



Newfield Primary School

Reception Curriculum Overview 2024-2025 - Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic					
Me and My Community	Heroes and Superheroes	Amazing Adventures	Growing and Planting	Under the Sea	Around the World
Communication and Language					
<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.</p>					
Personal, Social and Emotional Development					
<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p>					
Jigsaw Topics					
Being me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development					
<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.</p>					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PE Units					
Indoors: Introduction to P.E – Unit 2	Indoors: Fundamentals - Unit 2	Indoors: Gymnastics - Unit 2	Indoors: Ball skills – Unit 2	Indoors: Dance - Unit 2	Indoors: Games – Unit 2
Literacy					
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
Keys Texts					
That's Not My Name All Are Welcome Grandma's Purse	Doctorsaurus A Superhero Just like you The Gingerbread Man Mince Spies	Room on the Broom We're going on a Bear Hunt Sunk!	The Very Hungry Caterpillar Jack and the Beanstalk Luna Loves Gardening	Surprising Sharks The Rainbow Fish Somebody Swallowed Stanley	Handa's Suprise Elmer One day on Our Blue Planet: In the savannah The Monkey with a Bright Blue Bottom
Word Reading (Phonics)					
Read single-letter Set 1 sounds	Read all Set 1 Sounds; blend sounds into words orally	Blend sounds to read words; read short Ditty stories	Read Red Storybooks	Read Green Storybooks; read some Set 2 sounds	Read Green or Purple Storybooks

Writing

Using their phonics knowledge your child will learn how to write down words based on the sound of the word when it is spoken, including some irregular words. They will work towards writing simple sentences that can be understood and read out.

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

Comparison 1: Match, sort and compare
Shape, space and measure 1/Pattern 1: Talk about measure and patterns
Counting 1: It's me 1, 2, 3
Shape, space and measure 2: Circles and Triangles
Counting 2: 1,2,3,4,5
Shape, space and measure 3: Shapes with 4 sides

Counting 3: Alive in 5
Shape, space and measure 4: Mass and Capacity
Counting 4: Growing 6,7,8
Shape, space and measure 5: Length, height and time
Counting 5: Building 9 and 10
Shape, space and measure 6: Explore 3D Shapes

Counting 6: To 20 and beyond
Comparison 2: How many more?
Shape, space and measure 7: Manipulate, compose and decompose
Comparison 3: Sharing and grouping
Pattern 2/Shape, space and measure 8: Visualise, build and map
Shape, space and measure 9: Make connections

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive arts and design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

<p>Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p>Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Musical Stories A unit based on traditional children’s tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>Transport Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.</p>	<p>Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------