



Waveney Class Curriculum Overview – Reception 2021-22

ELLI and Curriculum Drivers underpin learning in all areas	Key Texts	Planned Events (visits/ Festivals)	Personal, social & emotional develop. (Jigsaw activities are also incorporated into weekly plans)	Communicat. & language	Physical Develop. (PE has separate planning using Get Set 4 PE)	Literacy (comprehension word reading writing)	Maths	Understanding the World (Past and Present, {People and Communities, The World)	Expressive art & design, (including Music)
<p>Autumn 1 Traditional stories</p> <p>Role play areas –</p> <p>Indoors Three Bears' Cottage</p> <p>Outdoors Three Pigs' Houses</p>	<p>Once Upon a Time</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats</p> <p>The Ugly Duckling</p> <p>The Little Red Hen</p>	<p>Harvest festival</p> <p>Black History Month</p> <p>National Poetry Day</p> <p>European Language Day</p>	<p>Starting school. Separating from parent / carer.</p> <p>What I enjoy doing at school.</p> <p>My family and people who live in my house.</p> <p>Making friends.</p> <p>Being kind and gentle. Sharing toys.</p>	<p>Nursery rhymes Rhyming words</p> <p>Role playing in four areas.</p> <p>Story table / boxes Listen to stories and recall events</p> <p>Join in with retelling of stories using story maps.</p>	<p>Finger gym. Manipulating play dough to develop finger strength.</p> <p>Use ribbons in the outdoor area for big movements.</p> <p>Chalk – big mark making.</p> <p>Big paint brushes – big movements.</p> <p>Writing names.</p>	<p>Phase 1 phonics inc. Silly Soup (initial letter sounds) and Toy Talk (aural blending and segmenting)</p> <p>Consolidating concepts of print</p> <p>High frequency words</p> <p>Predict endings of stories</p>	<p>Explore Maths: Number songs. Counting to 6. 3D shapes (sphere/cone/cylinder/cube/cuboid). Shape song. Putting 3 things in order of size. Simple repeated patterns – 2/3 colours. Term more/less. Recognising numbers 1-6. Counting objects 1 at a time. Measuring with non-standard equipment. Introduce weighing scales. Ordering objects by height/length Adding /</p>	<p>Feeling and describing different textures.</p> <p>Talking about their homes and family. Types of homes/houses (e.g. flat, bungalow) Materials used for construction.</p> <p>Discuss festivals and how we celebrate them.</p>	<p>Introduction to playdough and junk modelling, supporting children in use of tools.</p> <p>Use of different materials to create the same outcome (sticks, bricks, straw). Hold scissors/ brushes etc correctly</p> <p>Artist – Katarzyna Kobro sculptures by folding geometric shapes</p> <p>Music – Swan Lake interpret the music in</p>

							removing 1 object – 1 more/less Ordering numbers 1-6. Represent numbers using fingers/marks/ Numicon/ objects. Recognises numerals 1-6.		movements Singing nursery rhymes and seasonal songs/ Goldilocks song Copy simple rhythms by tapping Explore sounds made by musical instruments
Autumn 2 Autumn/ Diwali/ / Remembrance Day Toys and My Fressingfield Childhood Role Play Areas Indoors toy shop Outdoors toy (Santa's) workshop	Non-fiction books Autumn Sparks in the Sky / The Poppy Story Old Bear Kipper's Toybox Lost in the Toy Museum Paper Dolls The Jolly Postman / The Jolly Christmas Postman	Autumn Diwali Guy Fawkes Night Nov 11 th Remembrance Day Eid Hanukah Christmas Performance Nativity Play	Keeping safe. Losing things. Looking after property. Emotions – scared, worried, lost. Talking partners. To ask questions when something is needed.	Retell events in correct order. Ask and answer questions using what/when/where/who/how Following 3 part instructions (first/then/finally)	Finger gym. Jumbo tweezers. Write dance – intervention Mark making using pencils/pens Letter formation. Catching using a big ball. Riding a tricycle/bicycle. Peddle boards	Phase 2 phonics s a t p l n m d h b f l f f ll ss High frequency words I no go to into a	Explore Maths: Recognising numbers 7-10. Making amounts to 10. Adding amounts to 10. Introduce tens grids – count out and recognise the amounts.	Comparing and contrasting different textures. Understanding materials – experimenting with magnets. Festivals how people celebrate different festivals. Seasons - autumn. Talking about past events. Comparing own experiences/toys with parents and grandparents. Identify differences between old and new toys	Leaf printing, texture rubbings, natural materials art. Observational paintings and drawings Manipulating clay/dough to create hedgehogs/diwalis Artist – Alma Siedhoff-Buscher (Small Ship-Building Game) Music – Pieces from The Nutcracker Create movements in

								(materials/how they work)	response to the music La Boutique Fantasque Begin to explore a range of simple percussion instruments and music tubes To talk about music that they have listened to and think about why they might hear it (e.g. at Christmas)
<p>Spring 1 Light and dark Weather and seasons</p> <p>Role play areas – Indoors – Doctors surgery</p> <p>Outdoors – Dark den - planetarium</p>	<p>Hanukkah (non fiction)</p> <p>Peace at Last</p> <p>Can't You Sleep Little Bear</p> <p>One Winter's Day</p> <p>The Wind Blew</p> <p>The Snowy Day</p>	<p>Hanukkah</p> <p>Chinese New Year</p> <p>Shrove Tuesday</p> <p>Valentine's Day</p> <p>Buddhist story of The Monkey King</p> <p>Parent Workshop: Reading with your child</p>	<p>Hygiene – looking after teeth, healthy eating, keeping clean. Talking about friends – what makes a good friend.</p>	<p>Speak in more complex sentences linked with 'because' Use connectives</p>	<p>Finger gym. Jumbo tweezers. Fine motor activities. Write dance. Mark making using pencils. Letter formation. Catching using different sized objects.</p>	<p>Phase 3 phonics to ng then revise Phase 2 and 3 focussing on writing phrases.</p> <p>Full stop (at end of each sentence).</p> <p>Finger spaces between words.</p> <p>Read and write Phase 2 and 3 high frequency words</p>	<p>Explore Maths: Recognising numbers 11 -16. Making amounts to 16. Adding amounts to 16/removing from 11 – 16 using language of subtraction. Continue place value to 16.</p>	<p>Seasons and winter. Clothing for different seasons and weathers. Properties of different fabrics.</p> <p>Freezing and melting.</p> <p>Geographical features hill mountain river</p> <p>Beebots – inputting information into a program.</p>	<p>Artists – Winifred Nicholson – candles; Boulevard Montmartre at Night (Pissaro)</p> <p>Use drawing and painting materials and a range of collage materials to explore ways of creating light and dark. Add white or black to a colour to alter it.</p>

	Guess How Much I Love You								<p>Music – Walking in the Air by Howard Blake</p> <p>Clair de Lune Claud Debussy</p> <p>Identify and organise sounds using simple criteria e.g. loud, quiet, high, low.</p>
Spring 2 Growth	<p>Mr Wolf's Pancakes</p> <p>Titch</p> <p>Jack and the Beanstalk</p> <p>The Enormous Turnip</p> <p>Once There Were Giants (animated version)</p> <p>Easter story</p>	<p>Shrove Tuesday</p> <p>World book day</p> <p>Mother's day</p> <p>Parent work party – invite mums in for mothers' day coffee afternoon</p> <p>Easter</p> <p>British Science Week 6th-15th March</p>	Playing co-operatively, taking turns	Use regular and irregular forms of past tense of verbs to talk about what has happened/what they have done	<p>Finger gym. Fine motor activities. Write dance. Mark making using pencils. Letter formation. Catching a small ball. Riding a bike with 2 wheels by pedalling.</p>	<p>Phase 3 phonics after ng</p> <p>High frequency words</p> <p>Full stop (at end of each sentence).</p> <p>Finger spaces between words.</p> <p>Retell simple 5-part story: Once upon a time First / Then / Next Finally / happily ever after</p> <p>What happened after the end of the story?</p> <p>Say a sentence, write and read it back to check it makes sense</p>	<p>Explore Maths: Recognising numbers 17-22. Making amounts to 22. Adding amounts to 22/removing from 17 – 22 using language of subtraction. Continue place value to 22.</p>	<p>E Safety</p> <p>Healthy eating</p> <p>Growing from baby to child to adult to elderly</p> <p>Senses linked to body parts</p> <p>Jobs people do – what want to be when adult?</p>	<p>Artist – Georgia O'Keefe flowers</p> <p>Observational drawings/paintings/collages Printing with flowers and objects to create garden or bouquet</p> <p>Music – English Country Garden https://www.youtube.com/watch?v=ueXdMbxRhDA</p> <p>Vivaldi - Spring Explore and explain ideas</p>

									and feelings about music
Summer1 Travel and transport	Naughty Bus The Train Ride Mr Gumpy's Motor Car Mr Gumpy's Outing Amazing Aeroplanes Emergency vehicles – Flashing Fire Engines/Rescue Vehicles	Queen's birthday St George's day. Visit to transport museum or steam train or boat trip Parent Workshop: Maths: problem solving ideas	Take steps to resolve conflicts with other children e.g. finding a compromise	Use future tense of verbs with tomorrow/next week/ etc.	Finger gym. Fine motor activities. Write dance. Mark making using pencils. Letter formation. Hitting a ball with a bat. Riding a bike with 2 wheels.	Phase 4 phonics Capital letters Finger spaces Full stops Exclamation marks (reading) High frequency words Retell simple 5-part story: First / Then / Next Finally, But, So happily ever after Alternative ending to a story	Recognising numbers 23-25. Making amounts to 25. Adding amounts to 25/removing from 23-25 using language of subtraction. Continue place value to 25. Counting in 2s to 20 Doubling/halving to 10 Sharing between 2	Journeys to other countries Different types of travel (road/rail/sea/air) and the types of transport Compare old and new bicycle/car/ship/train/aeroplane - materials Identify emergency vehicles and what equipment they carry – who uses it?	Artist – Constable – The Hay Wain Gerd Winner – Suburban Train Selecting materials and tools to create artworks Junk model with moving wheels (split pins) Balloon and basket – threading/ Weaving/ sewing Music – Up, Up and Away (in my beautiful balloon) Moon River (book with song) Understand that different sounds are made in different ways (e.g. with instruments, using different volumes

<p>Summer 2 Water</p>	<p>Down by the Cool of the Pool</p> <p>Commotion in the Ocean</p> <p>Sharing a Shell</p> <p>Noah's Ark</p> <p>The Snail and the Whale</p> <p>The Little Mermaid</p> <p>They Went to Sea in a Sieve (poem)</p> <p>The Lighthouse Keeper's Lunch</p>	<p>Father's day</p> <p>Ramadan (Eid)</p>	<p>Showing sensitivity to others needs and feelings.</p>	<p>Speaking with intonation and expression</p> <p>Using different language for different audiences.</p> <p>Writing a list.</p> <p>Instructions.</p> <p>Recipes and ingredients.</p> <p>Speaking in full sentences.</p> <p>Speech bubbles and other markings in writing (exclamation and question mark)</p> <p>Adjectives.</p>	<p>Finger gym.</p> <p>Fine motor activities.</p> <p>Write dance.</p> <p>Mark making using pencils.</p> <p>Letter formation.</p> <p>Hitting a ball with a bat.</p> <p>Riding a bike with 2 wheels.</p>	<p>Revise Phase 4 phonics</p> <p>Phase 5 phonics</p> <p>Exclamation marks in own writing</p> <p>Bold print / capitalisation for emphasis</p> <p>Similes – using 'like</p> <p>Adverbs e.g. luckily, unfortunately, fortunately</p> <p>'Run' - Repetition for rhythm: e.g. He walked and he walked</p> <p>Repetition in description e.g. a lean cat, a mean cat</p>	<p>Counting in 2s beyond 20 and 10s beyond 20</p> <p>Doubling/halving within 20</p> <p>Sharing between 3/4</p> <p>Arrays – create arrangements in arrays and explain what they mean</p> <p>The answer is X what could the question be?</p>	<p>Identify a range of pond/sea/river creatures</p> <p>What special features do they have to enable them to live in water?</p> <p>Features of river/sea landscapes – identify and name riverbank, riverbed, flow, upstream, downstream; coast, beach, sand, rock-pool, cliff, wave, lighthouse</p>	<p>Artist – Hokusai 'The Wave'</p> <p>Maggie Hambling – The Scallop</p> <p>Selecting and using materials and tools giving reasons for their choice</p> <p>Suggest ways in which their artwork/model could be improved</p> <p>Music – Bhangra music and Bollywood dance movements Under the Sea (from the Little Mermaid)</p> <p>Understand that different sounds are made in different ways (e.g. with instruments, using different tempos)</p> <p>Create own music using Purple Mash</p>
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Early Learning Goals

<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
<p>Understanding the World</p> <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Mathematics</p> <p>Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.