



Reception Curriculum Overview at Whitgreave Primary School

Area of Learning	Sub-Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language Evidence: WellComm data, floor books, exercise books, observation Related CPD Blogs: Five Minute Focus: Play with me FIRST Five Minute Focus: The power of teacher-led rhyme times and movement breaks	Listening, Attention and Understanding	Opportunities are used throughout the day to develop children's listening, attention, understanding and speaking skills. Examples include; Routines, Daily Key Worker times, Rhyme Times, Story Times and Assemblies. As a Read Write Inc. Phonics school, speaking and listening skill are developed throughout the day. Throughout the programme, children are asked to 'Turn to your partner' to discuss questions. They are encouraged to participate, listen attentively to their partner and respond appropriately. Children are encouraged to express themselves using a variety of feedback methods, either as a group, a partnership or individually.					
	Speaking	In provision based interactions, we comment on what children are interested in or doing, echoing back what they say, with new vocabulary added, building children's language. We read frequently to children, introducing them to new vocabulary and provide them with extensive opportunities to embed the use of these new words, in a range of contexts, through their play. We utilise the WellComm to support us in identifying swiftly children with delayed language skills. WellComm helps identify children facing speech and language barriers early, so that we are able to ensure they get the right support at the right time.					
Personal, Social, & Emotional Development Evidence: PD Floor Books, observation Related CPD Blogs: Five Minute Focus: Play with me FIRST		Living in the Wider World 1 - Class standards - Likes and dislikes - Setting simple goals - Online safety - Sensible screen time	Health & Wellbeing 1 - Caring for ourselves and others - Handwashing and germs - Hygiene and self-care - Healthy teeth. - Healthy foods. - Healthy bodies - Feelings	Relationships 1 - Kindness - Let's be friends - Sharing and turn taking - Saying sorry - Telling the truth - My family	Living in the Wider World 2 - Being a safe pedestrian - Looking After Our Planet - What is Money? - Celebrating Our Differences - People and Communities - Jobs and Community Helpers	Health & Wellbeing 2 - Feelings - Calming Down Resilience Independence - Growing and Changing - My Body (Naming Body Parts)	Relationships 2 - Making Good Choices - Good Manners - Bullying (Kindness and Leaving People Out) - Personal Space and Boundaries - Asking Permission - Secrets

Physical Development Evidence: Seesaw, observation Related CPD Blogs: Five Minute Focus: Play with me FIRST Five Minute Focus: Hold it right there! Helping children master pencil control Five Minute Focus: Little hands, big skills- Mastering Scissor Use Through Play	Gross Motor Skills	Games - Exploring personal & general space - Travelling in different ways - Changing speed & direction - Avoiding obstacles & people - Group cooperation - Consolidation & mini-games	Gymnastics - Exploring basic shapes - Balancing on different body parts - Travelling in different ways - Linking balances and travel - Using low apparatus - Simple gymnastics sequence	Dance - Moving to music - Copying & repeating actions - Moving high/low, fast/slow - Linking 2–3 movements - Group patterns - Performance & celebration	Athletics - Running - Jumping - Throwing - Catching - Combining skills - Mini athletics event	Adapted sports - Rolling & aiming - Throwing at targets - Kicking with control - Striking with equipment - Team play - Mini adapted game	Adapted sports - Revisiting skills - Simple invasion games - Striking & fielding basics - Passing & moving - Small team games - End of year festival
	Fine Motor Skills	Pupils in Reception develop proficiency, control and confidence through a wide range of play based provision, with high-quality feedback from adults. We: - Provide varied fine motor invitations (tweezers, threading, playdough) - Model correct pencil grasp and tool handling - Use finger gym activities to strengthen hand muscles such as Dough Disco and Pen Disco - Incorporate pre-writing patterns into playful contexts - Offer repeated practice with tools (cutlery, scissors, fasteners) Pencil Grip: Practitioners support children’s individual developmental progression by stage, by observing their current grip and providing appropriate activities and practise to enable them to achieve an effective Dynamic Tripod Grip. This school Blog supports practitioners in doing this effectively.					
Literacy Evidence: RWI assessments, RWI books, English books	Comprehension	Talk Through Stories - Aliens Love Underpants - Supertato - Farmer Duck - Leo and the Octopus - Room on the Broom - Winnie the Witch	Talk Through Stories - Me and My Monster - Owl Babies - Handa’s Hen - Billy and the Beast - The Scarecrows’ Wedding - Elmer - One Snowy Night	Talk Through Stories - Stick Man - Ravi’s Roar - George and the Dragon - Mog the Forgetful Cat - Burglar Bill - Lost and Found	Talk Through Stories - Zog - Gigantosaurus - The Rainbow Fish - The Koala Who Could - Hugless Douglas	Talk Through Stories - Five Minute’s Peace - On The Way Home - The Extraordinary Gardener - Billy Monster’s Daymare - The Giant Jam Sandwich	Talk Through Stories - Billy’s Bucket - Dogger - A Little Bit Brave - The Wonky Donkey - I’m in Charge - Max and the Tag-Along Moon

						Can't You Sleep, Little Bear?	
		RWI Phonics Talking about the books is an integral part of the programme. At the end of the 'Story Introduction', children are often asked to discuss with their partner what they think might happen next before reading the story for the first time. In the 'Read Aloud – Teacher' activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end. In 'Questions to talk about' at the back of each Storybook, children answer a range of 'how' and 'why' questions to check their understanding of the text.					
	Word Reading	RWI Phonics - Learn to read the first 16 single-letter Set 1 sounds - Learn to blend sounds into words orally	RWI Phonics - Learn to read all 25 Set 1 single letter sounds - Learn to blend sounds into words orally	RWI Phonics - Read all 25 Set 1 single letter sounds - Learn to blend sounds to read words - Learn to read short Ditty stories	RWI Phonics - Learn to read 31 sounds (Set 1 Special Friends) - Learn to read Red Storybooks - Learn to read the 'Red Words' <i>put, the I, no, of, my, for*, he</i>	RWI Phonics - Learn to read 35 sounds (4 double consonants) - Learn to read Green Storybooks - Learn to read the 'Red Words' <i>your, said, you, be, are</i>	RWI Phonics - Learn to read 41 sounds (first 6 Set 2 sounds) - Learn to read Green Storybooks - Learn to read the 'Red Words' <i>your, said, you, be, are</i>
	Writing	Drawing Club is intended to inspire children to become enthusiastic storytellers, thinkers and writers by harnessing their natural love of drawing, imagination and play. It provides a meaningful and engaging context for developing communication and language, literacy, personal confidence, creativity and critical thinking skills, while supporting children to progress from mark-making to purposeful writing and recording. Through shared experiences and imaginative exploration, Drawing Club helps children develop the knowledge, vocabulary and confidence needed for future learning.					
		Drawing Club Texts - Colour Monster Goes to School - Incredible You - Little Rabbit Foo Foo - Room on the Broom - Trad Tale: Jack and the Beanstalk - Animation: Batfink	Drawing Club Texts - Owl Babies - Stickman - The Jolly Christmas Postman - Mog's Christmas - Trad Tale: - Animation: Willo' the Wisp	Drawing Club Texts - The Fish Who Could Wish - Supertato - Aliens Love Underpants - Trad Tale: Chicken Licken - Animation: The Road Runner.	Drawing Club Texts - Superworm - A Little Bit Brave - Stuck - Trad Tale: The Enormous Turnip - Animation: Wacky Races	Drawing Club Texts - The Night Pirates - Anansi the Spider - Funny Bones - Traction Man - Trad Tale: Little Red Riding Hood - Animation: Bananaman	Drawing Club Texts - The Hairy Toe - Are the Dinosaurs Dead, Dad? - Priya Mistry and the Paw Prints Puzzle - Lost and Found - Trad Tale: Hansel and Gretel - Animation: Popeye
		RWI Get Writing Children learn to write each letter correctly alongside reading the letter and there is a specific 'Handwriting' activity as part of the Speed Sound lessons. Children are expected to use their phonic knowledge to help them spell words. The 'Fred Fingers' activity enables them to practise spelling the words they read. This skill is then applied during all the 'Write About' activities. Phonically-plausible spellings are					

		accepted. Children learn to compose their own sentences, rehearsing orally first using ‘Build a sentence’. The ‘Hold a sentence’ activity in the Ditty and Storybook lessons teaches children to write a simple sentence using correct spelling and punctuation. Children will use a range of Red Words (irregular common words) during their writing compositions. Children create their own narratives in every ‘Write About’ activity. Before they write, children build up each sentence orally, either as a group or in partnerships. These sentences are structured using a series of questions to develop responses. Children are supported to use full sentences through taking feedback from partner discussion, then extending and expanding when teachers paraphrase their answers.					
		Handwriting Children in Reception are discreetly taught to form letters as they are taught to read the single letter sounds in phonics. We recognise that young children need frequent opportunity to practise letter formation therefore we provide explicit handwriting instruction, in addition to phonics, three times a week. so that correct letter formation becomes automatic, efficient and fluent over time.					
Mathematics Evidence: Floor book Related CPD Blogs: Five Minute Focus: Early Number Sense: Making sure it all adds up!		• Subitising quantities to 3 • Book 1 and Book 2 • Spatial reasoning Construction and 3D shapes	• Subitising quantities to 5 • Book 3 and Book 4 • Spatial reasoning 2D shapes and shape puzzles	• Enumerating between 6 and 10 items • Book 5 • Counting up to 10 items in a collection • Pattern	• Partitioning 2, 3, 4, 5 and 10 and ‘number bonds’ for these • Books 6, 7, 8, 9 and 10 • Spatial reasoning Symmetry	• Composition of 6 – 9 Books 11 and 12 • Comparison of numbers to 10 • Books 11 and 12 • Measures	• Patterns in numbers to 10 • Book 13 • Pattern • Spatial reasoning Maps and plans • Measures
Understanding the World Evidence: Floor book	Past and Present	Focus: Personal experiences, family history, photographs and memories. • Make class timelines showing children's lives from babyhood to now • Compare baby and current photographs • Memory boxes linked to family experiences • Weekly key worker discussions about weekend events • Explore old and new toys through investigation and discussion • Create family trees with adult support • Use stories featuring family experiences and discuss similarities		Focus: Chronology and comparing past to present. • Sequence familiar routines and stories • Create visual timelines of class events • Compare transport, homes and toys from past and present • Study significant people linked to topics • Use story maps to sequence events • Investigate artefacts from different periods • Order photographs from baby to adult • Discuss changes in children's own lives		Focus: Society, changes over time and learning about history. • Study famous historical figures linked to topics • Compare school life now and in the past • Explore historical stories and events • Examine real artefacts and photographs • Learn about how transport has changed • Interview grandparents or older visitors • Create a class museum • Make "then and now" comparison books	
	People, Cultures and Communities	Focus: Family, community helpers, celebrations and belonging. • Learn about school staff and their roles • Visit key areas of the school • Invite visitors such as firefighters, police officers, nurses or postal workers • Create community role-play stations • Explore children's family traditions • Celebrate Harvest, Diwali and Christmas		Focus: Different communities, occupations and traditions. • Learn about different occupations • Compare celebrations such as Lunar New Year and Easter • Explore different homes around the world • Study simple maps and globes • Share experiences of family traditions • Create community information books		Focus: Wider world, cultures and global understanding. • Compare life in the UK with another country • Learn about significant landmarks around the world • Explore cultures represented in the class • Investigate different schools globally • Taste foods from different countries	

		- Compare celebrations represented within the class - Create class books about families and homes - Use maps to locate homes and school	- Explore stories from different cultures - Introduce different foods, music and clothing from around the world	- Learn about religious celebrations - Study maps and globes regularly - Explore stories that reflect diverse communities
	The Natural World	Focus: Seasonal change, living things and observation. - Weekly seasonal walks around school grounds - Plant spring bulbs for later observation - Observe autumn changes and collect natural materials - Make transient art using natural objects - Investigate animal homes - Establish bird feeders and observe visitors - Keep simple weather records - Explore pumpkin investigations - Observe worms, snails and insects in outdoor provision	Focus: Habitats, patterns, similarities and differences. - Investigate microhabitats outdoors - Compare woodland, ocean and desert habitats - Conduct simple investigations - Observe plant growth from seeds - Explore floating and sinking - Compare materials and their properties - Record findings using drawings and photographs - Use non-fiction texts to answer questions	Focus: Scientific enquiry, life cycles and habitats. - Observe caterpillars changing into butterflies - Study frog or chick life cycles where possible - Grow fruits, vegetables and flowers - Compare local habitats - Undertake simple investigations - Observe and record changes over time - Explore seasonal changes from autumn to summer - Create nature journals - Discuss how to care for the environment
	Technology	Focus: Purposeful technology use and cause/effect. - Take photographs of learning using tablets - Use Bee-Bots for simple exploration. - Listen to online stories - Record children's voices and play them back - Create digital self-portraits - Explore programmable and mechanical toys - Use interactive whiteboard games - Investigate torches and simple battery-operated toys	Focus: Finding information and creating digital content. - Use search engines with adult support to answer class questions - Create voice recordings about learning - Produce simple digital books - Make pictorial presentations - Use programmable toys to follow routes - Create digital art using drawing programs - Use QR hunts to find information around school - Record class learning through photographs and captions	Focus: Independent and purposeful use. - Use programmable toys to solve challenges - Produce simple videos and narrations - Use technology to research class interests - Create simple algorithms and instructions - Use child-friendly software confidently - Discuss online safety through stories and scenarios - Select appropriate technology to complete tasks independently
Expressive Arts & Design Evidence: Floor book	Creating with Materials	- Create detailed self-portraits using pencil - Construct representations of homes using blocks and recycled materials - Experiment with drawing and painting techniques - Loose parts face using natural materials	- Design and build story settings - Draw story maps with increasing detail - Select resources for a purpose - Designing story characters - Mixed-media story maps - Castle and bridge construction challenges - Exploring different joining methods	- Design animal habitats using a range of materials - Create detailed animal artwork - Explore texture through collage and sculpture - Evaluate and adapt creations - Plan and create independent projects

		- Line drawing - Self-Portrait - Colour mixing- green - Colour mixing- purple - Colour mixing- orange (making tints) - Firework paintings using a range of tools - Greeting card design and printing - Exploring colour, pattern and symmetry - Design and make celebration artefacts - Create rangoli patterns Project: - Collaborative artwork inspired by the illustrator 'Gaye Chapman'	- Creating props for role play - Create observational artwork of plants - Develop accuracy in drawing - Create sculptures inspired by nature	- Design and construct models solving a purpose - Select and combine materials effectively - Review and improve outcomes
	Being Imaginative and Expressive	- Perform familiar songs with expression - Retell personal experiences through role play - Create characters in imaginative play - Explore pulse and rhythm through music - Learn songs from different cultures - Explore dance linked to celebrations - Use instruments to accompany songs - Creating simple dances to favourite songs (Christmas concert) - Learning and performing seasonal songs (Christmas concert) - Exploring instruments to represent celebrations	- Perform traditional tales - Create dialogue in role play - Use props to extend narratives - Develop expressive storytelling - Create simple musical sequences - Respond to music through dance - Develop confidence performing to others - Creating story soundtracks using percussion	- Create animal-themed performances - Use music to represent animal movements - Develop narratives in small-world play - Perform group presentations - Create original stories and performances - Collaborate with others to perform. - Use music, movement and role play confidently - Perform to an audience
WOW Experiences and Curriculum Enhancement Opportunities including visits and visitors		- Christmas Carol Concert - Mystery family member visits "When I was a baby" stay-and-play session with parents - Community heroes dress-up day - Create a giant floor map of the local area - Walk around the school grounds and local community - School grounds walk to observe autumn changes - Invite grandparents into school to share memories and photographs	- Emergency services day - Whole-school "People Who Help Us" role-play village - Teddy bear hospital - Cooking Day - Fire fighter visit - Police community support officer visit - Dentist or dental nurse workshop - Ambulance service visit - Living eggs chick-hatching experience - Butterfly garden project - Giant bean-growing competition - Gardening week with families - Garden centre	- Passport to the World Day - Around-the-world role-play airport - Cultural storytelling festival - Airport virtual tour - Environmental superhero day - Recycling challenge week - Mini-beast safari - Biodiversity project across the school grounds - Recycling centre visit (virtual if necessary)

	• Diwali celebration day with dance and rangoli patterns • Christmas workshop and performance • Celebration carousel, exploring festivals from around the world • Polar Express or Winter Wonderland day • Visit from a local church representative • Visit from a representative of local temple, mosque or gurdwara where possible	• Farm visit • Animal handling workshop • Visit school allotment or community garden	
	• Weekly visits to school library (Literacy/C&L) • Weekly Wild Tribe outdoor learning sessions (PD/U the World) • Weekly celebration assemblies (PSED) • Weekly AHT assemblies (PSED/British Values)		
Parental Engagement	• Home visits • Literacy Workshop • C&L Workshop • PSED Workshop • Parent's Evening	• Maths Workshop • Physical Development Workshop • Easter Crafts Session • Parent's Evening	• Parent's Evening • Wild Tribe Family Session
Link Texts (Topic)	• The Everywhere Bear • Owl Babies by Martin Waddell • The Colour Monster by Anna Llenas • Super Duper You by Sophy Henn • We're Going on a Bear Hunt by Michael Rosen • The Family Book by Todd Parr • So Much by Trish Cooke • Rama and Sita: The Story of Diwali by Malachy Doyle • Lighting a Lamp: A Diwali Story by Jonny Zucker • My First Hanukkah by Tomie dePaola • The Nativity Story by Juliet David • Binny's Diwali by Thrity Umrigar • The Jolly Christmas Postman by Janet and Allan Ahlberg	• Zog and the Flying Doctors by Julia Donaldson • Police Officers on Patrol by Kersten Hamilton • A Superhero Like You by Dr Ranj Singh • Topsy and Tim Meet the Police • Busy People: Doctor by Lucy George • What the Ladybird Heard by Julia Donaldson • The Tiny Seed by Eric Carle • Jasper's Beanstalk by Nick Butterworth • The Very Hungry Caterpillar by Eric Carle • Titch by Pat Hutchins • Sam Plants a Sunflower by Kate Petty • From Caterpillar to Butterfly by Deborah Heiligman	• Amelia Jane's Aeroplane by Katie Hoorth • Handa's Surprise by Eileen Browne • My Granny Went to Market by Stella Blackstone • Lila and the Secret of Rain by David Conway • The Great Big Book of Families by Mary Hoffman • Coming to England by Floella Benjamin (selected extracts) • Anna Hibiscus by Atinuke • Somebody Swallowed Stanley by Sarah Roberts • Greta and the Giants by Zoë Tucker • The Earth Book by Todd Parr • The Last Wolf by Mini Grey • Tidy by Emily Gravett • One Plastic Bag by Miranda Paul