

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 non-fiction 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, paying attention to how they sound. Learn poems and songs, using the Poetry Basket resource		Tell and perform stories through Helicopter Stories	
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 face of challenge. Be confident to try new activities and show independence. Identify and moderate their own feelings socially and emotionally, give children strategies for staying calm in the face of frustration, support children through co-regulation (taking turns, waiting politely, tidying up)		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.					

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.					