## Hardwick and Cambourne Reception Yearly Curriculum Overview

AREAS OF LEARNING	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	All about me (emotions, family, homes & healthy habits) Traditional Tales	Autumn Halloween Bonfire Night Remembrance Day Christmas & Diwali Christmas trip	Winter and Cold Places Chinese New Year	People who help us/Visitor Pancake Day Mother's Day Easter RSE Week	Growing & life cycles: frogs, plants, animals Jack and the Beanstalk Farms and Farm Trip Local Area — Cambourne/Hardwick Trip Royals — linked to British Values	Summer & Hot places Seaside Father's Day Balanceability Sports Day Rock Stars Pop Stars
Communication and Language	Understand how to listen carefully and why listening is important.  Engage in story times and carpet sessions.  Develop social phrases like greetings.	Ask questions to find out more and to check they understand what is been said to them.  Engage in story times and carpet sessions.	Connect one idea or action to another using a range of connectives.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Engage in non-fiction books.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail.  Learn new vocabulary and use it through the day. (e.g. through role play)	Listen and talk about stories to build familiarity and understanding.  Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.  Retell the story, once they have develop a deep familiarity with the text; some as exact repetition and some in their own words.	Listen carefully to rhymes and songs, paying attention to how they sound.  Learn rhymes, poems and songs.  Articulate their ideas and thoughts in well-formed sentences.
	Learn new vocabulary Use new vocabulary through the day	Reading Practice sessions Comprehension	Listen carefully to rhymes and songs, po Learn poems and songs, using the Poetr	and songs, paying attention to how they sound.  Tell and perform stories through Helicopter Stories  ing the Poetry Basket resource		
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Label and express their feelings and consider the feelings of others. Stablish and understand the reasons for rules.		Show resilience and perseverance in the Be confident to try new activities and shall ldentify and moderate their own feeling children strategies for staying calm in through co-regulation (taking turns, wai	now independence. gs socially and emotionally, give he face of frustration, support children	Think about the perspectives of others  Manage their own basic hygiene and personal needs including dressing, toileting, washing hands and understanding the importance of healthy food choices.  Support children with executive function (support them with the skills to complete tasks, pay attention, shift focus, organise, plan ahead, follow multi- steps instructions and directions, regulate emotions, remember details)	
Physical Development	Children develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.  Children explore the outdoor environment, becoming confident in their new environment and using apparatus and equipment.  Children to develop and strengthen fine motor skills through emphasis on mark making experiences.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Children to develop and strengthen fine motor skills through emphasis on mark making experiences.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Develop their small motor skills so they can use a range of tools competently, safely and confidently (pencils, pens, paint brushes, scissors, cutlery)	Children will develop their strength, balance and coordination through gymnastics, both on the floor and using equipment.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Progress towards a more fluent style of moving, with a developing control and grace.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Children to engage with a range of track & field athletic activities.  Children to experience a range of different sporting activities including being a part of sporting teams.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Develop balance, coordination and control of selves and wheeled vehicles.
	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. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop overall body-strength, balance, co-ordination, and agility  Combine different movements with ease and fluency  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, brushing tooth, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.					

Phonics	We follow Little Wandle Receptio	n Plannina						
	Reading Practice sessions							
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Literacy	·	Children will develop a life-long love of reading through experiencing a rich variety of stories and traditional tales throughout the year, including through their own story-telling experiences						
		Children will visit the School Library weekly for story sessions, the opportunity to borrow books and to develop the love of reading and reading for pleasure						
	Write own name							
	Begin to read and write CVC words							
	Begin to read and write some tricky words							
	Read simple phrases and sentences Reread books to build up confidence in word reading, their fluency and their understanding and enjoyment Spell words independently applying their phonics knowledge through writing opportunities in the environment Handwriting sessions, so the children form letters correctly Children develop and understanding of the structure of stories Children begin to use capital letters and full stops							
	Children write short sentences	is and fon stops						
		at has been read by retalling stories	and narratives using their own words	and recently introduced years				
		, ,	and narratives using their own words	and recently introduced vocab				
	Children anticipate key event in stories  Use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes, poems and during role-play  Children can answer simple questions about what they have read  Children develop prosody and fluency when reading  Re-read what they have written to check that it makes sense. Develop a level of independence when writing in preparation for Year 1							
				1.2				
Mathematics	Children explore the maths and	Representing 5.	Snack shop using 10 pennies	Develop an understanding of	Recap of number bonds to 5	Consolidation of all mathematic skills		
	construction areas and know where	Subitise up to 5	Number bonds to 5: automatic recall	Number bonds to 10.	Automatic recall of number bonds to 10.	learned to date, through daily maths		
	things belong. Baseline.	Compare quantities up to 5, recognising when one quantity is	Verbally count to 20.  Making pairs	Compare quantities up to 10, recognising when one quantity is	Automatic recall of some doubles	sessions.		
	Positional language.	greater than, less than or same	Combine 2 groups of objects, up to	greater than, less than or same	facts to 10			
	Understand key times of the day &	Orders numerals up to 5.	10	Introduce concept of taking away	Verbally count beyond 20	Apply and use mathematical knowledge to a variety of situations		
	class routines.	Combine 2 small groups of objects,	Introduce concept of number	Composition of 16	Orders numerals to 20	and contexts through problem solving		
	Introduce snack shop using 5 pennies.	up to 5	sentences	Composition of 17	Continue to develop addition skills	activities.		
	Match and sort	Introduce concept of number bonds	Building numbers beyond 10	Composition of 18	Continue to develop subtraction skills	dentinos		
	Verbally count up to 10.	to	Develop an understanding of teen	Composition of 19	Explore how quantities can be			
	Compare size, weight & capacity.	5	numbers and place value using	Composition of 20	distributed equally.			
	Exploring pattern.(A,B)	One more and one less.	tens and ones	Introduce doubling to 10.				
	Introduce 0	Comparing numbers to 5	Consolidate concept of odd and	Introduce and explore 3D shapes				
	Representing 1,2,3	Composition of 5	even	Exploring patterns. (ABB,AAB,AABB)				
	Comparing 1,2,3 Composition 1,2,3	Explore weight Explore capacity	Composition of 11 Composition of 12					
	Subitise up to 3	Introduce odd and even numbers	Composition of 13					
	Circles and triangles	Representing 6,7,8	Composition of 14					
	Positional Language	Comparing 6,7,8	Composition of 15					
	Representing 4	Composition 6,7,8	Explore length					
	Comparing 1,2,3,4	Representing 9 & 10	Explore height					
	Composition 1,2,3,4	Comparing 9 & 10						
	Shapes with 4 sides	Composition 9 & 10						
		Comparing numbers to 10.						
		Order numerals to 10.						
		Recap 2D shapes						
	Count objects, actions and sounds							
		Link numerals with its cardinal number value.						
		erbally count beyond 20, recognising the pattern of the number						
	system Daily calendar							
	Daily self-registration using tens frames							

Daily self-registration using tens frames

Daily snack shop

Number and Shape of the week

Continuous Provision provides opportunities for children to explore and develop spatial reasoning skills.

Maths in Stories. The maths curriculum will be underpinned by a rich variety of maths themed books that provide opportunities for children to explore and question mathematical concepts in a fun, practical and engaging manner.

Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them	Recognise that people have different beliefs and celebrate special times in different ways.  Know some similarities and differences between things in the past and now	Recognise some environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community.  Draw information from a simple map.	Understand their immediate environment through observation, discussion, maps and visits to key local sites.	Recognise that things, people and places change over time.  Know some similarities and differences between things in the past and now Children compare old and new.		
	Explore the wider lives of children in Reception through sharing of photos and videos through Seesaw. Children talk and share their varied experiences with their class. Explore the natural world around them with regular trips to the pond and wildlife area.  Understand the effect of changing seasons on the natural world around them.  Describe what they see, hear, and feel whilst outside.							
Expressive Arts and Design	Children sing a range of well-known nursery rhymes and songs.  Independently and safely use the creative area.  Begin to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Continue to experiment and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Children to explore a variety of instruments.  Listen attentively, move to and talk about music, expressing their feelings and responses.	Children invent, adapt and recount stories using 'Talk for Writing' with peers and their teacher.	Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.		
	Develop storylines in their pretend play. Children are exposed to a variety of music forms throughout the year. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children tell stories and collaboratively perform them. Create collaboratively sharing ideas, resources, and skills. Children share their creations and learning and are able to explain the process they have used.							