

## Reception Curriculum Overview

In Reception at Alban City School, we follow 'In the Moment Planning'. This is a model developed by Anna Ephgrave, rather than adults deciding what children will be learning ahead of time and calling children to the adult to follow a pre determined outcome, we engage with the children through play that they have chosen and teach the children 'in the moment'. Therefore, through play, children have access to all aspects of the curriculum, all of the time, without limits, imposed outcomes or adult agenda. This means that we can meet the needs of individuals more effectively, with them being highly engaged and motivated to do what they are doing, as we are targeting their own very specific next step in learning.

This also means that although we have mapped out a rough guide to the Reception year, which may shape whole class, focused teaching sessions, the provision may change depending on the children's interests, development and what practitioners observe the children doing during periods of free play. The plan is therefore an idea of what the children **may** be engaging with this year.

The environment is the third teacher and will provide children with the opportunity for various rich experiences across the curriculum; this is known as 'continuous provision' and further developed throughout the year through the discrete teaching of new skills. For example, the painting area at the beginning of the year will have ready-made paint pallets, then children will begin to explore colour mixing with primary colours using poster paint, then moving onto the use of powder paint, and finally introducing white and black to lighten/darken colours. Core books also act as a valuable teaching tool, which are then accessible for the children to access independently to continue in developing their skills independently (e.g. Mix It Up, White Rabbit's Colour Book etc.). The classroom acts as a 'workshop' for the child and predetermined outcome activity based play is avoided.

### Literacy Overview

	Theme	Festivals	Hook/Wow event	Focus Book	Possible additional texts	Genre	Writing Skill Development	Communication and Language (with focus on new relevant vocabulary)-
Term 1 8 weeks	<b>Crunchy Leaves</b> Do you know some routines of a school day? What changes do you notice?	Diwali Autumn Harvest	<b>Opening – Reenact the Bear Hunt outside; sensory experience</b>  Autumnal walk with collection bags  <b>Finale – Bear hunt performance to other class.</b>	'We're Going On A Bear Hunt'  'We're Going On A Leaf Hunt' - create  Poetry – 'Finger rhymes and songs'	'Going To School' 'The Diwali Story – Rama and Sita' 'Pumpkin Soup' 'Tidy' 'Leaf Man'	Fiction Poetry Rhyme	SEE PD for fine motor and gross motor activities.  Daily phonics- Phase 1 and beginning Phase 2 Daily name writing opportunities tailored to each child's next steps Opportunities for writing initial sound labels and CVC words/lists	'We're Going on A Bear Hunt' - PofR  <b>Vocab/Oracy</b> focus- Experience- <b>Autumnal walk in local community</b> 'Story a day' magpie words Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.
							<b>Developing oral language in provision;</b> Playing and experimenting with writing, for example through role play, and watching others write (shared writing); ■ Reading with an adult individually and/or in a group; ■ Playing games and singing rhymes which help them to hear sounds in words and form the letters that represent them (early spelling).	<b>Physical</b> Are they speaking at an appropriate volume? How do they vary their tone of voice? Are they using hand gestures to support their ideas?  <b>Cognitive</b> Do their responses build on each other's ideas? Do they give reasons for their opinions? Do they critically engage with other's ideas? Do they ask questions?
Term 2 7 weeks	<b>Frosty Mornings</b> How do we celebrate festivals?	Winter Solstice  Firework night	<b>Opening – Igloo classroom, tuff tray polar scene with ice cubes/ snow</b>	'Blue Penguin' (T4W & PoR)  Stickman  Film Clip 'Poppies'	'Where The Poppies Now Grow' 'One Snowy Night' 'Mog's Christmas' 'The Snowflake Mistake'	Fiction Multimedia Historical non fiction Religious	PofR 'Blue Penguin' Daily phonics- Phase 2 continued Daily name writing opportunities tailored to each child's next steps	<b>Vocab/Oracy</b> focus- Experience- <b>Post a letter</b> Story a day' magpie words Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP

	What would we find in Antarctica? Weather/seasonal changes	Halloween  Remembrance Day  Anti-Bullying Week  Nativity	Introduction to forest school  Theatre Trip to Pantomime  <b>Finale – Showcase nativity performance</b>	'Have You Filled Your Bucket Today?' (PSED)  'A Letter To Santa'  'The Christmas Story'	'Secrets of Winter'	'Card writing'	Opportunities for writing initial sound labels and CVC words/lists  Introduce features of a letter/card – children write SIMPLE letters and cards.	Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.	<u>Linguistic</u> Do they use ambitious, technical or subject-specific vocabulary? Do they speak with an appropriate level of formality?
Term 3 6 weeks	<b>To infinity and beyond</b>  Where in the world?  How can I get there?	Chinese New Year  Safer Internet Week  Valentine's Day	<b>Opening –</b> Chinese Restaurant (visit or set one up in classroom for children to experience)  <b>Finale -</b>	Naughty Bus (PofR)  Various non fiction-transport	'Whatever Next!' 'Mr Gumpy's Motor Car' 'Mrs Armitage on Wheels' 'The Hundred Decker Bus' 'Cycle City' 'The Runaway Train' 'Lost and Found' 'Amelia Earhart – little people, big dreams'.	Fiction Scientific non fiction Cultural non fiction	Continuing phase 2 phonics incl. tricky words and HfW  Opportunities to begin writing captions and identifying captions and simple sentences around the environment.  Children can begin contributing to private helicopter stories e.g. writing CVC words and TWs	<b>Vocab/Oracy</b> focus- Experience- <b>Local bus trip around local area</b> Story a day' magpie words Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.	<u>Social and emotional</u> How do they show they are listening? Do they make sure everyone gets a turn to speak? Is there an appropriate balance of contributions?
Term 4 6 weeks	<b>Step Into Spring</b>	Spring Equinox  Science Week  Mother's Day  Easter	<b>Opening – Verulamium Lake - signs of spring e.g. ducklings/pond visit (near Waffle House)</b>  Science focus TBC  Mother's Day  Tadpoles  <b>Finale – Showcase tadpole diary</b>	'What The Ladybird Heard (PofR)  'The Easter Story'  'Lifecycles Frog to Tadpole' (non fiction)	'Tadpole Diary' 'Peter Rabbit' 'Give Me Half' (non fiction)	Fiction Animal non-fiction Religious Diary	Continuing phase 2 phonics incl. tricky words and HfW  Opportunities to begin writing captions and identifying captions and simple sentences around the environment.  Children can begin contributing to private helicopter stories e.g. writing CVC words and TWs Introduce features of instructions/recipes e.g. how to look after a dog, or how to make mud pie etc. (based on children's own experiences and play)– SIMPLE sentences	<b>Vocab/Oracy</b> focus- Experience- <b>Look after an animal/farm visit (Lani) or chicks in classroom experiment.</b> Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.	
Term 5 6 weeks	<b>Let's Plant It</b> Can we eat things that grow?	Ramadan	<b>Opening – Shopping trip (Handa's fruit/Supertato veggies)</b>	'Handa's Surprise' (fruit) (T4W and PoR)	'Jack and The Beanstalk' 'The Great Pet Sale' 'Jasper's Beanstalk' 'Oliver's Vegetables'	Fiction	Book-making; how to create a book, features of a fiction story e.g. beginning, middle, end.	<b>Vocab/Oracy</b> focus- Experience- <b>Pay for food in the market</b> Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP	

			Planting up  <b>Finale; make something/recipe out of school-grown veg</b>	'Supertato' (vegetables)  'Superworm'	'How Big Is A Million'		Story writing – simple!  Opportunities for children to write independently in a range of real life contexts, e.g. writing a letter, story, postcard, list etc.	Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.
Term 6 6.5 weeks	<b>Curious Creatures</b> What do creatures need to stay healthy?	Summer Solstice  Eid  Father's Day  Health Week	<b>Opening –</b>  Caterpillars and butterfly habitat  Dentist/ doctor/ nurse visit	'Arrrrggghh Spider' (PoR)	'The Very Hungry Catterpillar' 'Stanley's Stick' 'Snail Trail' 'Spyder' 'Lifecycles- butterfly' 'Yucky Worms' 'Huge Bag of Worries'	Fiction Non-fiction	Book-making; how to create a book, features of a fiction story e.g. beginning, middle, end.  Story writing – extending retelling stories and creating own versions of well-known stories e.g. through new character.  Opportunities for children to write independently in a range of real life contexts, e.g. writing a letter, story, postcard, list etc.	PofR 'Arrrrggghh Spider' Daily phonics- RWI Streamed Daily writing tailored to each child's next steps  <b>Vocab/Oracy focus-</b> Experience- <b>Watch a plant grow from a seed</b> Focus child interview/record of learning/opportunities to share home experiences Practitioner interaction expectation during ITMP Child led parent meeting for focus week Helicopter Stories Mystery Visitor – opportunities for discussing different cultures, job opportunities, traditions etc.

## Maths Overview (from White Rose Maths) – focus on updated 2021 curriculum guidance

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Baseline		0-5 Numbers: Counting and Recognition <b>Subitising 0-5</b>			Shape, Space and Measures: 2D Shapes <b>Subitising 0-5 linked to shapes</b>		0-5 Numbers: Addition and Subtraction <b>Number bonds to 5</b>			Assessment/Recap	
Spring	0-10 Numbers: Counting and Recognition <b>Continue subitising and number bonds to 5</b>		Shape, space and measure: Size, weight, capacity			0-10 Numbers: Addition and Subtraction <b>Begin to explore number bonds to 10</b>			Shape, Space & Measure Time/money		Shape, space and measure: 3D shapes	
Summer	1-20 Numbers: counting and recognition		1-20 Numbers: Addition and Subtraction		1-10 Numbers: doubling and halving and sharing		Shape, Space and Measure: Position and Distance		Consolidation and Assessment			

Autumn Term Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Baseline			<b>Numbers (Using numbers 1 – 5)</b> <b>Children count reliably with numbers from 1 to 5</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved.			<b>Shape, space and measures Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</b> Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape.			<b>Numbers (Securing numbers 1-5)</b> <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b> Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them.			<b>Books –</b> Hooray for Fish Kipper's Toybox The Doorbell Rang	

	<p>Selects the correct numeral to represent 1 to 5 objects.</p> <p>Counts an irregular arrangement of up to 5 objects.</p>	<p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>	
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Spring Term Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Numbers (Using numbers 1 – 10)</b> <b>Children count reliably with numbers from 1 to 10</b></p> <p>Recognises numerals 1 to 10.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 10 objects.</p> <p>Counts objects to 10.</p> <p>Counts an irregular arrangement of up to 10 objects.</p>	<p><b>Shape, space and measures</b> <b>Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</b></p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p>		<p><b>Numbers (Securing numbers 1-10)</b> <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 10 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p><b>Shape, space and measures</b> <b>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p> <p><b>Recognise, create and describe patterns.</b></p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p>		<p><b>Shape, space and measures Children use everyday language to talk about money.</b></p> <p>Beginning to use everyday language related to money.</p> <p><b>Shape, space and measures Children use everyday language to talk about time to compare quantities and to solve problems.</b></p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>					

Summer Term Overview	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Numbers (Using numbers 1 – 20)</b> <b>Children count reliably with numbers from 1 to 20</b></p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p>	<p><b>Numbers (Securing numbers 1-20)</b> <b>Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</b></p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>		<p><b>Numbers Solve problems including doubling, halving and sharing</b></p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p>		<p><b>Shape, space and measures</b> <b>Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</b></p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>		<p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc</p>					

Other Curriculum Areas		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Personal, social and emotional development</b>  <b>Books</b>	Self-Regulation	Introduce Zones of Regulation – coloured teddybears  <i>Express their feelings and consider the feelings of others.</i>	5 Ways to Wellbeing  Zones of Regulation – coloured teddybears  <i>Express their feelings and consider the feelings of others.</i>	5 Ways to Wellbeing  <b>The Worrysaurus Rachel Bright</b>	5 Ways to Wellbeing  Identify and moderate their own feelings socially and emotionally.	5 Ways to Wellbeing  Identify and moderate their own feelings socially and emotionally.	5 Ways to Wellbeing  <b>The Invisible String Patrice Karst</b>  Think about the perspectives of others.
	Managing Self	Show resilience and perseverance in the face of challenge.  Characteristics of Effective Learning – how to be an effective learner (resources on twinkl mr men and little miss or dinosaur themes)	Show resilience and perseverance in the face of challenge.  Characteristics of Effective Learning – how to be an effective learner (resources on twinkl mr men and little miss or dinosaur themes)	<b>Book – the colour monster</b>	See themselves as a valuable individual.  <i>I am me – celebrating achievements</i>	How do we keep ourselves and living things healthy?  Manage their own needs.	
	Building Relationships	Settling in	<b>Where are you blue kangaroo? By Emma Chichester Clark</b>  <i>Build constructive and respectful relationships.</i>		Celebrating Differences <b>The hueys in the new jumper by Oliver Jeffers</b>  Think about the perspectives of others.	<b>Books – sharing a shell Sharing with others.</b>	
<b>Physical development</b>	Fine motor skill focus (more ‘writing skill progression’ here as this skill development is very individual)	<ul style="list-style-type: none"> <li>Differentiated resources in continuous provision (see continuous provision plan) eg different paint tools sponges, rollers, grippers, thick and thin brushes</li> <li>Dough disco sessions</li> </ul>	<ul style="list-style-type: none"> <li>Provision as previous terms</li> <li>Daily ‘writing’ focus in phonics, letter direction shapes, tracing and specific letter formation</li> <li>Individualised motor next steps in adult-led group time</li> <li>Snack Table - cutlery</li> </ul>	<ul style="list-style-type: none"> <li>As previous</li> <li>General focus on CVCC/ CCVC written next to each other</li> </ul>	<ul style="list-style-type: none"> <li>As previous</li> <li>General focus on finger spaces- two words written on a line separated by finger space</li> </ul>	<ul style="list-style-type: none"> <li>As previous</li> <li>General focus on simple sentences inc capital letters and full stops on a line</li> </ul>	<ul style="list-style-type: none"> <li>As previous</li> <li>Consolidation of sentence grammar and extension of sentences</li> <li>Writing more at length with a more fluent style</li> </ul>
	Gross motor provision  Sand pit	Focus on changing and hall routines	Revise and refine the fundamental movement skills they	Further develop and refine a range of ball skills including:	Progress towards a more fluent style of moving, with	Progress towards a more fluent style of moving, with	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	Mud kitchen Indoor and Outdoor construction Wheeled toys Outdoor apparatus Woodwork Bench		have already acquired:- rolling- crawling - walking - jumping – running hopping - skipping – climbing  <b>Get Set 4 P.E. Unit 1</b> - <b>fundamentals</b>	throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  <b>Get Set 4 P.E. Unit –</b> <b>Ball Skills</b>	developing control and grace.  Develop the overall body strength, co- ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  <b>Get Set 4 P.E. Unit –</b> <b>Dance</b>	developing control and grace.  Develop the overall body strength, co- ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  <b>Get Set 4 P.E. Unit –</b> <b>Gymnastics</b>	• Develop overall body-strength, balance, co- ordination and agility.  <b>Get Set 4 P.E. Unit – Games</b>
<b>The World</b>	<b>Past and Present</b>	Autumn natural world  Share pictures from families – pictures of babies, parents as babies etc. to support discussion on past and present, what can I do now that I couldn't do before?	Images from past Christmas – similarities and differences  Past – nativity scene	Amelia Earhart – first woman to fly a plane  How did people travel across the world before planes??	Look at pictures of local community e.g. high street and how it used to look, take pictures on local community visit to compare similarities/differences.  Trip to St Albans museum?	Life Cycles	
	<b>People, culture and communities</b>	<b>Collect data/info based on children's home language and map out one focus each term e.g. Polish – traditional Polish cooking, reading Polish books, Polish nursery rhymes etc.</b>  <b>Mystery Visitor throughout year – traditions and occupations</b>					
		How are families different? (photos and stories)  Autumn Walk around local community	Posting letters – where in the world do letters travel to? What are these places like?  Link to letters to Santa and places with very different climates e.g. Antarctica	Chinese culture props/ food try/ senses.  Places of worship – visit? & places of local importance in the community.  Local Area compare London and St Albans – similarities, differences etc.	Community – Verulamium Lake; plan trip by looking at maps and drawing info from a simple map incl identifying roads etc.	How can we look after ourselves? Who else can help?  Visit from doctors, nurses etc.	
	<b>The Natural World</b>	Decomposing observation 'Signs of autumn' Pumpkins, squashes and gourds	Ice and water Conkers Nativity scene Change in season Antarctic Animals	Close observations of animals and other aspects of natural world.	Tadpoles from the pond  Life cycles  Signs of spring	Growing – plants, vegetables  Caring for the natural world	Caterpillars in habitat  Weather/seasons diary; reflect on seasonal changes throughout the year

					Farm visit – looking after animals and living things.		
<b>Expressive Arts and Design</b>	<b>Creating and Using Materials</b> possible enhancements  Throughout the year children will progress in similar skills e.g. painting with one colour, then using poster paint to mix their own colours, then using powder paint to mix primary colours, finally adding white/black to lighten and darken colours.	Levelled skill focus- <b>pattern</b> (paint, pencil, textiles, printing) <ul style="list-style-type: none"> <li>Repeating patterns</li> <li>irregular painting patterns</li> <li>Simple symmetry</li> </ul> Suggested artists- Joan Miro, Bridget Riley, Escher, Paul Klee  Rangoli	Levelled skill focus- <b>texture</b> (textiles, clay, sand, plaster, stone) <ul style="list-style-type: none"> <li>Handling, manipulating and enjoying using materials</li> <li>Sensory experience</li> <li>Simple collages</li> <li>Simple weaving</li> </ul> Suggested artists- Linda Caverley, Molly Williams, William Morris, Gustav Klimt	Levelled skill focus- <b>form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) <ul style="list-style-type: none"> <li>Handling, feeling, enjoying and manipulating materials</li> <li>Constructing</li> <li>Building and destroying</li> <li>Shape and model</li> </ul> Suggested artists- Henry Moore, Barbara Hepworth, Andy Goldsworthy	Levelled skill focus- <b>drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software) <ul style="list-style-type: none"> <li>Begin to use a variety of drawing tools</li> <li>Use drawings to tell a story</li> <li>Investigate different lines</li> <li>Explore different textures</li> <li>Encourage accurate drawings of people</li> </ul> Suggested artists- Leonardo Da Vinci, Vincent Van Gogh, Poonac	Levelled skill focus- <b>colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels) <ul style="list-style-type: none"> <li>Experimenting with and using primary colours</li> <li>Naming</li> <li>Mixing (not formal)</li> <li>Learn the names of different tools that bring colour</li> <li>Use a range of tools to make coloured marks on paper</li> </ul> Suggested artists- Pollock, Monet, Chagall, Ben Moseley, Van Gogh	Levelled skill focus- <b>printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string) <ul style="list-style-type: none"> <li>Rubbings</li> <li>Print with variety of objects</li> <li>Print with block colours</li> </ul> Suggested artists- Picasso, Dan Mather, Andy Warhol  Monet's watercolours
	<b>Being imaginative</b>	Continuous provision, led by children's interests					