spatial awareness Shapes with 4 sides Time – night & day	One more and one less Compare mass and capacity Pairs and doubles Length & height Time	Odd and even numbers 3D shapes Pattern	Patterns to 20 Adding and taking away Shape manipulation and composition	Sharing and grouping Visualising and mapping Consolidation
Mastering Number	Subitising to 4 Counting Composition of 4 More than / fewer than	Subitising to 5 Counting beyond 5 Matching numeral & quantity Composition of 5 Comparing sets	Subitising to 5 – 1 more Count to 20 Order numbers Composition of 6 Equal / unequal sets	Subitising – symmetrical pattern & doubles Numbers within 10 Counting beyond 20 Odd & even numbers Compare numbers	Subitising patterns to 10 Counting beyond 20 Composition of 10 Order sets of objects	Consolidation
Science	**Animals including humans** – Naming different body parts, identifying the different senses, different stages of growth of human beings **Living things & their habitats** – changes in seasons & the effect on flora & fauna		**Materials** – Changes in states of matter, vibrations, light & shadows, floating **Animals including humans** – Different stages of growth of animals, caring for animals		**Living things & their habitats / Plants** – Life cycles of plants, butterflies, ladybirds Changes in seasons & the effect on flora & fauna **Materials** – Natural and non-natural materials	
History	**Changes within living memory** – How have I changed? Own & family history, know about the lives of those around them in society – (Remembrance Sunday? 14 November)		**Significant historical events, people and places in their own locality** – Similarities and differences between things in the past and now Special places to members of their community How the locality has changed over the years Why do we wear different clothing in the year?		**The lives of significant individuals in the past** – Significant individuals in the past from a range of cultures	**Events beyond living memory** – Organise events using chronology, recognising that things happened before they were born
Geography	**Map skills** - Explore the use of a map Identify what a map is		**Map skills** – Explore the use of a map Identify what a map is		**Map skills & Place study** – Charlton	**Geographical skills & Fieldwork** Transport

	Draw simple maps of their immediate environment e.g. school grounds **Human & physical geography** (27 November – 5 December National tree week) Local environmental issues		Draw simple maps of their environment e.g local area around the school **Place knowledge** Comparing UK to other countries		**Location knowledge** Key features of local area	Draw information from a simple map
PE	Real PE- Unit 1- Personal **Coordination**- footwork **Static Balance**- one leg Gym	Real PE- Unit 2- Social **Dynamic Balance to Agility-** Jumping and landing **Static Balance**- Seated Gym	Real PE- Unit 3- Cognitive **Dynamic Balance**- on a line **Static Balance**- stance Dance	Real PE- Unit 4- Creative **Coordination**- ball skills **Counter balance**- with a partner	Real PE- Unit 5- Physical **Coordination**- sending and receiving **Agility**- Reaction/response Ball skills Hands	Real PE- Unit 6- Health and Fitness **Agility**- Ball chasing **Static Balance**- floor work Ball skills feet
Computing	Safe use **Algorithms –** BeeBots		Safe use **Completing programs –** IWB games		Safe use **Using technology –** iPad to take photos / videos to record work	Safe use **Use of IT beyond school –** Identify different technology around the home. Look at school website, who do the photos belong too?
Art	Self-portraits (Paul Klee)	Coil pots (Yayoi Kusama)	Lightening & darkening colours using paint (Kadinsky)	Colour mixing for a purpose (Henri Rousseau)	Nature art (Andy Goldsworthy)	Weaving (African Kente cloth)
DT	Cutting, sticking, collage, junk modelling	Textile decorations	Moving parts	Puppets using glue gun	Carnival accessories	Healthy snacks

RE	Right & wrong	Symbolism & rituals	Self & others		Living things	
	Festival: Halloween	Who am I? Festival: Diwali & Christmas	Festival: Chinese New Year Festival:	Ash Wednesday & lent Holi	Festival: Ramadan Eid al-Fitr (end of Ramadan) Festival:	Summer Solstice Eid al-Adha
RE suggested changes	Right & wrong	Self & Others Festivals: -Diwali (Hinduism) 13/11 -Christmas (Christianity) 25/12	Symbolism & rituals Festivals: -Chinese New Year (traditional Chinese festival) 10/2	Symbolism & rituals Festivals: -Easter (Christianity) 31/3 -Eid ul Fitr/end of Ramadan (Islam) 10/4	Living things	Living things Festivals: -Eid al-Adha (Islam) 17/6
Jigsaw/PHSE	Being Me	Celebrating Differences	Dreams & Goals	Healthy Me	Relationships	Changing Me
Music	**Performing** Use voice to speak/sing/chant Join in with singing Clap short rhythmic patterns Experiment with creating sounds with different instruments Perform a rhythm		**Composing** Make a range of sounds with their voice Make a range of sounds with instruments Represent sounds pictorially Begin to sequence sounds to create a rhythm or beat Repeat (short rhythmic and melodic) patterns Begin to read pictorial representations of music (e.g. colour coded bells, music story maps)		**Appraising** Say if they like or dislike a piece of music Identify and distinguish environmental sounds Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) Begin to express how music makes them feel Identify reasons why they like some music more than others	