



# Reception Curriculum Overview – Autumn Term

EYFS framework	Autumn Term 1	Autumn Term 2
<b>Assessment</b>	<b>Reception Baseline, Hanen, Welcomm</b>	<b>Phonic assessment, Hanen, Troll, Welcomm</b>
<b>Stimulus / topic/ events</b>	The Very Hungry Caterpillar Elmer the Elephant The Rainbow Fish Harvest Handa’s Surprise	Room on the Broom Diwali - Dival’s Diwali and non-fiction texts Bonfire night - Sparks in the Sky. Stickman Christmas
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• To listen to stories, rhymes and poems.</li> <li>• To listen and follow simple instructions.</li> <li>• To take turns to listens to other pupils – circle time</li> <li>• To answer questions in a simple sentence.</li> <li>• To use new vocabulary introduced from books and through adult led activities.</li> <li>• To respond in the register.</li> <li>• To choose what school meal they want from the options given (if dinners).</li> <li>• To talk in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen to stories, rhymes and poems.</li> <li>• To listen and follow 2 step instructions.</li> <li>• To listens to other pupils – circle time</li> <li>• To answer questions in a simple sentence.</li> <li>• To use new vocabulary introduced from books and through adult led activities.</li> <li>• To understand opposites e.g. day/night, loud/quiet, bright/dull, good/evil.</li> <li>• To link sentences using “because”</li> <li>• Use why questions.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<b>School value: Peace</b> <ul style="list-style-type: none"> <li>• To develop co-operative play with each other.</li> <li>• To play co-operatively and develop relationships with children in Key Stage 1 and school buddies.</li> <li>• To develop strategies to talk about their feelings (including discussions in jigsaw sessions)</li> <li>• To begin to develop positive relationships with the staff and their peers</li> <li>• To talk about healthy food choices through Handa’s</li> </ul>	<b>School value: Peace</b> <ul style="list-style-type: none"> <li>• To play co-operatively with each other.</li> <li>• To play co-operatively and develop relationships with children in Key Stage 1 and school buddies.</li> <li>• To talk about their feelings (including discussions in jigsaw sessions)</li> <li>• To manage their own feelings</li> <li>• To develop positive relationships with the staff and their peers</li> </ul>

	<p>Surprise</p> <ul style="list-style-type: none"> <li>• To know and use healthy routines within the class: wipe nose.</li> <li>• In discussion with people they live with; to set own goals for the term.</li> <li>• To learn and understand the rules and what is expected at school.</li> <li>• To understand routines and how to follow them.</li> <li>• To talk to an adult in full sentences at snack time.</li> <li>• To use the toilet independently.</li> <li>• To wash hands independently.</li> <li>• To develop relationships with the staff and pupils.</li> <li>• To learn to wait and take turns.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and use healthy routines within the class</li> <li>• To set own goals for the next term.</li> <li>• To learn and understand the rules and what is expected at school.</li> <li>• To understand routines and how to follow them.</li> <li>• To talk to an adult in full sentences at snack time.</li> <li>• To use the toilet independently.</li> <li>• To wash hands independently.</li> <li>• To develop relationships with the staff and pupils.</li> <li>• To learn to wait and take turns.</li> <li>• To look after the class environment</li> </ul>
<b>Physical Development</b>		
<b>Gross Motor skills</b>	<ul style="list-style-type: none"> <li>• To take part in physical sessions including yoga and dance.</li> <li>• To take off their coat and hang on their peg.</li> <li>• To move energetically – running, jumping, dancing, hopping and skipping.</li> <li>• To use the trim trail to negotiate obstacles and balance.</li> <li>• To use the balance bicycles and stepping stones.</li> <li>• To use the outdoor environment</li> </ul>	<ul style="list-style-type: none"> <li>• To participate in Forest School activities – digging, mixing, tying and dragging.</li> <li>• To put on and take off wellingtons.</li> <li>• To manage own risk.</li> <li>• Balance beanbags on different body parts.</li> <li>• Carry beanbags over obstacles and attempt to balance.</li> <li>• Change direction whilst balancing beanbags.</li> <li>• Move through hoops using a variety of movements.</li> <li>• Work with others and practice to move.</li> <li>• Follow pathways with hoops.</li> <li>• Reach and stretch to retrieve and place objects.</li> <li>• Move equipment from one place to another.</li> <li>• Can step and stride across different distances and change direction.</li> <li>• Can create bridges and tunnels.</li> <li>• Work with others to travel through tunnels.</li> </ul>

		<ul style="list-style-type: none"> <li>• Create shapes with our bodies</li> </ul>
<b>Fine Motor skills</b>	<ul style="list-style-type: none"> <li>• To develop hand/eye co-ordination.</li> <li>• To experiment with mark making skills.</li> <li>• To use brushes, pencils, crayons to experiment with.</li> <li>• To begin to learn how to form letters and numbers in sand and in the air.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop hand/eye co-ordination.</li> <li>• To continue to experiment with mark making skills using different mediums e.g. chalk, pencil, crayons, whiteboard pens and interactive whiteboard.</li> <li>• To begin to learn how to form letters and numbers.</li> <li>• To take part in activities to increase hand strength.</li> <li>• To practice how to use scissors correctly</li> </ul>
<b>English</b>		
<b>Word Reading Comprehension</b>	<ul style="list-style-type: none"> <li>• To develop a love of reading</li> <li>• Parents invited for an afternoon for workshop on letters and phonics.</li> <li>• Phonic sessions daily in small groups.</li> <li>• To recognise initial sounds.</li> <li>• To take home a book to share with parents/carers.</li> <li>• To retell stories that have been read to them.</li> <li>• To talk about what might happen in a story</li> <li>• To talk about the characters in a story</li> <li>• To be introduced to new vocabulary related to reading and indoor/outdoor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop a love of reading</li> <li>• Phonic sessions daily in small groups.</li> <li>• To recognise sounds and develop oral blending. .</li> <li>• To take home a book to share with parents/carers.</li> <li>• To retell stories that have been read to them.</li> <li>• To learn new vocabulary related to reading</li> <li>• To read stories that relate to events</li> <li>• To start blending.</li> <li>• To answer 'Why' questions.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• To begin to hold a pencil correctly .</li> <li>• To begin to learn how to form letters and numbers linked to phonic teaching.</li> <li>• To experiment with mark making.</li> </ul>	<ul style="list-style-type: none"> <li>• To hold a pencil correctly.</li> <li>• To begin to learn how to form letters and numbers linked to phonic teaching.</li> <li>• To have a go at independent writing using the sounds we know.</li> </ul>

## Maths

### Number

- Perceptually subitise within 3
- Identify sub-groups in larger arrangements
- Create their own patterns for numbers within 4
- Practise using their fingers to represent quantities which they can subitise
- Experience subitising in a range of contexts, including temporal patterns made by sounds.
- See that all numbers can be made of 1s
- Compose their own collections within 4.
- understand that sets can be compared according to a range of attributes, including by their numerosity
- Use the language of comparison, including 'more than' and 'fewer than'
- Compare sets 'just by looking'.

- Objectives from the first half term are revisited as part of the daily sessions
- Subitise within 5, perceptually and conceptually, depending on the arrangements.
- 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
- Explore the composition of numbers within 5.
- Compare sets using a variety of strategies, including 'just by looking', by subitising and by matching
- 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.

### Numerical Patterns

- Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set
- Have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song
- Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting
- Have opportunities to develop an understanding that anything can be counted, including actions and sounds
- Explore a range of strategies which support accurate counting.

- Continue to develop their counting skills
- Explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand
- Begin to count beyond 5
- Begin to recognise numerals, relating these to quantities they can subitise and count.

<p><b>Understanding the World</b>  <b>Past and Present</b>  <b>People and the Communities</b>  <b>Natural World</b></p>	<ul style="list-style-type: none"> <li>• To explore the school environment and talk about what they have seen.</li> <li>• To talk about their family and people they live with.</li> <li>• To explore the garden, find bugs and discuss the natural world.</li> <li>• To explore the natural environment through Forest School</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how and why people celebrate Bonfire Night, Diwali and Christmas.</li> <li>• To know that different people celebrate different events.</li> <li>• To look at the change in seasons through the garden and Forest School.</li> </ul>
<p><b>Expressive Arts</b>  <b>Creating with Materials</b>  <b>Being Imaginative</b></p>	<ul style="list-style-type: none"> <li>• To safely use a variety of tools – brushes, paint, play-dough, cutters, pencils, scissors to make creations that they can talk about.</li> <li>• To talk about their creations.</li> <li>• To use and explore a variety of media and materials such as paints, fabrics, cardboard, playdoh, pasta and paper.</li> </ul>	<ul style="list-style-type: none"> <li>• To safely use a variety of tools – brushes, paint, play-dough, cutters, pencils, scissors to make creations that they can talk about.</li> <li>• To talk about their creations.</li> <li>• To use and explore a variety of media and materials such as paints, fabrics, cardboard, playdoh, pasta and paper.</li> <li>• To learn and perform a variety of songs.</li> <li>• To listen and respond to a wide range of music.</li> </ul>