









## RECEPTION (FS2) CURRICULUM OVERVIEW

*If you require any further information regarding our curriculum, please contact the school.*



	<b>Autumn Term 1</b> <i>All about me- diversity, occupations, and healthy lifestyles</i> 	<b>Autumn Term 2</b> <i>Fairy tales and Celebrations</i> 	<b>Spring Term 1</b> <i>Journeys through stories</i> 	<b>Spring Term 2</b> <i>Transport</i> 	<b>Summer Term 1</b> <i>Animals and the environment</i> 	<b>Summer Term 2</b> <i>Just Imagine- Fantasy and Dinosaurs</i> 
<b>Literacy</b>	<b>Core Texts –</b> <b>Colour Monster Goes to School</b> <b>All are Welcome Here (Diversity)</b> <b>My Mom has Two Jobs (People who help us)</b> <b>When I was little like you/ (Historical items)</b> <b>The Healthy Wolf (Healthy Eating)</b> <b>Mama Panya’s Pancakes (Cultures/Music)</b> <b>Autumn poem/ Non-fiction (Seasons)</b>	<b>Core Texts –</b> <b>Bonfire Night- poem</b> <b>Three Billy Goats Gruff</b> <b>Three Billy Goats Fluff</b> <b>The Elves and the Shoemaker</b> <b>Little Red Riding Hood</b> <b>Little Red Riding Hood and the Sweet Little Wolf</b> <b>Jolly Christmas Postman</b> <b>Nativity Story</b>	<b>Core Texts-</b> <b>The Jolly Postman</b> <b>The Magic Paintbrush</b> <b>Chapati Moon</b> <b>We’re going on a Bear Hunt</b> <b>We’re going on a Lion Hunt</b> <b>All Aboard for the Bobo Road</b>	<b>Core Texts-</b> <b>You Can’t call an Elephant in an Emergency</b> <b>Once upon a Tide</b> <b>Mr. Gumpy’s Motor Car</b> <b>Emma Jane’s Aeroplane</b> <b>Easter Story</b>	<b>Core Texts-</b> <b>Eid- Rashad’s Ramadan and Eid Al-Fitr</b> <b>Seasons- Spring Poem</b> <b>The Tiny seed – Eric Carle</b> <b>The Great Bean Machine (Recycling)</b> <b>Farm Animals- Non-fiction texts</b> <b>Whose Habitat is That?</b>	<b>Core Texts-</b> <b>Supertato</b> <b>Superworm</b> <b>Aliens Love Underpants</b> <b>Dinosaurs -non fiction</b> <b>The Koloa Who Could</b>
	<p>The children will learn single letter sounds and some special friends including sh, ch, th, qu, ng. They will begin to blend words to read and learn some high frequency words. They will listen for sounds in words to begin to segment words. They will practise building and</p>	<p>We will revise our letter sounds and practise reading longer words, phrases and simple sentences. Children will practise writing words by segmenting to hear all the letter sounds in words. We will continue to read high</p>	<p>The children will share stories from different cultures and talk about settings and characters. Children will practise writing words, phrases and simple sentences. They will begin to use special friends in their own writing.</p>	<p>The children will continue to practise writing sentences that can be read by themselves and others. They will be encouraged to read what they have written to make sure it makes sense. They will practise</p>	<p>We will look at fiction and non-fiction texts and discuss how they are different. The children will write longer words and incorporating knowledge they have acquired in phonic lessons in their own writing. They will be</p>	<p>We will explore using writing for different purposes including labelling and writing lists. They will include HFWs and diagraphs in their own writing. They will write longer pieces with more than one sentence and self-correct their work where</p>

	<p>writing words with two and three sounds. We will label self/family portraits and a healthy plate Fred talking the sounds we can hear in words to then write them. The children will listen to a variety of stories and answer questions to show they have understood what is read. They will make predictions about what will happen in the story. We will learn new vocabulary through our Write Stuff lessons.</p>	<p>frequency words. The children will learn how stories are structured and look at how traditional tales can be adapted. Children will continue to use what they have learned in phonics and apply this to their own reading and writing. During Write Stuff lessons, they will learn new words using our Grandmas Fantastic puppet.</p>	<p>Children will learn many high frequency words that can be used in our own writing. We will begin to decode longer words to read them. They will practise using the correct spelling for words that can be sounded out. In Write Stuff, we will continue to use the lenses to develop new words. We will then use these new words to develop sentences orally.</p>	<p>using capital letters, finger spaces, and full stops independently in their writing. They will decode words according to their phonics knowledge including reading some words by sight. In Write Stuff, we will think about different words that have similar meanings. They will begin to scale these words thinking about if they are negative or positive.</p>	<p>encouraged to think of and write sentences independently. Children will read their sentences back and self-correct their writing. In Write Stuff lessons, children will begin to write their own sentences using sentence starters as support.</p>	<p>needed. They will begin to use adjectives and conjunctions in their own writing. They will gain confidence in their reading and writing and many children will be able to read fluently at a good pace. During Write Stuff lessons, children will have the opportunity to think of and write their own sentences. They will use describing words linked to their experiences.</p>
<p>Maths</p>	<p><b>Match, sort and compare:</b> Children will match pictures and objects and identify a set. They will explore sorting techniques and creating sorting rules. They will begin to compare amounts.</p> <p><b>Talk about measure and patterns:</b> Children will compare size, mass and capacity. They will explore, copy, continue and create simple patterns.</p> <p><b>It's me 1, 2, 3:</b> Children will find, subitise and represent 1, 2 and 3. They will explore 1 more and 1 less as well as the composition of these numbers.</p> <p><b>Circles and triangles:</b> Children will identify, name and compare circles and triangles. They will explore and identify these shapes within the environment around them. They will be introduced to positional language such as 'in', 'on', 'under', 'over', etc.</p>	<p><b>Alive in 5!:</b> Children will be introduced to zero and consolidate their knowledge of numbers 0-5 through finding, subitising and representing. They will compare numbers and extend their learning of 1 more and 1 less and number composition. They will begin to explore conceptual subitising of numbers to 5.</p> <p><b>Mass and Capacity:</b> Children will use the language of mass such as heavy/heavier and use balance scales to explore and compare mass. Children will use different shaped containers to explore and compare capacity and develop their understanding of how full or empty something is.</p> <p><b>Growing 6, 7, 8:</b> Children will continue build on their number knowledge by finding, counting and representing 6, 7 and 8. They will extend their 1 more, 1 less understanding</p>	<p><b>To 20 and beyond:</b> Children will identify numbers up to 20 (and beyond). They will use practical methods to 'build' them and continue patterns. Verbally, children will count beyond 20 and notice number patterns.</p> <p><b>How many now?:</b> Children will explore how numbers increase and decrease when adding more and taking away. Manipulatives and visual representations will be used to identify 'how many' were added or taken away. Children will begin to hold a number in their head and count on to find a total.</p> <p><b>Manipulate, compose and decompose:</b> Children will begin to select 2-D and 3-D shapes for purpose and explore how to rotate and manipulate them. They will use positional language to explain how shapes are arranged in relation to each other. They will compose and decompose shapes and draw their own 2-D</p>			

	<p><b>1, 2, 3, 4, 5:</b> Children will build on their knowledge of number to find, subitise and represent numbers 4 and 5. They will use five frames to explore 1 more and 1 less as well as the composition of numbers 1-5.</p> <p><b>Shapes with 4 sides:</b> Children will identify, name and compare shapes with four sides. They will go on a shape hunt to identify them within the environment.</p>		<p>to these numbers and explore their composition. Through making pairs, children will be introduced to the concept of odd and even. They will find and make doubles to 8, combine 2 groups to find out how many altogether and further develop their conceptual subitising.</p> <p><b>Length, height and time:</b> Children will explore length and height using language such as longer, shorter, taller, etc. They will use non-standard units, such as bricks, to begin to measure and compare. Children will begin to order and sequence important times in the day and talk about time and significant events.</p> <p><b>Building 9 and 10:</b> Children will continue to build on their number knowledge by finding, counting and representing 9 and 10. They will extend their 1 more, 1 less understanding to these numbers, explore their composition and develop their conceptual subitising to 10. Using real objects, children will make arrangements of 10 and be introduced to number bonds to 10. They will find and make doubles to 10 to further their understanding of odd and even.</p> <p><b>Explore 3-D Shapes:</b> Children will begin to recognise and name 3-D shapes, explore them within their environment and consider which shapes are suited to different tasks (eg: rolling or stacking). They will begin to explore more complex patterns and copy and continue these.</p>		<p>shapes. Children will explore which 2-D shapes can be found within a 3-D shape.</p> <p><b>Sharing and Grouping:</b> Children will explore, share and group quantities. They will use both odd and even amounts to develop their understanding of when something is equal. They will play with and build doubles.</p> <p><b>Visualise, Map and Build:</b> Children will explore pattern by identifying repeating patterns and creating their own. They will use small-world and construction areas to replicate and rebuild scenes as well as visualise and describe them from different positions. They will verbally give instructions for building and start to explore mapping.</p> <p><b>Make connections:</b> Children will draw together the different areas of Maths they have explored throughout the year to deepen their Mathematical understanding. They will make connections, patterns and relationships between the different areas of their learning.</p>	
<p><b>Communication and Language</b></p>	<p>The children will talk about what they like about school. They will listen during class discussion and respond appropriately</p>	<p>The children will give their own explanations of things they have observed. They will practise responding</p>	<p>The children will describe and provide explanations of events and use talk to organise and clarify</p>	<p>Children will practise listening to stories and anticipate key events responding</p>	<p>Children will practise answering how and why questions in more depth and draw on their own experiences</p>	<p>Children will be encouraged to recount experiences and imagine possibilities, often connecting ideas. They</p>

	<p>to questions. During circle time and story times, children will be encouraged to think of their own answers and express their ideas. Children will learn new vocabulary and begin to use this in their play. They will begin to ask their own questions. They will share their own experiences within their families. They will have the opportunity to talk about past events in their own lives and describe these in detail. They will learn to sing songs and poems and remember some of the language in them.</p>	<p>appropriately to what others have said and stick to the main theme during discussions. They will increase their vocabulary and use new words appropriately. Children will use new vocabulary in their own conversations. They will retell familiar stories by repeating some of the language they have learned and adding some of their own words.</p>	<p>their thinking. They will use two channelled attention in large and small group activities. Children will listen to conversations and respond with their own suggestions and ideas. They will connect their ideas and actions using connectives.</p>	<p>with relevant comments and questions. They will retell past events using full sentences and try to use the appropriate tense when retelling these events. They will practise following instructions involving several ideas or actions. They will continue to practise listening attentively in a range of situations.</p>	<p>to formulate good answers. They will practise using future tense accurately when talking about events that will happen. They will use talk to work out problems and organise activities. They will talk about fiction and non-fiction books and use vocabulary we have learned through different texts.</p>	<p>will continue to develop and use a wide range of vocabulary in imaginative ways. Children will apply vocabulary they have learned previously to new situations. They will use language for a variety of purposes including adding information, expressing ideas or explaining actions or events. Children will practise listening to each other's stories, events or opinions and respond appropriately.</p>
<p><b>Personal Social Emotional Development</b></p>	<p>The children will learn about what makes a kind friendship. We will look at ourselves and our friends and learn how to play within groups, extending and elaborating our ideas through role play. They will discuss what makes them happy, sad, excited, and angry. They will talk about themselves and what they are good at. We will learn and follow the rules and routines in school. They will develop resilience when faced with challenging activities. They will manage their personal care such as toileting, staying hydrated, and getting on their own coats.</p>	<p>The children will continue to build on friendships. They will learn more about the behaviour expectations and rewards- such as the community coin scheme for being helpful and polite towards their peers and adults. They will begin to understand that their actions affect others and how to resolve any conflicts. We will continue to learn about the importance of sharing and turn taking. They will think of other's perspectives. They will</p>	<p>The children will learn how to take account of one another and how to organise their activities to include everyone's thoughts and ideas within their play. The children will continue to build their confidence in all areas of learning. They will experience learning opportunities in each zone of FS2. They will be able to share their opinion of why they like some activities more than others. They will discuss why limiting screen time is important.</p>	<p>We will continue to work on our understanding of other's needs. We will practise showing sensitivity to other's feelings and building on their relationships with adults and their peers. The children will become more confident and learn how to persevere when faced with new challenges. We will look at people that help us and how we can help others. We will explore healthy</p>	<p>The children will take greater ownership in their learning and explain their strategies to others. They will talk about their ideas and identify resources they might need for new activities. The children will talk about how they and others show feelings. They will understand that some behaviour is unacceptable. They will work co-operatively with others and show sensitivity to other's needs. They will think about how to be good citizens by caring for</p>	<p>The children will play group games with rules and understand good sportmanship. They will understand that's someone else's point of view can be different from theirs. They will work on solving minor disagreements independently through discussion. They will be confident to speak in class groups about things they enjoy, are good at and about things that they don't find easy. They will be more independent in their own learning and finding out information. They will talk about how</p>

	<p>We will explore healthy lifestyles including toothbrushing, exercise, regular sleep, and healthy eating. The children will explore similarities and differences between themselves and others. They will explore the role of different members of the community and their own roles as a citizen.</p>	<p>explore fire safety through our bonfire topic and weather appropriate clothing through our elves and the shoemaker topic.</p>	<p>The children will learn about different occupations following our learning based on the Jolly Postman story.</p>	<p>lifestyles including road safety awareness. They will think about the perspective of others through the characters in the stories we read.</p>	<p>our planet and living things.</p>	<p>they would adapt activities or learning to make future improvements.</p>
<p><b>Physical Development-</b></p>	<p>The children will learn about making healthy choices to have healthy lifestyles. They will begin to learn about how to make healthy choices in relation to exercise, eating, and hygiene. They will increase their independence when dressing to go outdoors and getting ready for lunch. They will begin to hold the pencil using the tripod grip and practise forming letters correctly. They will learn animal poses to strengthen their muscles reading for writing.</p>	<p>The children will have a weekly PE lesson where they will practice getting dressed independently. They will also learn new moves through multi skills using balls. They will practise throwing, catching and kicking balls. They will begin to identify observe the effects of activity on their bodies. We will continue to use the tripod grip when writing and use the correct letter formation. Children will have regular handwriting lessons to practise these skills.</p>	<p>During PE sessions our focus will be multiskills and ball games. We will practise throwing and catching with increasing control. We will use different types of balls to build their confidence in throwing and catching. In addition, we will continue practising our handwriting and remember where to begin letters and end.</p>	<p>During PE sessions our focus will be dance and athletics explored through our topics. We will practise moving in different ways and begin to think of our own dance moves We will also use movement and dance to express our feelings. We will practise pencil control and letter and number formation over this half term.</p>	<p>During PE sessions we will practise striking and fielding. Children will gain increasing control of objects using rackets and bats in different ways. We will continue to practise our pencil control and be able to have good control when writing sentences. We will practise keeping the letters on the line and that they go under the line when needed.</p>	<p>In PE, we will be getting ready for our sports day by practising the activities we will take part in during the day. We will continue to practise writing on the line and controlling the letter size in our handwriting. We will practise doing up buttons and laces.</p>
	<p><b>History</b> They will look at how items have changed over time through our Families topic. They will consider grandparents experiences and think about how</p>	<p><b>History</b> The children will learn about Guy Fawkes and why some people celebrate bonfire night.</p>	<p><b>History</b> The children will learn about different famous artists.</p> <p><b>Geography-</b></p>	<p><b>History</b> Children will learn about the past through the Mr. Gumpy's Motorcar story. They will compare cars of the</p>	<p><b>History</b> n/a</p> <p><b>Geography</b> They will learn how recycling is a way to</p>	<p><b>History</b> Children will learn about Dinosaurs and recognise that things were different in the past. They will begin to look at timelines. They will</p>

	<p>things were different when their grandparents were young. They will hear past stories told by grandparents.</p> <p><b>Geography</b> During the All About Me topic the children will use maps and pictures to look at the area we live in. They will use world maps to think about where different family members may live in the world. During our Families topic they will find out about African culture using a story Mama Panya's Pancakes.</p> <p><b>Science</b> Children will learn about healthy lifestyles and healthy eating. They will also observe the changing seasons and observe changes in the natural world through an autumn investigation.</p> <p><b>RE</b> We will be looking at and describing special times and events for families and friends.</p> <p><b>Computing</b>- We will talk about internet safety and limiting their use of technology as part of Healthy Lifestyles topic.</p>	<p>They will think about what historical objects might be in Grandma's house in the story of Little Red Riding Hood.</p> <p><b>Geography</b> The children will draw simple maps to help Little Red Riding Hood find Grandma's house.</p> <p><b>Science</b> We will observe damaged apples over time to observe and discuss the decaying process. They will explore a range of materials naming them and describing their properties.</p> <p><b>RE-</b> The children will listen to the nativity story. They will talk about their own traditions around celebrating Christmas and compare with others.</p> <p><b>Computing</b> Cameras for a photo booth for Christmas and filming stories with the iPads.</p>	<p>The children will listen to stories set in China, India and Africa. They will find these countries using a map and learn about landmarks and their cultures. In the stories of the We're Going on a Bear Hunt and We're Going on a Lion Hunt the children will compare different environments. This term they will explore the use of maps to represent journeys in stories. They will have opportunities to draw their own maps to represent the journey of the Jolly Postman and the Bear Hunt.</p> <p><b>Science</b> As the children learn about the different countries in this terms stories, they will make comparisons about the environments and how they differ to the environment that they live in.</p> <p><b>RE- N/A</b></p> <p><b>Computing</b> The children will use bee bots to navigate maps.</p>	<p>past with modern cars.</p> <p><b>Geography</b> Children will compare different cultures in stories and recognise different landmarks in some cities in the world.</p> <p><b>Science</b> The children will investigate floating and sinking during our story Once Upon a Tide. They will also learn how water freezes to ice and then melts back to water. They will investigate how they can speed up ice melting.</p> <p><b>RE</b> Children will learn about Easter and visit the local church.</p> <p><b>Computing</b> The children will use the interactive boards to learn about other cultures and to research historical cars.</p>	<p>care for our environment.</p> <p><b>Science</b> The children will continue to make observations of the changing seasons and describe some of the things they notice. They will plant sunflowers and other flowers and observe changes over time. The children will draw their own representations of plants and animals. During our Farm topic they will visit a farm. They will explore the world around them and compare different environments. The children will learn facts about farm animals and will talk about what they eat and where they live. They will think about where milk comes from as well. We will talk about differences and similarities of different habitats.</p> <p><b>RE</b> Children will learn about Eid and will have a visitor who celebrates Eid to talk about their traditions. They will find out the</p>	<p>think about how the world has changed since dinosaurs existed.</p> <p><b>Geography</b> They will learn what a volcano is.</p> <p><b>Science</b> They will make observations about changing states of matter as they cook their own pizza. They will begin to think about the reasons why dinosaurs are extinct. They will look at chemical reactions during a volcano investigation.</p> <p><b>RE</b> n/a</p> <p><b>Computing</b> The children will use different Literacy and Math games and programmes to consolidate their learning.</p>
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	<p>We will use different number and phonics websites on the interactive whiteboards and iPads.</p>		<p>The children will use a paint program to draw their own pictures.</p>		<p>place Muslims worship in is a mosque. They will compare what they have learned about Christianity and the Muslim faiths.</p> <p><b>Computing</b> They will take photos of different signs of spring and use iPads to find out information about animals.</p>	
<p><b>Expressive Art and Design</b></p>	<p>Children will role play playing alongside other children who are engaged in the same theme.</p> <p><b>Art</b> The children will use paint and collage materials to create self portraits and pictures of animals from other countries. They will also make Autumn collages. They will use different items for sculpting including shaving foam for ice cream and petals for sprinkles.</p> <p><b>DT</b> The children will begin to have opportunities to design and make things including bags and different vehicles. They will follow a simple recipe to make pancakes. They will practise their early skills of preparing food eg cutting, chopping</p>	<p>The children will act out and create narratives of well-known fairy tales. They will develop their own narratives through role play of their own experiences.</p> <p><b>Art</b> Children will use materials to make sparklers and firework pictures. They will have an opportunity to create a marble effect firework picture. The children will explore print and pattern when printing with shoes.</p> <p><b>DT</b> They will build with purpose, constructing their own bridges with a variety of materials. They will explore which</p>	<p>They will act out narratives based on the stories they have heard.</p> <p><b>Art</b> The children will experiment with paint and various artistic effects through our Magic Paint Brush topic. They will look at the work of some famous artists and compare them. The children will investigate different materials and how they can be combined, including story map collages.</p> <p><b>DT</b> They will design and make a post box so that the characters from a story can post their letters.</p> <p><b>Music</b></p>	<p>They will role play being in an airport using props to support their role play.</p> <p><b>Art</b> We will explore print using toy vehicles.</p> <p><b>DT</b> The children will have many opportunities to design and make things related to all our stories. For example, boats to carry toy animals across the water, emergency vehicles, Easter baskets and ice lollies. They will talk about the final product and begin to evaluate. Commenting what</p>	<p>During our animal topic children will explore life on the farm.</p> <p><b>Art</b> They will represent their own ideas, experiences through various artwork including detailed drawings, clay models and paintings. They will have some observational drawings of animals.</p> <p><b>DT</b> The children will build barns for the animals to live in using a variety of materials.</p> <p><b>Music</b> They will explore music and songs related to various animals.</p>	<p><b>Art</b> Children will design their own superhero vegetable sculpture. They will have opportunities to use watercolours to create scenes from stories.</p> <p><b>DT</b> The children design a trap for evil pea and a spaceship for the aliens. They will be learning to suggest and adapt their own designs through these creations. They will work collaboratively to design and make a spaceship for the aliens. Children will be encouraged to talk about the features of their own work and recognise the strengths and differences between their work and others. The children will continue to learn about food hygiene and food</p>

	<p>and slicing fruit and vegetables</p> <p><b>Music</b> They will explore well known nursery rhymes and learn to move to music. The children will learn to sing echo songs. They will perform movements and play instruments to a steady beat which sometimes stays the same and sometimes gets faster. They will learn to recognise and respond with movement to the structure of songs by listening carefully to lyrics.</p>	<p>materials work better for building bridges. The children will practise their early weaving and sewing skills.</p> <p><b>Music</b> The musical focus will be on high and low sounds. The children will develop listening skills through matching movement to pitch. They will also sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Finally, they will learn new songs with actions for our Christmas performance.</p>	<p>They will learn to accompany stories with descriptive music. As they create and combine sounds, they will develop their understanding of musical texture. They will also explore the structure of different songs such as cumulative and echo songs.</p>	<p>they like about it and how they would change it or make it even better.</p> <p><b>Music</b> We will start the term with a session called The Journey. They will then listen to music from other cultures and create their own performances. The overall musical focus will be on loud and quiet sounds. We will create music to describe a storm and respond in movement to loud and quiet drumming sounds related to a story. We will also learn to use a graphic score.</p>	<p>During our Caterpillar session they will explore loud and quiet sounds as they learn about the life cycle of a butterfly. Using a simple graphic score, they will perform a combination of sounds related to farm animals. They will also explore beat and tempo with our session called Spider Tricks. Finally, they will explore and combine a variety of environmental sounds using litter.</p>	<p>preparation when making a vegetable pizza.</p> <p><b>Music</b> They will explore sounds associated with the seaside and perform a seaside symphony using vocal sounds. They will look at the structure of cumulative and "call and response" songs. They will also explore pulse and rhythm with a lovely African passing game using pebbles, and with our sessions on dinosaurs. Finally, they will create and perform expressive music to accompany a narrative (Teddy Bear Picnic) responding to a storyboard.</p>
<p><b>Enrichment</b></p>	<p><b>Visitors into FS2</b> People who help us- Nurse Grandparents will visit and share stories of what it was like when they were young.</p>	<p><b>Visitor</b> Local Minister- Nativity Story.</p>	<p><b>Chapatti tasting-</b> They will experience food from a different culture.</p>	<p><b>Visitor- Police</b> <b>Visit to Church</b> The children visit a local church and make observations. <b>Food Preparation-</b> Prepare hot cross buns.  Children will design and make a frozen fruit lolly as part of</p>	<p><b>Growing</b> Children will grow a sunflower.  <b>Visit to a Farm</b> The children will visit and learn about animals on the farm. They will feed the lambs, goats, and sheep. They will go on a tractor ride and learn about the different areas of a farm.</p>	<p><b>Cooking</b> Children will make vegetable pizza faces.</p>

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