



Ashmole Primary School Reception Curriculum Overview 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves and Families	Celebrations and festivals Light and Dark	Food	People who help us	Animals and Habitats	The Next Step
Core Texts	<ul style="list-style-type: none"> <i>*Who's in my family?</i> <i>*This is our house</i> <i>*Have you filled a bucket today?</i> 	<ul style="list-style-type: none"> <i>*Owl Babies</i> <i>*Can't you sleep little bear?</i> <i>*The story of Hanukkah</i> <i>*Elmer</i> <i>*Rama and Sita</i> <i>*The Christmas Story</i> 	<ul style="list-style-type: none"> <i>*The Little Red Hen</i> <i>*Oliver's vegetables</i> <i>*Handa's Surprise</i> 	<ul style="list-style-type: none"> <i>*Jolly Postman</i> <i>*Going to the doctor</i> <i>*Charlie the firefighter</i> <i>*Going to the dentist</i> 	<ul style="list-style-type: none"> <i>*The Hungry Caterpillar</i> <i>*Giraffes can't dance</i> <i>*Rainbow fish</i> <i>*Lost and found</i> 	<ul style="list-style-type: none"> <i>*The Great Explorer</i> <i>*Lost and Found</i> <i>*Ruby's Worry</i> <i>*Don't Worry Little Crab</i>
Key Vocabulary	<ul style="list-style-type: none"> Myself Friendship Family Relatives Similarity Differences 	<ul style="list-style-type: none"> Nocturnal Shadows Light source Celebrations Religion Culture 	<ul style="list-style-type: none"> Wheat Crops Continent Africa Globe Atlas Soil Food groups Fruit Vegetables 	<ul style="list-style-type: none"> Occupation Letter Envelope Stethoscope Medicine Fire extinguisher 	<ul style="list-style-type: none"> Habitat Life cycle Growth Ocean Similarity Differences 	<ul style="list-style-type: none"> Transition Explore Adventures Discover Feelings

<p><u>PSED</u></p>	<ul style="list-style-type: none"> *Becoming more outgoing with unfamiliar people, in the safe context of their setting *Increasingly follow rules *Similarities & differences between each other and our families *Building friendships *Playing with one or more other children 	<ul style="list-style-type: none"> *Expressing their feelings *Building constructive and respectful relationships *Developing the ability to see themselves as a valuable individual 	<ul style="list-style-type: none"> *Considering the feelings of others *Identifying and moderating their own feelings socially and emotionally 	<ul style="list-style-type: none"> *Thinking about the perspectives of others 	<ul style="list-style-type: none"> *Managing their own needs 	<ul style="list-style-type: none"> *Showing resilience and perseverance in the face of challenge
<p><u>PD</u></p>	<ul style="list-style-type: none"> *Continuing to develop their movement, balancing and riding. *Using large-muscle movements to wave flags and streamers, paint and make marks *Moving in different ways *Revising & refining movement skills already acquired 	<ul style="list-style-type: none"> *Developing small motor skills to use a range of tools competently *Progressing towards a more fluent style of moving *Further developing the skills they need to manage the school day successfully 	<ul style="list-style-type: none"> *Further developing and refining a range of ball skills including throwing, catching, kicking, passing, bathing and aiming 	<ul style="list-style-type: none"> *Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball *Knowing and talking about the different factors that support their overall health & wellbeing 	<ul style="list-style-type: none"> *Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group *Developing overall body-strength, balance, co-ordination and agility *Developing the foundations of a handwriting 	<ul style="list-style-type: none"> *Combining different movements with ease and fluency

	<ul style="list-style-type: none"> *Developing good personal hygiene 	<ul style="list-style-type: none"> *Using their core muscle strength to achieve good posture when sitting at a table or sitting on the floor 			<ul style="list-style-type: none"> style which is fast, accurate and efficient 	
<u>C&L</u>	<ul style="list-style-type: none"> *Understanding a question or instruction that has two parts *Starting a conversation with an adult or a friend and continue it for many turns *Focusing attention *Listening carefully to others *Modelling & developing social phrases *Using new vocabulary through the day *Listening carefully to rhymes, songs, paying attention to how they sound 	<ul style="list-style-type: none"> *Learning new vocabulary *Asking questions to find out more *Engaging in story times and non-fiction books 	<ul style="list-style-type: none"> *Learning why listening is important *Using new vocabulary in different contexts *Listening to and talking about stories to build familiarity & understanding *Retelling the story, once they have developed a deep familiarity with the text 	<ul style="list-style-type: none"> *Articulating their ideas and thoughts in well-formed sentences *Using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen 	<ul style="list-style-type: none"> *Describing events in some detail *Learning rhymes, poems and songs *Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> *Connecting one idea or action to another using a range of connectives

<p><u>Literacy</u></p>	<ul style="list-style-type: none"> *Recognising words with the same initial sound *Engaging in extended conversations & learning new vocabulary *Saying sounds for individual letters *Writing some letters accurately *Writing some or all of their name 	<ul style="list-style-type: none"> *Differentiated phonics groups *Beginning to blend sounds into words *Beginning to form lower-case letters correctly 	<ul style="list-style-type: none"> *Blending sounds into words, so that they can read short words made up of known letter-sound correspondences *Spelling words by identifying the sounds and then writing the sounds with letter/s *Reading a few common exception words 	<ul style="list-style-type: none"> *Reading some letter groups that each represent one sound and say sounds for them *Reading simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words *Forming lower-case and capital letters correctly 	<ul style="list-style-type: none"> *Re-reading books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Writing short sentences with words with known sound-letter correspondences using a capital letter and full stop 	<p>Re-reading what they have written to check that it makes sense</p>
<p><u>Maths</u></p>	<ul style="list-style-type: none"> *Reciting numbers past five *Saying one number for each item in order *Knowing that the last number reached when counting a small set of objects tells you how many there are in total *Counting objects, actions and sounds *Link the 	<ul style="list-style-type: none"> *Using pattern and building sets to develop spatial reasoning skills *Counting beyond ten *Showing awareness of subitising *Selecting, rotating & manipulating shapes to develop spatial 	<ul style="list-style-type: none"> *Understanding the one more than/ one less than relationship between consecutive numbers *Comparing numbers *Comparing capacity 	<ul style="list-style-type: none"> *Exploring the composition of numbers to 10 *Automatically recall number bonds for numbers 0-10 *Composing and decompose shapes so that children recognise a shape can have other shapes within it *Comparing length 	<ul style="list-style-type: none"> *Comparing numbers *Showing awareness of subitising 	<ul style="list-style-type: none"> *Automatically recall number bonds for numbers 0-10

	<p>number symbol with its cardinal number value</p> <ul style="list-style-type: none"> *Selecting shapes appropriately 	<p>reasoning skills</p>		<p>*Compare weight</p>		
<p><u>Understanding the World</u></p>	<ul style="list-style-type: none"> *Developing positive attitudes about the differences between people; celebrating diversity in our class *Talking about members of their immediate family and community *Describing what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> *Comparing & contrasting characters from stories, including figures from the past *Celebrating diversity in religion by recognising that people have different beliefs & celebrate special times in different ways *Beginning to recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> *Exploring the natural world around them *Understanding the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> *Naming and describing people who are familiar to them 	<ul style="list-style-type: none"> *Drawing information from a simple map *Understanding that some places are special to members of their community *Recognising some similarities and differences between life in this country and life in other countries *Recognising some environments that are different to the one in which they live 	<ul style="list-style-type: none"> *Commenting on images of familiar situations in the past

<p><u>Expressive arts and design</u></p>	<ul style="list-style-type: none"> *Developing positive attitudes about the differences between people; celebrating diversity in our class *Talking about members of their immediate family and community *Making imaginative and complex 'small worlds' with blocks and construction kits *Drawing with increasing complexity and detail *Exploring different materials freely *Listening with increased attention to sounds *Exploring and engaging in dance 	<ul style="list-style-type: none"> *Developing storylines in their pretend play *Singing in a group; increasingly matching the pitch & following the melody *Performing in a group 	<ul style="list-style-type: none"> *Exploring, using and refining a variety of artistic effects to express their ideas and feelings *Creating collaboratively, sharing ideas, resources and skills 	<ul style="list-style-type: none"> *Returning to and building on their previous learning, refining ideas and developing their ability to represent them *Exploring and engaging in music making 	<ul style="list-style-type: none"> *Listening attentively, moving to and talking about music, expressing their feelings and responses 	<ul style="list-style-type: none"> *Watching and talking about dance and performance art, expressing their feelings and responses
---	---	---	--	---	--	--

--	--