



# Highfields Primary School Reception Curriculum Overview 2024-2025

		Autumn 1 Black History Week	Autumn 2 MH&WB/Anti bullying	Spring 1 Science Week	Spring 2	Summer 1 Enterprise Week	Summer 2
Context		Ourselfs: All About Me	Art Attack: (Weather/Seasons/Time)	Once upon a time... (Traditional Tales)	It's a bug's life: (Mini beasts)	Can we build it? Yes, we can! (Buildings)	Off we go! (Transport)
Big Question(s)		Who am I? Why am I different/same? What is a family?	What can you see? What is changing? What does it feel like? I wonder....?	What makes a happy ending? I wonder....?	What is a minibeast? What can you see? How do they move?	Where do I live? What different types of homes are there? What materials are suitable for building?	How do we travel? What travels on land/sea/ air? What do I need to go on a journey?
Outcome		Fact File: All About Me	Scrapbook: Collection of Artwork	Retell story - Mini Book (Present to the other class - oracy)	Clay Bugs	Milk Carton House	Vehicle using recycling materials
PSED/C and L		PSED and C&L will be covered throughout the year through table tops, displays and role-play and teacher led sessions. (Use a wider range of vocabulary)					
Foundation Stage 2 (Reception) Year A	Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story time. Develop social phrases.	Articulate their ideas and thoughts in well-formed sentences. Connect idea/action to another using range of connectives. Ask questions to find out more and to check they understand what has been said to them.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Use new vocabulary in different contexts. Listen carefully to rhymes & songs, paying attention to how they sound. Learn rhymes, poems and songs.	Listen to and talk about stories to build familiarity & understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal Social and Emotional Development	Being Me and My World: See themselves as a valuable individual.	Celebrating Differences: Think about the perspectives of others.	Dreams and Goals: Show resilience and perseverance in the face of challenge.	Healthy Me: Manage their own needs.	Relationships: Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Changing Me: Identify and moderate their own feelings socially and emotionally.
	Physical Development	Revise & refine fundamental movement skills already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, co-ordination, balance & agility. Develop skills needed to manage the school day successfully: Lining up & queuing, mealtimes, personal hygiene.	Combine different movements with ease and fluency. Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely & confidently.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently & safely use a range of large & small apparatus indoors and outside, alone & in a group. Know & talk about different factors that support overall health & wellbeing: Regular activity, healthy eating, tooth brushing, sensible 'screen time', having a good sleep routine, being a safe pedestrian.	Develop overall body- strength, balance, coordination and agility.  Progress towards a more fluent style of moving, with developing control and grace.	Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, aiming.
	PE lessons	Gym: Moving and Balancing	Games Equipment: Bats, balls, beanbags & hoops. (5wks) Ribbons, ballet, Just Dance (3wks)	Simple Team Games	Gym Equipment: Mats and Benches	Dance	Team Games
	Maths and Problem Solving	Daily counting opportunities – boys, girls, total, mats, adults (Teachers, TAs, Helpers), table top space, outdoors, transition times (dinner time, home time)...					
	Maths and Problem Solving	Matching, Sorting, Comparing & Ordering, Patterns, Counting, Time.  Count objects, actions & sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.	Composition of Numbers to 5, 2D Shapes, Positional Language. Compare numbers. Understand 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers to 10.	Counting, Ordering, Addition, Comparing, Select, rotate & manipulate shapes to develop spatial reasoning skills. Compose & decompose shapes to recognise it can have other shapes within it.	Counting, Patterns, Measuring Length & Height, Capacity, 2D Shape, 3D Shape.  Compare length, weight & capacity. Continue, copy and create repeating patterns.	Counting on to Add, Counting Forwards and Backwards, Counting to 20, Doubling, Halving & Sharing, Odds & Evens.  Count beyond ten.	Mass, Volume & Capacity, Money, Data, Word Problems.  Automatically recall number bonds for numbers 0–10.
	Literacy (Writing)	Writing Names and High Frequency words independently Labelling /Name writing/reading FMS/pencil control Recounts	Form lowercase and capital letters correctly.	Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound- letter correspondences using a capital letter and full stop.	Labelling + Captions Simple sentences Lists Posters/ non-fiction writing Descriptive writing – adjectives
	Literacy (Phonics)	Oral Blending & Segmenting, Alliteration + Rhyme.	Phase 2- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Phase 3- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Phase 3- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
	Literacy (Reading)	Read individual letters by saying the sounds for them. Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read what they have written to check that it makes sense
	Understanding the World	P+P- Own identity, family & friends. W- Small world people. Senses/Body parts & their functions P+C- Local environment, Small world	P+P: Own identity, family & friends/Artists and their artwork W: Seasons, weather & time. Talk about what they see, using a range of vocabulary. P+C: Small world. Festivals (Christmas, Hanukkah & Diwali)	P+P- Own identity, family and other occupations. W- Small world play/ Local environment/explore materials. Talk about the differences between materials and changes they notice.	P+C- Small world. Celebrations and festivals (Easter, Vaisakhi & Chinese New Year) Different countries- faiths and cultures Explore and talk about different forces they can feel.	P+P- Own identity, family and friends and other occupations W- Small world people. Local environment. Show care for living things and the environment. (Life Cycle) Explore how things work.	P+C- Small world. Celebrations & festivals (Ramadhan and Eid) W: Different countries: faiths & cultures. Continue developing positive attitudes about the differences between people.
	EAD (Singing: Weekly)	Instruments Drawing/sketching Painting – holding a brush. Collage – ripping	Drawing Exploring Colours Artists inspired artwork	Instruments Collage – scrunching Printmaking	Drawing Sculpture	Instruments Collage Sculpture	Drawing Printmaking
	Trips & Visits	Walk to the library/shops	Walk around Spinney Hill Park (Pantomime in school)	Storytelling workshop	Stonehurst Farm	Walk around the local area looking at buildings	Train station
	Role Play	Home Corner (Basic Provision) Baby clinic	Seasonal garden/dressing up for different weather- seasonal tree	Character Dressing Up/props	Bugs' Lab	Builders' Yard	Garage
	Spotlights	Toilet Training + Communication	Reading Together + Phonics	Physical Development (GMS+FMS)	Number and Pattern	Understanding the World	Getting Ready for School



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		Autumn 1 Black History Week	Autumn 2 MH&WB/Anti bullying	Spring 1 Science Week	Spring 2	Summer 1 Enterprise Week	Summer 2
Context		Ourselves: All About Me	Fun with Food	Fantasy	People Who Help Us	Plants	Animals
Big Question(s)		Who am I? Why am I different/same? What is a family?	Where does food come from? What does it smell/taste etc. like?	Are superheroes/pirates/magic/dragons/monsters/ unicorns etc. real or imaginary?	Which people help us? Who would you go to for help if...?	What helps a plant to grow?	What is an animal? What animals can I find in our local area?
Outcome		Self portrait	Pizza designs	Superhero picture	When I grow up display	Growing beans	Fact file for favourite animal
PSED/C and L		PSED and C&L will be covered throughout the year through table tops, displays and role-play and teacher led sessions. (Use a wider range of vocabulary)					
Foundation Stage 2 (Reception) Year B	Communication and Language	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Engage in story time. Develop social phrases.	Articulate their ideas and thoughts in well-formed sentences. Connect idea/action to another using range of connectives. Ask questions to find out more and to check they understand what has been said to them.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	Listen to and talk about stories to build familiarity & understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Use new vocabulary in different contexts. Listen carefully to rhymes & songs, paying attention to how they sound. Learn rhymes, poems and songs.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Personal Social and Emotional Development	Being Me and My World: See themselves as a valuable individual.	Celebrating Differences: Think about the perspectives of others.	Dreams and Goals: Show resilience and perseverance in the face of challenge.	Healthy Me: Manage their own needs.	Relationships: Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Changing Me: Identify and moderate their own feelings socially and emotionally.
	Physical Development	Revise & refine fundamental movement skills already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop overall body strength, co-ordination, balance & agility. Develop skills needed to manage the school day successfully: Lining up & queuing, mealtimes, personal hygiene.	Combine different movements with ease and fluency. Develop confidence, competence, precision & accuracy when engaging in activities that involve a ball. Develop their small motor skills so that they can use a range of tools competently, safely & confidently.	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently & safely use a range of large & small apparatus indoors and outside, alone & in a group.  Know & talk about different factors that support overall health & wellbeing: Regular activity, healthy eating, tooth brushing, sensible 'screen time', having a good sleep routine, being a safe pedestrian.	Develop overall body- strength, balance, coordination and agility.  Progress towards a more fluent style of moving, with developing control and grace.	Further develop and refine a range of ball skills including: Throwing, catching, kicking, passing, batting, aiming.
	PE lessons	Gym: Moving and Balancing.	Ribbons/ballet + Just Dance Games equipment: Bats, balls, beanbags & hoops.	Simple Team Games	Gym Equipment	Team Games	Dance
	Maths and Problem Solving	Daily counting opportunities – boys, girls, total, mats, adults (Teachers, TAs, Helpers), table top space, outdoors, transition times (dinner time, home time)...					
	Maths and Problem Solving	Matching, Sorting, Comparing & Ordering, Patterns, Counting, Time. Count objects, actions & sounds. Subitise. Link the number symbol (numeral) with its cardinal number value.	Composition of Numbers to 5, 2D Shapes, Positional Language. Compare numbers. Understand 'one more than/one less than' relationship between consecutive numbers. Explore composition of numbers to 10.	Counting, Ordering, Addition, Comparing, Select, rotate & manipulate shapes to develop spatial reasoning skills. Compose & decompose shapes to recognise it can have other shapes within it.	Counting, Patterns, Measuring Length & Height, Capacity, 2D Shape, 3D Shape. Compare length, weight & capacity. Continue, copy and create repeating patterns.	Counting on to Add, Counting Forwards and Backwards, Counting to 20, Doubling, Halving & Sharing, Odds & Evens. Count beyond ten.	Mass, Volume & Capacity, Money, Data, Word Problems.  Automatically recall number bonds for numbers 0–10.
	Literacy (Writing)	Writing Names and High Frequency words independently Labelling Labelling Non fiction Senses – non fiction Name writing/reading FMS/pencil control Recounts	Menus/Shopping lists/ Ingredients Simple sentences/captions +Posters - descriptions Instructions/Recipes Greeting cards	Lists Captions – including adjectives Labelling Treasure maps Letters – message in a bottle Wanted Posters	Simple sentences/captions +Posters - descriptions Prescriptions/Tickets (Name writing) Story maps Reports	Labelling + Captions Simple sentences Lists Posters/ non-fiction writing Descriptive writing – adjectives	Labelling + Captions Simple sentences Lists Posters/ non-fiction writing Descriptive writing – adjectives (figurative writing) Poetry (Rhyming) Instructions Mind maps
	Literacy (Phonics)	Oral Blending & Segmenting, Alliteration + Rhyme.	Phase 2- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Phase 3- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Phase 3- grapheme- phoneme correspondences (GPCs). CVC Blending and segmenting	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
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	Understanding the World	P+P- Own identity, family & friends. W- Small world people. Senses/ Body parts & their functions P+C- Local environment. Small world.	P+P: Own identity, family & friends/festival feasts W: Food - where it comes from. P+C: Festival foods (Christmas, Hanukkah & Diwali), healthy eating, food from round the world	P+P: changes across time, aging. W: Small world play/ Local environment/explore materials. Talk about the differences between materials and changes they notice.	P+P: Own identity, family & friends & other occupations/aspirations. W: Small world people P+C: Celebrations & festivals (Easter, Vaisakhi) Visitors, occupations, stories.	P+P: W: Local environment. Show care for living things & the environment. Observe and talk about plants. P+C: favourite plants. Celebrations & festivals (Ramadhan & Eid)	P+C- Small world habitats. W: Show care for living things. Observe and talk about animals. P+P: extinction, lifecycles, future, caring for others.
	EAD (Singing: Weekly)	Instruments Drawing/sketching Painting – holding a brush. Collage – ripping	Drawing Exploring Colours Artists inspired artwork	Instruments Collage – scrunching Printmaking	Drawing Sculpture	Instruments Collage Sculpture	Drawing Printmaking
	Trips & Visits	Walk to the library/shops	Walk around Spinney Hill Park (Pantomime in school)	New Walk Museum	Go kids go/little city role play	Botanic Gardens	Animal visitors
	Role Play	Home Corner	Pizza restaurant	Andy's dinosaur adventure	Hospital	Greenhouse/flower shop	Andy's safari adventure
	Parent Spotlights	Toilet Training + Communication	Reading Together + Phonics	Physical Development (GMS+FMS)	Number and Pattern	Understanding the World	Getting Ready for School