

## Hardwick and Cambourne Reception Yearly Curriculum Overview

| AREAS OF LEARNING                                 | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|---|--|--|---|--|--|---|
| <b>Possible Themes/Interests/Lines of Enquiry</b> | All about me (emotions, family, homes & healthy habits) Traditional Tales The Colour Monster to support emotional literacy.  | Autumn<br>Halloween<br>Bonfire Night<br>Remembrance Day<br>Christmas & Diwali<br>Christmas trip  | Winter and Cold Places<br>Chinese New Year  | People who help us/Visitor<br>Pancake Day<br>Mother's Day<br>Easter<br>RSE Week  | Growing & life cycles:<br>frogs, plants, animals<br>Jack and the Beanstalk<br>Farms and Farm Trip<br>Local Area – Cambourne/Hardwick Trip<br>Royals – linked to British Values   | Summer & Hot places<br>Seaside<br>Father's Day<br>Balanceability<br>Sports Day<br>Rock Stars Pop Stars  |
| <b>Communication and Language</b>                 | <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times and carpet sessions.</p> <p>Support children to regulate, engage, and prioritise listening and attention through stop-start games, mindfulness strategies, using timers and breaking tasks into manageable steps.</p> <p>Develop social phrases like greetings.</p>   | <p>Ask questions to find out more and to check they understand what is been said to them.</p> <p>Engage in story times and carpet sessions.</p>  | <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>  | <p>Describe events in some detail.</p> <p>Learn new vocabulary and use it through the day. (e.g. through role play)</p>  | <p>Listen and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have develop a deep familiarity with the text; some as exact repetition and some in their own words.</p> | <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>   |
|   | Learn new vocabulary<br>Use new vocabulary through the day   | Reading Practice sessions<br>Comprehension   | Listen carefully to rhymes and songs, paying attention to how they sound.<br>Learn poems and songs, using the Poetry Basket resource  |  | Tell and perform stories through Helicopter Stories  |   |
| <b>Personal, Social and Emotional Development</b> | <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Label and express their feelings and consider the feelings of others using tools like The Colour Monster to support emotional literacy.</p> <p>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)</p> <p>Establish and understand the reasons for rules.</p> <p>Self-regulation supported by tools such as our class charter, to promote happy, healthy, and safe learning environment.</p> |  | <p>Show resilience and perseverance in the face of challenge.</p> <p>Be confident to try new activities and show independence.</p> <p>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)</p> <p>Support children to regulate, engage, and prioritise listening and attention through stop-start games, mindfulness strategies, using timers and breaking tasks into manageable steps.</p> |  | <p>Think about the perspectives of others</p> <p>Manage their own basic hygiene and personal needs including dressing, toileting, washing hands and understanding the importance of healthy food choices.</p>  |   |
| <b>Physical Development</b>                       | <p>Children develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Children explore the outdoor environment, becoming confident in their new environment and using apparatus and equipment.</p> <p>Children to develop and strengthen fine motor skills through emphasis on mark making experiences.</p>   | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Children to develop and strengthen fine motor skills through emphasis on mark making experiences.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop their small motor skills so they can use a range of tools competently, safely and confidently (pencils, pens, paint brushes, scissors, cutlery)</p> | <p>Children will develop their strength, balance and coordination through gymnastics, both on the floor and using equipment.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Progress towards a more fluent style of moving, with a developing control and grace.</p>   | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Children to engage with a range of track &amp; field athletic activities.</p> <p>Children to experience a range of different sporting activities including being a part of sporting teams.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop balance, coordination and control of selves and wheeled vehicles.</p> |
|   | 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.   |  |   |  |  |   |

|                    |  |  |  |  |  |   |
|--------------------|--|--|--|--|--|---|
|                    | <p>Develop overall body-strength, balance, co-ordination, and agility<br/>         Combine different movements with ease and fluency<br/>         Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.<br/>         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.</p>   |  |  |  |  |   |
| <b>Phonics</b>     | <p>We follow Little Wandle Reception Planning<br/>         Reading Practice sessions</p>   |  |  |  |  |   |
| <b>Literacy</b>    | <p>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<br/>         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<br/>         Write own name<br/>         Begin to read and write CVC words<br/>         Begin to read and write some tricky words<br/>         Read simple phrases and sentences<br/>         Reread books to build up confidence in word reading, their fluency and their understanding and enjoyment<br/>         Spell words independently applying their phonics knowledge through writing opportunities in the environment<br/>         Handwriting sessions, so the children form letters correctly<br/>         Children develop and understanding of the structure of stories<br/>         Children begin to use capital letters and full stops<br/>         Children write short sentences<br/>         Demonstrate understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocab<br/>         Children anticipate key event in stories<br/>         Use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes, poems and during role-play<br/>         Children can answer simple questions about what they have read<br/>         Children develop prosody and fluency when reading<br/>         Re-read what they have written to check that it makes sense. Develop a level of independence when writing in preparation for Year 1</p> |  |  |  |  |   |
| <b>Mathematics</b> | <p>Children explore the maths and construction areas and know where things belong.<br/>         Baseline.<br/>         Positional language.<br/>         Understand key times of the day &amp; class routines.<br/>         Introduce snack shop using 5 pennies.<br/>         Match and sort<br/>         Verbally count up to 10.<br/>         Compare size, weight &amp; capacity.<br/>         Exploring pattern.(A,B)<br/>         Introduce 0<br/>         Representing 1,2,3<br/>         Comparing 1,2,3<br/>         Composition 1,2,3<br/>         Subitise up to 3<br/>         Circles and triangles<br/>         Positional Language<br/>         Representing 4<br/>         Comparing 1,2,3,4<br/>         Composition 1,2,3,4<br/>         Shapes with 4 sides</p>   | <p>Representing 5.<br/>         Subitise up to 5<br/>         Compare quantities up to 5, recognising when one quantity is greater than, less than or same Orders numerals up to 5.<br/>         Combine 2 small groups of objects, up to 5<br/>         Introduce concept of number bonds to 5<br/>         One more and one less.<br/>         Comparing numbers to 5<br/>         Composition of 5 Explore weight<br/>         Explore capacity<br/>         Introduce odd and even numbers<br/>         Representing 6,7,8<br/>         Comparing 6,7,8<br/>         Composition 6,7,8<br/>         Representing 9 &amp; 10<br/>         Comparing 9 &amp; 10<br/>         Composition 9 &amp; 10 Comparing numbers to 10.<br/>         Order numerals to 10.<br/>         Recap 2D shapes</p> | <p>Number bonds to 5: automatic recall Verbally count to 20.<br/>         Making pairs<br/>         Combine 2 groups of objects, up to 10<br/>         Introduce concept of number sentences<br/>         Building numbers beyond 10<br/>         Develop an understanding of teen numbers and place value using tens and ones<br/>         Consolidate concept of odd and even<br/>         Composition of 11<br/>         Composition of 12<br/>         Composition of 13<br/>         Composition of 14<br/>         Composition of 15<br/>         Explore length<br/>         Explore height</p> | <p>Develop an understanding of Number bonds to 10.<br/>         Compare quantities up to 10, recognising when one quantity is greater than, less than or same<br/>         Introduce concept of taking away<br/>         Composition of 16<br/>         Composition of 17<br/>         Composition of 18<br/>         Composition of 19<br/>         Composition of 20<br/>         Introduce doubling to 10.<br/>         Introduce and explore 3D shapes<br/>         Exploring patterns. (ABB,AAB,AABB)</p> | <p>Recap of number bonds to 5<br/>         Automatic recall of number bonds to 10.<br/>         Automatic recall of some doubles facts to 10<br/>         Verbally count beyond 20<br/>         Orders numerals to 20<br/>         Continue to develop addition skills<br/>         Continue to develop subtraction skills<br/>         Explore how quantities can be distributed equally.</p> | <p>Consolidation of all mathematic skills learned to date, through daily maths sessions.<br/><br/>         Apply and use mathematical knowledge to a variety of situations and contexts through problem solving activities.</p> |

|                                   |  |  |   |   |  |   |
|-----------------------------------|--|--|---|---|--|---|
|                                   | <p>Count objects, actions and sounds<br/> Link numerals with its cardinal number value.<br/> Verbally count beyond 20, recognising the pattern of the number system<br/> Daily calendar<br/> Daily self-registration using tens frames<br/> Number and Shape of the week<br/> Continuous Provision provides opportunities for children to explore and develop spatial reasoning skills.<br/> 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.</p> |  |   |   |  |   |
|                                   | <p>Maths Practice sessions (Equity and Oracy) Adaptive teaching Maths groups ensuring individual conversations with an adult.</p>  |  |   |   |  |   |
| <b>Understanding the World</b>    | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them</p>   | <p>Recognise that people have different beliefs and celebrate special times in different ways.<br/> Know some similarities and differences between things in the past and now</p>                      | <p>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.</p>  | <p>Understand that some places are special to members of their community.<br/><br/> Draw information from a simple map.</p>                               | <p>Understand their immediate environment through observation, discussion, maps and visits to key local sites.</p> | <p>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.</p>             |
|                                   | <p>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.</p>   |  |   |   |  |   |
| <b>Expressive Arts and Design</b> | <p>Children sing a range of well-known nursery rhymes and songs.<br/><br/> Independently and safely use the creative area.<br/><br/> Begin to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>   | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.<br/><br/> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> | <p>Continue to experiment and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/><br/> Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> | <p>Children to explore a variety of instruments.<br/><br/> Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p>Children invent, adapt and recount stories using 'Talk for Writing' with peers and their teacher.</p>           | <p>Watch and talk about dance and performance art, expressing their feelings and responses.<br/><br/> Explore and engage in music making and dance, performing solo or in groups.</p> |
|                                   | <p>Develop storylines in their pretend play.<br/> Children are exposed to a variety of music forms throughout the year.<br/> Explore, use, and refine a variety of artistic effects to express their ideas and feelings.<br/> Children tell stories and collaboratively perform them.<br/> Create collaboratively sharing ideas, resources, and skills.<br/> Children share their creations and learning and are able to explain the process they have used.</p>   |  |   |   |  |   |