

**CROSSLEY HALL Primary School**  
**Reception Curriculum Overview 2021-2022**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals to be celebrated throughout the year.	7 weeks	7 weeks Halloween - Bonfire Night - Diwali - Christmas -	6 weeks Chinese New Year -	5 weeks Holi - 2 Easter -	7 weeks Eid-al-Fitr	7 weeks
Theme	Marvellous Me!	In the deep dark woods	Superheroes	The Circle of Life	Don't lose it, Reuse it!	Jungles
Key Questions	<p>How do I look after my classroom?</p> <p>How are you the same and different to your friends? Is it ok to be different?</p> <p>How do you feel when...?</p>	<p>What are the habitats of animals in the woods?</p> <p>When do woodland animals sleep?</p> <p>Does everyone celebrate in the same way?</p> <p>Do I know what people celebrate by looking at them?</p>	<p>What makes someone a superhero?</p> <p><b>How</b> do people keep us safe in the community?</p> <p>What job would you like to do when you grow up?</p>	<p>What do baby animals need to survive?</p> <p>How do animals change over time?</p> <p>How do plants change over time?</p> <p>What changes happen in the world around us?</p> <p>How do the plants change in each season?</p>	<p>What are the properties of different materials?</p> <p>How can we help to look after our planet?</p>	<p>What animals live in a warmer climate?</p> <p>What is the difference between a safari and jungle? What animals live in each place?</p> <p>Would you prefer to visit a hot or cold place? Explain why</p>
Hook	Eggs in Owl nest	Footprints in the classroom	Supertato: injured vegetables in the room.	Delivery of Seeds, with instructions on how to grow	Video of Rocket and man on the moon.	Fruit Basket delivery with exotic fruits, e.g.

					them.	NF: Lots of rubbish tipped out around the room.	pineapple, mango, etc to taste.
Key Texts		Gingerbread man  Owl Babies non fiction	The Gruffalo  Elf on shelf – non fiction?	On the Way Home  Supertato	Rosie’s Walk	Whatever Next	Handa’s Surprise
Role Play Areas		Home Corner	Indian restaurant  Christmas House	Doctors  Police Station	Vets  Healthy eating cafe	Recycling Centre	Jungle
Visits/ Experiences/ Now Press Play		Local Area Walk	<b>NPP: The Christmas Story</b>  Nativity Performance	<b>NPP: People who Help us</b>  <b>Dress up Day for Vegetable party</b>	<b>NPP: Jack and the Beanstalk</b>  Chicks	<b>NPP: Space</b>	Visit to Yorkshire Wildlife Park
P r i m e	<b><u>Communication &amp; Language:</u></b>	Listening to shared stories and discussing characters actions.	Maintains concentration during a short activity.	Listens to peers and begins to respond appropriately.	Listens and joins in during a range of activities with increasing concentration.	Anticipates, responds and asks questions about stories read.	Listens to peers and responds appropriately in a range of contexts.
	<b>Listening, Attention</b>	Confidently answers ‘who, what, where when’ questions with increasing confidence for how and why.	Gives relevant comments in response to stories.	To understand and answer how and why questions about stories.	Follows instructions with several parts.	Can listen and respond to the ideas of others whilst engaged in an activity.	Understand and answer how and why questions about a range of stories and experiences.
	<b>Understanding</b>	Joining in with repeated refrains in stories and rhymes.	Follows 2 part instructions.	Beginning to retell stories using props but without pictures.	Sharing experiences using correct tenses.	Can retell stories confidently without pictures/props.	
	<b>Speaking</b>		Beginning to ask ‘who, what, where when’ questions.	To begin to offer	Creating own stories/ narratives into play, using new		Speak about events that have happened over the past year and use some

		<p>Uses full sentences to communicate with adults and peers.</p> <p>Extending Vocabulary</p>	<p>Uses talks to clarify and express feelings.</p> <p>Use language to recreate experience in role play.</p>	<p>ideas and add language learnt from stories.</p>	<p>vocabulary correctly.</p>	<p>Build up language from stories and use to retell.</p>	<p>correct time phrases.</p> <p>Speak confidently to a group of people (adults and children).</p> <p>Use a wide range of vocabulary to communicate and express selves.</p>
	<p><b><u>PSED:</u></b></p> <p><b>Making Relationships</b></p> <p><b>Self confidence and Awareness</b></p> <p><b>Managing Feelings and behaviour</b></p>	<p>Play alongside peers to begin to form friendships.</p> <p>Settling in, learning and following class/school rules.</p> <p>Understand why it is important to know right from wrong.</p>	<p>Form positive relationships with adults and children in the class.</p> <p>Start to become more confident trying new things.</p> <p>Gain confidence speaking to everyone in the class and form friendships.</p> <p>Understand and follow the rules and routines of the classroom.</p>	<p>Initiate conversation with peers.</p> <p>Begin to ask adults for help if they need it.</p> <p>Choose resources they need for chosen activities.</p> <p>Negotiating and sharing ideas – understand everyone has different ideas.</p> <p>Turn taking: Understanding we sometimes have to wait for our turn.</p>	<p>Listen and respond appropriately in conversation with adults and peers.</p> <p>Confident to try new things.</p> <p>More confident to talk in a familiar group .</p> <p>Being sensitive to others feelings/ adjusting behaviour for the situation.</p>	<p>Listen to the ideas of others and follow these in play.</p> <p>Confidently asks adults for help where necessary.</p> <p>Talks about ideas with peers and adults.</p> <p>Show sensitivity to the needs of friends and listen to others views.</p> <p>Begin to negotiate problems appropriately, with some independence.</p>	<p>Play cooperatively with a range of peers.</p> <p>Discuss and share strengths and things they enjoy and don't enjoy.</p> <p>What can I do now that I couldn't do before?</p> <p>Play cooperatively, turn take and share in a range of situations.</p>

	<p><b><u>Physical Development:</u></b></p> <p><b>Physical</b></p> <p><b>Health and Self Care</b></p>	<p>Me and Myself</p> <p>Learn to travel in different ways.</p> <p>Beginning to negotiate space.</p> <p>Become more confident using different tools – paint brushes, scissors etc.</p> <p>Manage routines e.g. lining up, mealtimes</p> <p>Manage self care with increasing independence.</p> <p>Using cutlery in the dinner hall.</p>	<p>Movement</p> <p>Move with confidence in different ways, running, jumping, skipping, hopping.</p> <p>Negotiating space and adjusting speed to move with control.</p> <p>Balancing.</p> <p>Becoming more confident using Tripod Grip for mark making.</p> <p>Begin to form some recognisable letters.</p> <p>Using cutlery in the dinner hall.</p> <p>Putting on jumpers/coats/shoes</p>	<p>Ball Skills</p> <p>Dribbling, rolling</p> <p>Consistently using tripod grip with dominant hand.</p> <p>Forming recognisable letters.</p> <p>Discuss the importance of healthy diet and exercise, including sleep.</p> <p>Manage self care independently, toileting, hand washing, changing clothes.</p> <p><b>Zipping up coats</b></p>	<p>Throwing and Catching</p> <p>Throwing, catching, bean bags into hoops/buckets.</p> <p>Bat and ball skills – balancing bean bags on bats, hitting bean bags with bags</p> <p>Begin to show care when drawing</p> <p>Forming letters with increasing accuracy.</p> <p>Discuss how to stay healthy and safe: including toothbrushing.</p>	<p>Dance</p> <p>Hop confidently and skip in time to music.:</p> <p>Follow routines to move to music</p> <p>Handle a range of tools effectively.</p> <p>Forming letters with increasing accuracy.</p> <p>Discuss the importance of healthy diet and exercise including sleep.</p>	<p>Working with others</p> <p>Consistently use a tripod grid.</p> <p>Beginning to be able to control letter size.</p> <p>Discuss how to stay healthy and safe: screen time, and pedestrian.</p>

S p e c i f i c	<b><u>Literacy:</u></b>	Rhyme of the Week.	Rhyme of the Week.	Rhyme of the Week.	Rhyme of the Week.	Rhyme of the Week.	Rhyme of the Week.
	<b>Reading:</b>	Listening, responding and retelling stories.	Recognising characters and settings.	Retells stories and begins to invent own stories.	Able to invent/make up some of own stories.	Widen vocabulary through book experiences.	Widen vocabulary through book experiences.
	<b>Writing:</b>	Understand stories have beginning, middle and end.		Understand stories have beginning, middle and end.	Reading caption/labels.	Becoming more confident to read simple sentences.	
		Consolidating Phase one Phonics - oral blending and segmenting games.	Set 1 Speed sounds.	Set 1 speed sounds and word time.	Set 1 word time and ditties.	Set 2 speed sounds.	Set 2 speed sounds and word time.
		Hearing initial sounds	Oral blending and segmenting.	Introduce Red Words	Beginning to read sentences with CVC words and tricky words.	Ditty Books	Ditty Books: Read simple sentences with CVC and tricky words.
		Giving meaning to marks they draw	Giving meaning to marks they draw.	Forming different shapes when drawing.	Drawing pictures with increasing detail.	Answer questions about sentences read.	Answers questions about books read.
		Name writing.	Representing meaning through letters.	Name writing.	Write CVC words with some independence.	Drawing pictures with increasing detail.	Drawing pictures with increasing detail.
			Writing initial sounds.	Writing CVC words/labels/caption	Begin to write some red words.	Continue to develop sentence writing with support.	Writing simple sentences with independence.
			Name writing.		Begin to write short sentences.		

	<p><b><u>Maths:</u></b></p> <p><b>Number</b></p> <p><b>Shape, Space, Measure</b></p>	<p>Sorting/ Matching</p> <p>Comparing amounts</p> <p>Numbers to 3, recognising, comparing and composing.</p> <p>2D Shapes: Circles + Triangles</p> <p>Explore size, mass and capacity</p> <p>Positional language</p>	<p>Number to 5: recognising, comparing, composing.</p> <p>One more and one less to 5.</p> <p>2D shapes: Square + rectangle</p> <p>Time: Daily Routines</p> <p>Exploring Patterns</p>	<p>Number bonds to 5 and partitioning facts.</p> <p>Representing, comparing and composing numbers 6, 7, 8.</p> <p>combining two groups (Addition)</p> <p>Comparing mass</p> <p>Comparing Capacity</p> <p>Length and Height</p>	<p>Represent, compare, compose 9 + 10.</p> <p>Number bonds to 10.</p> <p>Investigating odd and even numbers.</p> <p>Estimating amounts to 10.</p> <p>3D Shapes</p> <p>Time Pattern</p>	<p>One more/one less to 10.</p> <p>Counting with numbers beyond 20.</p> <p>Doubling and halving.</p> <p>Addition and Subtraction</p> <p>Investigating odd and even numbers.</p> <p>Money</p> <p>2D + 3D shape</p> <p>Length and height</p>	<p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Practical problems involving number bonds to 10.</p> <p>Sharing</p> <p>Addition and subtraction</p> <p>Money</p> <p>Positional language</p> <p>Capacity and Weight.</p>
	<p><b><u>Understanding the World:</u></b></p> <p><b>Past &amp; Present</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural</b></p>	<p><b>Me</b> - my life so far and then looking into the future. Is everyone the same? Does that matter?</p> <p>talk about members of their immediate family and community. Is everyone's family the same?</p>	<p>Describe what they see, hear and feel whilst outside. What is a habitat?</p> <p>What is hibernation? What does nocturnal mean? What is similar/different about woodland animals?</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>How have jobs changed from the past: <b>Florence Nightingale</b></p>	<p>Describe things they see and hear about the natural world.</p> <p>How do plants/animals /humans grow? What do they need?</p> <p>Discuss the changes they observe over</p>	<p>World History, Astronauts: <b>Neil Armstrong</b></p> <p>What can we do in our community to help look after the planet?</p> <p>Look at different materials. Recycling/reusing/ litter picking.</p>	<p>Comparing different places around the world.</p> <p>Use maps, stories and non-fiction texts to find out more.</p> <p>Recognise some similarities and differences between life in this</p>

	<b>World</b>	<p>My family tree. Develop an understanding of old and young and changes over time. Where do we live, have we always lived there?</p>	<p>Talk about the changing seasons and what happens to the natural world around them as the seasons change.</p> <p>Christmas/Diwali: Recognise that people have different beliefs and celebrate special times in different ways. How do people celebrate?</p>	<p>What job do you want when you grow up?</p> <p>Recognise some environments that are different to the one in which they live, e.g. countryside, city, seaside.</p> <p>Chinese New Year: Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>time, e.g. yesterday I noticed... Today it is.. Tomorrow the chicks might...</p> <p>Understand the effect of the changing seasons on the natural world. What happens to animals and plants in each season.</p> <p>Easter: Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Why is it important to look after the plane?. How has it changed so far? How might it change in the future?</p> <p>Eid. : Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>country and life in other countries, e.g Africa</p> <p>Recognise some environments that are different to the one in which they live, (savannah, jungle rainforest</p> <p>.Look at hot and cold places – how are they different?</p> <p>Talk about different places we have visited around the world.</p>
	<p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Creating with Materials</b></p> <p><b>Being Imaginative and Expressive</b></p>	<p><b><u>Artist Focus:</u></b> Self Portraits)</p> <p>Using powder paints skilfully and carefully - following sequence: dip, dab, dip, mix.</p> <p>Begin to learn how to use tools appropriately, e.g.</p>	<p><b><u>Artist Focus:</u></b> Wassily Kandinsky (Concentric Circles)</p> <p>Develop skills of paint mixing. What colours can you mix to make a new colour?</p>	<p><b><u>Artist Focus:</u></b> Jackson Pollock (Abstract colour experiments)</p> <p>Become more confident with skills of paint mixing.</p> <p>Beginning to use tools for a purpose.</p>	<p><b><u>Artist Focus:</u></b> Georgia O'Keeffe (Flowers)</p> <p>Choose colours for purpose.</p> <p>Can select and use a range of tools and techniques and use them appropriately.</p>	<p><b><u>Artist Focus:</u></b> Recycled Material Art Sculptures</p> <p>Demonstrate a range of painting skills learnt: colour mixing, colour for purpose.</p>	<p><b><u>Artist Focus:</u></b> David Hockney (Landscapes)</p> <p>Use thinner brushes to achieve a planned effect.</p> <p>Begins to design and plan what they are going to make and what</p>

		<p>hole punch, staple, split pins etc.</p> <p>Listen to a range of music</p> <p>Play alongside others in role play.</p>	<p>Begin to construct with a purpose, selecting resources.</p> <p>Experiment and explore musical instruments and the sounds they make.</p> <p>Begin to respond appropriately to others in role play.</p> <p>Using mixed media to create different effects – loose parts.</p>	<p>Listen to music: How does it make you feel? Explore pulse in different music (fast/slow)</p> <p>Introducing storyline into role play.</p> <p>Continue to develop loose parts art and explore different textures.</p>	<p>Listen to different genres of music: (classical, steel drums, Bhangra etc)</p> <p>Children explore pitch and rhythm.</p> <p>Children express some movements in response to music</p> <p>Increased confidence to act out storylines in role play.</p>	<p>Confidently select appropriate tools and resources. Refining previous learning.</p> <p>Children play instruments to songs/rhymes/music</p> <p>Children continue to explore rhythm and pitch.</p> <p>How does music make us feel.</p> <p>Create props that can be used to support role play and performance.</p> <p>Represent ideas and feelings through art, music and dance.</p>	<p>tools/materials they will need.</p> <p>Continue to explore other musical genres. Confidently Perform: singing and dancing.</p> <p>Accompany music with simple dance/instruments.</p> <p>Sustained engagement when acting out a narrative/storyline with others.</p> <p>Represent ideas and feelings through art, music and dance.</p>
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- Comment on images of familiar situations in the past.

- Compare and contrast characters from stories, including figures from the past.