



Reception Curriculum Overview 2021-22

This is a fluid overview and guidance and will be subject to change as the interests of the children develop and are known as they settle into school in September 2021

| Class Reception | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Topic | Grand Designs | | Down at the Bottom of the Garden | | Out of This World | |
| UTW- People, Culture and Communities | <p style="background-color: yellow;"><u>Human and Physical Features</u></p> <p><u>Houses and Homes</u></p> <p>To recognise human & physical features in the context of children's own locality.</p> <p>To understand basic geographical features: houses (human features)</p> | | <p style="background-color: yellow;"><u>Geographical Skills and Fieldwork</u></p> <p><u>Our School</u></p> <p>To use simple observation/fieldwork skills to study the immediate surroundings. In the context of children's own locality.</p> | | <p style="background-color: yellow;"><u>Place & Locational Knowledge</u></p> <p><u>How Does the Weather Affect Us?</u></p> <p>To understand seasonal weather patterns in the context of the weather of The UK.</p> <p>To identify daily weather patterns (dangerous/adverse weather) in the context of the UK weather.</p> | |



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| <p>UTW - Past and Present</p> | <p><u>Changes within living memory during 2 weeks settling</u> Discover rituals and routines of contemporary lives. Contrast with those of the past generations prompted by the 'Little Mouse' who lives in the corner of the classroom.</p> | <p><u>Significant individual in the past who have contributed national and international achievements</u> Victorians - Railways Isambard Kingdom Brunel</p> <p><u>November: War Remembrance 2021</u></p> | | <p><u>Changes within living memory</u> <u>Music</u> Investigate how our experience of music has changed over the last 50 years. Look into changes in our musical tastes, styles of music and how we experience these inside and outside our homes.</p> | | <p><u>Events beyond Living Memory</u> Transport First Space Flight Examine forms of transport and how this has change over time.</p> |
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| <p>Expressive Arts and Design Creating with Materials</p> | <p>Drawing & Painting Self-portraits Colour Chaos Enjoys making marks, signs and symbols on a variety of types of paper Is spontaneously expressive, using marks, lines and curves Explores making marks on a variety of papers Uses a variety of tools to spread paint - straws, matchsticks as well as brushes</p> | | <p>Collage & Printing Handles different materials from the class "bit box" Selects and sorts, cuts, tears, stitches and discusses Random experimental printing with hands, feet, found materials Uses one colour of paint or ink on a block</p> | | <p>Photography & Textiles(including DT) Becomes aware of photography as an art form Collects photographs for a theme Nature and Man Made Materials Handles and manipulates materials such as threads, cottons, wool, raffia, grass Is aware of colour, texture and shape</p> | |
| <p>EAD: Design Technology Creating with Materials</p> | <p>Machines & Automation Moving Pictures - Levers and hinges linked to <i>Literacy</i> Traditional Stories Xmas Enterprise</p> | | | | <p>Recipes and Product Creation Use basic principles of healthy and varied diet to prepare dishes linked to <i>Computing</i>.</p> | |
| <p>EAD: Being Imaginative and Expressive Music Scheme/Home - Make Music Gloucestershire (makemusicgloucestershirech.aranga.org.uk)</p> | <p>Me!</p> | <p>My stories</p> | <p>Everyone!</p> | <p>Our World</p> | <p>Big Bear Funk</p> | <p>Reflect, Rewind and Replay</p> |



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| <p style="text-align: center;">UTW: The Natural World</p> | <p style="text-align: center;"><u>Scientists and Inventors</u></p> <p>All children should be able to: • observe and describe 4 properties of plastic; • identify common zoo animals; • sort animals into 3 groups based on their body parts; • name 4 sensory plants; • choose their favourite sensory plant from a selection; • observe and describe the local weather; • identify common pets; • describe how vets look after animals; • take part in an investigation to find out the best materials to keep us warm.</p> | <p style="text-align: center;"><u>Animals including Humans</u></p> <p>Identify and name variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> | <p style="text-align: center;"><u>Seasonal Changes: Weather</u></p> <p>Observe changes across the four seasons Observe and describe weather associated with the seasons</p> | <p style="text-align: center;"><u>Everyday Materials</u></p> <p>Describe the simple physical properties of variety of everyday objects</p> | <p style="text-align: center;"><u>Plants</u></p> <p>Identify and name variety of common plants including garden plants, wild plants and trees</p> <p style="text-align: center;"><u>Sink or Swim:</u> Sinking and Floating</p> |
| <p style="text-align: center;">Computing</p> | <p><u>Traditional Tales</u></p> <p>We are Digital Readers We are talkers We are film producers We can record soundtracks We are Healthy</p> | <p><u>Animals</u></p> <p>We are shape makers We are creative We have confidence We are DJs</p> | <p><u>Food</u></p> <p>We have feelings We are successful We can understand instructions We can exercise</p> | | |
| | <p><u>Digital Literacy</u></p> <p>Internet Safety: Going places safely & Information Literacy A-B-C searching</p> | <p><u>Digital Literacy</u></p> <p>Privacy and Security Keep it Private and Creative Credit</p> | <p><u>Digital Literacy</u></p> <p>Internet Safety: Going places safely & Relationships and Communication</p> | | |
| <p style="text-align: center;">PD: Gross Motor PE</p> | <p style="text-align: center;">Balance Ability & Dance Lancashire SOW: The Three Little Pigs</p> | <p style="text-align: center;">Lancashire SOW: Gymnastics- All Afloat on Noah's Boat linked to RE what stories are special and why Yoga</p> | <p style="text-align: center;">Lancashire SOW: Amazing World Travelling and Game activities Athletics (linked to Sport's Day)</p> | | |



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| <p style="text-align: center;">RE People, Culture and Communities</p> | <p style="text-align: center;">Being Special: where do we belong?</p> | <p style="text-align: center;">F2 INCARNATION : Why do Christians perform Nativity Plays at Christmas?</p> | <p style="text-align: center;">What times/stories are special and why?</p> | <p style="text-align: center;">F3 SALVATION: Why do Christians put a cross in an Easter garden?</p> | <p style="text-align: center;">F1 GOD/ CREATION: Why is the word 'God' so important to Christians?</p> | <p style="text-align: center;">What places are special and why?</p> |
| <p style="text-align: center;">PSED: PSHE Self-Regulation Managing Self Building Relationships</p> | <p style="text-align: center;"><u>HEALTH AND WELL BEING:</u></p> <p><u>Developing Risk Management: Keeping safe - People who help us :</u></p> <p>Fire Safety, road safety, sun smart, safe use of medicines, Taking responsibility for themselves, know what adults are responsible for.</p> <p>RSE: Responsibility</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p><i>Group and Class Rules - What are our school, class and group rules?</i></p> | <p style="text-align: center;"><u>LIVING IN THE WIDER WORLD</u></p> <p><u>How media, commerce and social issues shape our understanding of the world - Internet Safety</u></p> <p>Games, applications, TV streaming,</p> <p>Passwords/Access codes, PINS</p> <p>Appropriate websites.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p>Group and Class Rules - How can we help each other?</p> | <p style="text-align: center;"><u>HEALTH AND WELL BEING:</u></p> <p><u>Understanding personal change and responsibility - All about me - All about me.</u></p> <p>Valuing their bodies and capabilities, Knowing what makes each of us unique and special, Brushing teeth, Hygiene, Being aware of body needs.</p> <p>RSE: Keeping Ourselves Clean.</p> <p>RSE: People who help us.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p>Rights and responsibilities - What is the difference between a want and a need?</p> | <p style="text-align: center;"><u>RELATIONSHIPS</u></p> <p><u>Understanding the dynamics of healthy relationships - friends and kindness</u></p> <p>Protective behaviours (understanding what makes you and others feel happy or sad)</p> <p>Identifying kindness</p> <p>RSE: Growing up.</p> <p><i>Citizenship: (See Key Questions - use Year 1 and adapt)</i></p> <p><i>Contributing to the life of the classroom and the school - What do we mean by community?</i></p> | | |



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| MFL | <p>Children learn simple familiar songs throughout the school year.</p> <p>We aim to expose children to MFL vocabulary such as numbers 0-10; Greetings: Hello, Goodbye; Colours; Fruit; Instructions and Pets.</p> | | | | | |
| British Values | <p><u>Democracy</u> - Children self-initiate activities and often choose a partner to play or work with.</p> <p><u>Rules of Law</u> - Classroom rules are agreed and children follow them. Parents, children and teachers sign a Home/School Agreement.</p> <p><u>Individual Liberty</u> - Reflect and</p> | <p><u>Democracy</u> - The children's views are important and are taken into account with the setting. They can say when they do or don't need help.</p> <p><u>Rules of Law</u> - Play co-operatively by taking turns with others. Understand why rules must be followed and adjust behaviour appropriately to different situations. Children know that some behaviour is</p> | <p><u>Democracy</u> - Children are given opportunities to develop enquiring minds in an environment where questions are valued.</p> <p><u>Rules of Law</u> - Promoting values and rules with the individual child's family and home.</p> <p><u>Individual Liberty</u> - Children are actively encouraged to make choices, knowing they are in a safe and</p> | <p><u>Democracy</u> - Children influence the content of the assemblies.</p> <p><u>Rules of Law</u> - Everyone has the right to take part in the assemblies and others must value their participation.</p> <p><u>Individual Liberty</u> - Children have the freedom to choose which part of the assembly they are confident to perform in.</p> | <p><u>Democracy</u> - Children to have the opportunity to make decisions in selecting their activity and resources either indoors or outdoors.</p> <p><u>Rules of Law</u> - Follow rules to use tools safely and negotiate apparatus. <u>Individual Liberty</u> - Allow children to take risks within a controlled environment.</p> <p><u>Respect and Tolerance</u> - Value other</p> | <p><u>Democracy</u> - Children have choices to make in terms of media, instruments and role play they use. Recognise people have different opinions and views.</p> <p><u>Rules of Law</u> - Use tools and equipment safely by following clear guidelines and rules.</p> <p><u>Individual Liberty</u> - Children have freedom of choice to express their personal</p> |



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| | <p>embrace other people's similarities and differences.</p> <p><u>Respect and Tolerance</u> - A diversity of resources including dressing up clothes, left and right handed scissors and multicultural displays. These will challenge gender, cultural and racial stereotyping. Respect for the environment and other cultures.</p> | <p>unacceptable.</p> <p><u>Individual Liberty</u> - engage in activities to promote confidence and a positive wellbeing.</p> <p><u>Respect and Tolerance</u> - Respond positively to what others say and do.</p> | <p>supported setting.</p> <p><u>Respect and Tolerance</u> - Children are aware of the diversity within their local community.</p> | <p><u>Respect and Tolerance</u> - A variety of themes to challenge gender, cultural and racial stereotyping.</p> | <p>children's talents and space.</p> | <p>creativity.</p> <p><u>Respect and Tolerance</u> - Resources and experiences to promote understanding and tolerance of the multicultural society in which we live.</p> |
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