

Loseley Fields Primary School  
Reception Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Do you want to be friends? 	Why do squirrels hide their nuts? 	Are we there yet? 	Can you read me a story? 	Why do ladybirds have spots? 	Do cows drink milk? 
Linked Texts	You choose The colour monster  goes to school The Worrysaurus The Rainbow Fish Once there were giants Nursery rhymes Shark in the park  One more digging a hole Chocolate Mousse for Greedy Goose Funnybones Room on the Broom Belonging and Believing	Bonfire poems We're going on Leaf  Hunt Leaf Man Wow! Said the Owl Owl Babies Town Mouse and Country Mouse  Dear Santa Jesus' Christmas Party The Christmas Promise The Nativity Story	Naughty Bus Emergency  Chinese New Year Who Sank the Boat? Tip, Tip, Dig, Dig Whatever next Mrs Armitage on Wheels  Astro girl The Hundred Decker Bus Mr Gumpy's Motor Car Festival of colour Non-fiction texts	Jack and the beanstalk Goldilocks and the  Three Bears We're going on a Bear Hunt The Three Little Pigs Little Red Riding Hood Gingerbread Man  Mixed-up Fairytales Non-Fiction texts Hats of Faith The Swirling Hijab The Proudest Blue	Sam Plants a Sunflower Planting a Rainbow Jasper's Beanstalk Ten Seeds The Tiny Seed Superworm The bad-tempered Ladybird Tad: A big story about a brave minibeast The Bumblebear Non-fiction text If you find a rock	A Squash and a Squeeze  Rosie's Walk Oliver's Vegetables The Little Red Hen Handa's Surprise Farmer Duck The Girl and the  Dinosaur The Dinosaur Department Store Here we are Clean up!
Enrichment/ Wow moments	The Rainbow fish	Autumn walk Fire service visit Nativity  Guy  Fawkes/Bonfire night Diwali Remembrance Day Piped Piper Theatre performance	Winter walk Police service visit Chinese New Year	Spring walk Easter bonnet parade  Easter Observing frog spawn	Live Butterfly garden Make a wormery  Planting  seeds/beans Eid	Summer walk Farm visit Class assemblies Sports Day

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<p>Communication &amp; Language</p>	<p><b>DfE Overview:</b>  The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.  By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.  Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>Communication and Language is a whole EYFS focus that is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Nativity production, class assembly, singing assembly and weekly interventions.</p>
<p>Physical Development</p>	<p><b>DfE Overview:</b>  Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.  By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.  Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>Physical Development is a whole EYFS focus that is developed throughout the year through funky fingers, drawing, pencil grip, forming letters accurately, cooperation games, ball games, building, digging, gardening, balancing, team games and scissor skills.</p>

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<b>Personal, Social and Emotional Development</b>	<p><b>DfE Overview:</b>  Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.  Underpinning their personal development are the important attachments that shape their social world.  Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.  Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.  Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.  These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
	<p style="text-align: center;">Personal, Social and Emotional Development is a whole EYFS focus that is developed throughout the year through weekly attention bucket, Zones of Regulation, class rules, routines and expectations, building relationships with a range of peers and adults, circle time, resolving conflict, team work, healthy eating, developing independence, showing our school values,</p>					
<b>Mathematics</b>	<p><b>Subitising</b></p> <ul style="list-style-type: none"> <li>• perceptually subitise within 3</li> <li>• identify sub-groups in larger arrangements</li> <li>• create their own patterns for numbers within 4</li> <li>• practise using their fingers to represent quantities which they can subitise</li> <li>• experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>• continue from first half-term</li> <li>• subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills</li> <li>• explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>• begin to count beyond 5</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>• increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>• explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>• experience patterns which show a small group and '1 more'</li> <li>• continue to match arrangements to finger patterns.</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>• explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>• become more familiar with the counting pattern beyond 20.</li> </ul>	<p><b>Subitising:</b></p> <ul style="list-style-type: none"> <li>• continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>• use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>• subitise structured and unstructured patterns, including those which</li> </ul>	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>

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	<p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>• have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>• have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>• have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>• explore a range of strategies which support accurate counting.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• see that all numbers can be made of 1s</li> <li>• compose their own collections within 4.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• understand that sets can be compared according to a range of attributes, including by their numerosity</li> </ul>	<ul style="list-style-type: none"> <li>• begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>• explore the composition of numbers within 5.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>• compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond</li> <li>• continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>• continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>• order numbers, linking cardinal and ordinal representations of number.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>• explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>• begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>• continue to compare sets by matching,</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>• begin to link even numbers to doubles</li> <li>• begin to explore the composition of numbers within 10.</li> </ul> <p><b>Comparison</b></p> <p>compare numbers, reasoning about which is more, using both an understanding of the 'how manyness' of a number, and its position in the number system.</p> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Use informal language to describe shapes</li> <li>• Identify 3D shapes</li> <li>• Explore composing and decomposing shapes</li> <li>• Solve problems, selecting blocks needed and visualising what they will build</li> </ul> <p><b>Measure</b></p> <ul style="list-style-type: none"> <li>• Order and sequence events using everyday language related to time</li> </ul>	<p>show numbers within 10, in relation to 5 and 10</p> <ul style="list-style-type: none"> <li>• be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul> <p><b>Cardinality, ordinality and counting</b></p> <ul style="list-style-type: none"> <li>• continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>• continue to develop confidence and accuracy in both verbal and object counting.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• explore the composition of 10.</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>• order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Spot patterns in the environment</li> <li>• Using familiar objects to copy or create repeating AAB patterns and beyond</li> </ul>	
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	<ul style="list-style-type: none"> <li>• use the language of comparison, including 'more than' and 'fewer than'</li> <li>• compare sets 'just by looking'.</li> </ul> <p><b>Spatial Awareness</b></p> <ul style="list-style-type: none"> <li>• Use positional language to describe location</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>• Use informal language to describe shapes</li> <li>• Identify 2D shapes</li> <li>• Explore composing and decomposing shapes</li> </ul> <p><b>Pattern</b></p> <ul style="list-style-type: none"> <li>• Spot patterns in the environment</li> <li>• Using familiar objects to copy or create repeating AB patterns and beyond</li> </ul>		<p>identifying when sets are equal • explore ways of making unequal sets equal.</p> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>• Predicting and comparing length, weight or capacity using informal and formal language</li> <li>• Becoming familiar with standard and non-standard measuring tools</li> <li>•</li> </ul>			
Literacy	<p><b>Comprehension</b> Listening and joining in with nursery rhymes Show an interest in a range of stories. Understand that pages turn from left to right. Use pictures to retell stories in their own words.</p> <p><b>Word Reading</b> Bug Club</p>	<p><b>Comprehension</b> Listening and joining in with a range of stories. Knows that print is read left to right. Repeating story language Use pictures to retell stories in their own words.</p> <p><b>Word Reading</b> Bug Club</p>	<p><b>Comprehension</b> Listening and joining in with a range of stories. Retelling what has been read in own words. Record stories through drawings/mark makings. Sequence story events. Beginning to understand that a non-fiction is a non-story-it</p>	<p><b>Comprehension</b> Listening and joining in with a range of stories. Retelling what has been read in own words inc. story language. Record stories through drawings, key words and captions. Sequence story events. Uses vocabulary and forms of speech that are increasingly</p>	<p><b>Comprehension</b> Listening and joining in with a range of stories. Retelling what has been read in own words inc. story language. Record stories through drawings, key words and captions. Uses vocabulary and forms of speech that are increasingly</p>	<p><b>Comprehension</b> Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story-it gives information instead.</p>

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	<p>Phase 2 Initial sound, oral blending, CVC sounds, reciting known stories with attention and recall, rhyming Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Tricky words: and, to, the, no, go</p> <p><b>Writing</b> Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds. Use initial sounds to label characters/ images. Silly soup. Name writing CVC words. Rhyming words. Form lower-case and capital letters correctly.</p>	<p>Phase 2 Blending CVC sounds, rhyming. Knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. Tricky words: I into, her</p> <p><b>Writing</b> Name writing, labelling using initial sounds, retelling stories. Writing initial sounds and simple captions. Identifying the letters in tricky words. Form lower-case and capital letters correctly.</p>	<p>gives information instead.</p> <p><b>Word Reading</b> Bug Club Phase 3 Blending CVC sounds whilst developing fluency, identifying and reading diagraphs in words, Tricky words: me, be, he, my, by, she</p> <p><b>Writing</b> Writing some tricky words. Writing for a range of purposes. Writing CVC, CVCC &amp; CCVC words. Story maps. Story booklets. Form lower-case and capital letters correctly.</p>	<p>influenced by their experiences of books.</p> <p><b>Word Reading</b> Bug Club Phase 3 Reading CVC words fluently, identifying and reading diagraphs in words, Tricky words: they, we, are</p> <p><b>Writing</b> Writing CVC, CVCC &amp; CCVC words. Spelling tricky words. Labels and captions. Writing short sentences to retell stories. Story maps. Letters. Recipe writing. Lists. Form lower-case and capital letters correctly.</p>	<p>influenced by their experiences of books.</p> <p><b>Word Reading</b> Bug Club Phase 4 Reading CCVC words fluently, identifying and reading diagraphs in words, Tricky words: you, all, was, give, live</p> <p><b>Writing</b> Instructional writing. Speech bubble writing. Thought bubble writing. Labelling and caption writing. Writing CVC, CVCC &amp; CCVC words. Spelling tricky words. Form lower-case and capital letters correctly.</p>	<p><b>Word Reading</b> Bug Club Review of all taught sounds Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what End of term assessments</p> <p><b>Writing</b> Writing CVC, CVCC &amp; CCVC words. Spelling tricky words. Beginning to use full stops, capital letters and finger spaces. Spelling days of the week. Speech bubble writing. Thought bubble writing. Labelling and caption writing. Form lower-case and capital letters correctly.</p>
Understanding the World	<p>Identifying our family members. Similarities and differences between families. Read fictional stories about families and start to identify changes over time.</p>	<p>Understand that people celebrate different things and in different ways. Talk about what and how we celebrate. Observe, comment and identify seasonal changes.</p>	<p>New Year, new beginnings. Share how we travel to and from school. Identify a range of transports both historic and present. Understand the function of transport.</p>	<p>New beginnings. Easter story and how people celebrate. Explore a range of traditional tales and fairy tales. Compare what is real and make believe.</p>	<p>Changes in living things. Gardening. Plant and care for seeds. Encourage interactions with the outdoors to foster curiosity and give children freedom to</p>	<p>Exploring healthy and balanced diets. Understanding where foods come from. Knowing that certain foods come from farms. Explore how fruits and vegetables are grown and harvested.</p>



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	<p>Comment on their changes over time from being a baby to now using photos.</p> <p>Dental hygiene.</p> <p>Naming different parts of the body.</p> <p>Understanding that our bodies are made up of skeletons.</p>	<p>Nocturnal animals.</p> <p>Understand why some animals hibernate or migrate in Autumn/Winter.</p> <p>Listen and recall a range of religious event/stories.</p>	<p>Understand vehicles that help us.</p> <p>Explore different places transport can travel.</p> <p>Explore maps and understand their use.</p> <p>Travel and holiday destinations.</p> <p>Draw maps of familiar places such as the classroom or their bedroom.</p> <p>Understand what is in our local area.</p> <p>Walk the school.</p> <p>Space travel.</p> <p>Road safety.</p> <p>Chinese New Year.</p>	<p>Understand the range of characters in traditional tales/ fairy tales.</p>	<p>touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Encourage exploring the immediate environment to find range of invertebrates.</p> <p>Explore and name a range of invertebrates.</p> <p>Observing the life cycle of a butterfly.</p> <p>Observe and explore the natural world including animals and plants.</p>	<p>Compare fruits and vegetables from different climates (hot and cool).</p> <p>Try a range of local (UK) and tropical fruits.</p> <p>Explore a range of farm animals.</p> <p>Positional language.</p> <p>Explore farm vehicles and their machinery.</p>
<b>Expressive Arts and Design</b>	<p>Listen and joining in with a range of nursery rhymes.</p> <p>Daily dancing.</p> <p>Mark making- Self-portraits, families.</p> <p>Creating with a range of materials-colour monster, underwater scene.</p> <p>Colour mixing-symmetrical butterflies.</p> <p>Manipulating salt dough and playdough- rainbow fish, bones.</p> <p>Cutting skills.</p> <p>Book design.</p> <p>Step-by-step drawing.</p> <p>Manipulating paper-telescopes.</p> <p>Exploring natural ingredients-chocolate mousse.</p>	<p>Listen, learn and perform a nativity.</p> <p>Listen and joining in with a range of nursery rhymes.</p> <p>Daily dancing.</p> <p>Story role play.</p> <p>Colour mixing-fireworks, leaf printing.</p> <p>Manipulating salt dough and playdough- diva lamps, leaf printing.</p> <p>Creating with a range of materials- diva lamps, sparklers, Catherine wheels, leaf art, cotton wool printing, junk modelling.</p> <p>Cutting skills.</p> <p>Mark making- fireworks.</p> <p>Wax resistance- leaf rubbing.</p> <p>Christmas cards.</p>	<p>Listen and join in with a range of music.</p> <p>Listen and joining in with a range of nursery rhymes.</p> <p>Chinese new year music and dancing.</p> <p>Daily dancing.</p> <p>Story role play.</p> <p>Creating with a range of materials-road signs, junk modelling.</p> <p>Mark making- design and build cities, vehicles.</p> <p>Manipulating paper-lanterns, Chinese dragons.</p> <p>Vehicles with moving parts.</p> <p>Artists- Van Gogh</p> <p>Cutting skills.</p>	<p>Listen and join in with a range of music.</p> <p>Listen and joining in with a range of nursery rhymes.</p> <p>Daily dancing.</p> <p>Story role play.</p> <p>Celebration cards- Easter, Eid</p> <p>Artist- Kandinsky</p> <p>Mark making- character drawing, puppets, story settings, pastels</p> <p>Creating with a range of materials- castles, fairy tale settings</p> <p>Colour mixing- watercolours.</p> <p>Manipulating salt dough and playdough- story characters</p> <p>Cutting skills.</p>	<p>Listen and join in with a range of music.</p> <p>Listen and joining in with a range of nursery rhymes.</p> <p>Daily dancing.</p> <p>Story role play.</p>	<p>Listen and join in with a range of music.</p> <p>Listen and joining in with a range of nursery rhymes.</p> <p>Daily dancing.</p> <p>Story role play.</p> <p>Salt dough and playdough- animals, fruits &amp; vegetables.</p> <p>Mark making-character drawing, puppets, still life observational drawing.</p> <p>Colouring mixing-vegetable stamp printing, animal patterns.</p> <p>Creating with a range of materials- vegetable patches, animal art.</p> <p>Manipulating paper-windmills, weaving.</p>

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	Early mapping. Artists- Kandinsky Story role play	Christmas decorations. Christmas crafts.		Manipulating paper- capas, puppets.		Cutting skills.
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