



## St Winifred's Curriculum Overview Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	We are unique	Celebration	Transport	Traditional Tales	Growing and mini beasts	Under the sea
<b>TRIPS</b>	Park	Panto (in school)	Walk, bus, boat, train	Manor House Gardens and library	Woodlands Farm	Maritime Museum
<b>St Winifred's Way</b>	Ready, Respectful and Safe	Ready, Respectful and Safe	Ready, Respectful and Safe	Ready, Respectful and Safe	Ready, Respectful and Safe	Ready, Respectful and Safe
<b>Themed weeks and days</b>	Black History Month Harvest		Children's mental health week	World Book Day/ Holy Week	Other faiths week STEM week May is the month of Mary	
<b>Sustainability</b>	We are unique				We are Explorers- explore habitats and plants	
<b>RE</b>	God's World	God's Family	Getting to know Jesus	Sorrow and Joy	New Life	Our Church Family
<b>RE – other faiths</b>		A week focus on Judaism				
<b>Life to the Full</b>	Religious Understanding/ Me, my body, my health	Emotional wellbeing/ Lifecycles	Religious understandings/ Personal Relationships/	Keeping safe/ Living in the world	Religious understanding	Living in the wider world
<b>Communication and Language</b>	Focus on listening and maintaining attention. Responding to ideas and having discussions.	To ask how and why questions. Extend vocabulary and introduce storyline or narrative in their play.	Responding to two-part instructions.	To respond to stories and events, link statements and stick to a theme. To use story language when re-in-acting favourite tales.	Children listen attentively in a range of situations. They follow instructions involving several ideas or actions.	To demonstrate understanding about what they have read. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events.

<b>Physical development</b>	Experimenting with different ways of moving, tackling new challenges. Beginning to experiment with fine motor skills.	Negotiate space successfully, showing increasing control (pushing, patting, pulling, throwing and catching.)	To travel with confidence, jumping and landing appropriately. Using our climbing equipment, tricycles and scooters.	Children show a preference for a dominant hand in their writing. Beginning to use their phonic knowledge to write independently.	Children show awareness of the importance of exercise and a healthy diet. Talking about different food groups and ways to keep safe and healthy. Discussing and celebrating food we eat at home and trying out different ways of exercise.	They safely negotiate space when moving around. They handle equipment and tools effectively.
<b>Personal, Social and Emotional Development</b>	Settling in and learning rules and routines. Understanding actions can affect others. Learning to work collaboratively and sharing.	Show confidence to speak to others and describe themselves in positive terms.	To initiate conversations, explain own knowledge and ask appropriate questions.	To form positive relationships with adults and other children. Making friendship bracelets, playing team games and playing alongside each other and with adults.	To start to resolve their own conflicts and show sensitivity to others' needs and feelings.	Children are confident to try new activities and say what they like and what they don't like. They work as part of the class, understanding and following the rules.
<b>Literacy</b>	Giving meaning to marks made, hearing and saying initial sounds in words. Introducing Phase 2 phonics sounds.(SATPIN)	Continue with Phonics Phase 2 To know information can come from books. Writes own name and other things like labels, lists, captions, and zig-zag books.	Continue with Phonics phase 2. Introducing Phonics Phase 3. Continue rhyming strings, enjoying an increasing range of books, and using some clearly identifiable letters to communicate meaning.	Reading a range of books, using story language, retelling stories, and linking sounds to letters.	Continue with Phonics Phase 3 Children read and understand simple sentences using their phonic knowledge where appropriate. They write some irregular common words.	Phonics phase 3 and recap all sounds learned throughout the year. They write simple sentences which can be read by themselves and others.
<b>Focus books</b>	So Much. Anansi	Oi Frog, The Extraordinary Gardener TAKE OUT IN 2023 AS YR1 DO THIS.	Whatever Next! Hairy McLarey	Little Red Hood	Where the Wild Things Are, Look Up!	The Night Pirates

<p><b>Suggested Reading Books in Class (Story time twice a day. One book is a new story and the other a familiar story.</b></p>	<p>Funnybones Jojo and Gran Gran (cooking together) In My Heart Colour Monster Home Handa's Surprise It's Okay to be Different The Family book Coming to England Rosie's Walk Little Red Hen</p>	<p>Rama and Sita Nativity books Christmas books Lighting a Lamp</p>	<p>Mr Gumpy's Outing Mr Gumpy's Motor Car Engines, Engines Misc books about transport and people who help us</p>	<p>The Three Billy Goats Gruff Jack and the Beanstalk The Three Little Pigs Little Red Riding Hood The Enormous Turnip</p>	<p>The Hungry Caterpillar The Crunching Munching Caterpillar The Five Seeds Misc growing and minibeast books Tiny Seed</p> <p>Have a day where the chn come in as either the hun caterpillar or a butterfly.</p>	<p>The Seahorse Stanley the Jellyfish Sharing a Shell Commotion in the Ocean Clean Up</p>
<p><b>Mathematics (following the White Rose scheme plus NCTEM Axis programme)</b></p>	<p>Recognising numerals to 5, counting objects to 10 and beyond, using language more and fewer. Beginning to name 2D shapes.</p>	<p>Estimating how many objects you see and checking by counting. Recognising and describing 2D shapes by their properties.</p>	<p>Finding totals of numbers, beginning to use everyday language for money. Exploring Numicon as a counting aid and making number bonds to 10.</p>	<p>Records, using marks to interpret and explain. Begins to identify own maths problems.</p>	<p>Children begin to count reliably with numbers to 20. They add and subtract two single digit numbers. They recognise and describe 3D shapes by their properties.</p>	<p>They solve problems, including doubling, halving and sharing. They recognise, create and describe patterns e.g. looking at shells. They will use everyday language to think about size and weight.</p>
<p>Understanding of the World</p>	<p>Looking closely at similarities and differences, patterns and change in relation to Autumn, Harvest and Black History Month</p>	<p>Looking at different celebrations and talking about family customs and routines. To know similarities and differences in themselves and others. To talk about Bonfire night, Christmas, Diwali, Remembrance Day, Hanukkah and birthdays.</p>	<p>To know about similarities and differences in relation to materials and places, exploring the different modes of transport.</p>	<p>Completes simple programs on a computer and uses appropriate computer software.</p>	<p>To talk about the features of different environments including their own. Thinking about minibeast habitats.</p>	<p>Children will look at the similarities and differences of places and living things.</p>