

Reception Curriculum 24-25

Autumn 1:	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Celebrations	Dinosaurs (local area and Dorset)	Technology over time	Brazil and local area comparison	The effect of humans on the world – deforestation in rainforests, littering

PPA-

Autumn: My family and People who help us.

Spring: New life Local area/seasons/life cycles. Natural Art. Hungry Caterpillar Non-Fiction- Life cycles- Chick/Sunflower.

Summer: Changing matter and fundamental scientific skills-floating and sinking, simple forces etc.

Key:

Understanding of the world.

PSED

Expressive Arts and Design

Autumn 1: All about me

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Begin to make sense of their own life story and family's history.
- Continue to develop positive attitudes about the differences between people.
- Comment on image of familiar situations in the past.
- Compare and contrast characters from stories including figures from the past.
- Comment on images of familiar situations from the past.
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people in the safe context of their setting.
- Increasingly follow the rules and understand why their important.

- Identify and moderate their own feelings socially and emotionally.
- Select and use activities and resources with help when needed.
- Show emotions in their drawings and paintings.
- Draw with increasing complexity and detail such as representing a face.
- Explore colour and colour mixing.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Develop storylines in their pretend play.
- Make imaginative and complex small worlds with blocks and construction such as a city with different buildings and a park.
- Take part in pretend play using an objects to represent something else even though they are not similar.
- Explore use and refine a variety of artistic effects to express their ideas and feelings.

Theme texts:

All about families non-fiction

English texts:

Nursery rhymes

Oi frog – labelling CVC words, finding rhyming words.

Peepo – labelling

Funnybones – CVC words and initial sounds

Art ideas:

Portraits.

Autumn 2: Celebrations

- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- **ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.**
- Express their feelings and consider the feelings of others.
- Think about the perspective of others.
- Select and use activities and resources with help when needed.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person.
- Sing the melodic shape of similar songs (moving melody such as up and down, down and up).
- Listen attentively, move to and talk about music, expressing their feelings and responses.

- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Explore different materials freely to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Use drawings to represent ideas like movement of loud noises.

Key texts in theme:

Rama and Sita

Nativity

English texts:

You choose – Nick Sharratt – drawing pictures and labelling or sharing ideas about what they have done.

What makes me a me – I can be a..... and a personal profile.

Window – draw what you can see and label then write a sentence the following week I can see a...

Expressive art and design: dancing, drama, (pretend to be fireworks)

DT – Rama and sita puppets – explore material and techniques etc?

Spring 1: Dinosaurs and Mary Anning

- Use all their senses in hands on exploration of natural materials.
- Talk about what they see using a wide range of vocabulary.
- Draw information from a simple map
- Explore the natural world around them
- Recognise some environments that are different to the ones in which they live.
- Compare and contrast characters from stories including figures from the past.
- **ELG – Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.**
- **ELG – understand the past through settings, characters and events encountered in books read in class and story telling.**
- Select and use activities and resources with help when needed.
- Show resilience and perseverance in the face of challenge
- Think about the perspectives of others.
- **ELG – Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.**
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Develop storylines in their pretend play.
- **ELG – Make use of props and materials when role playing characters in narratives and stories.**

- **ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **ELG – Share their creations explaining the process they have used.**
- **ELG – Invent, adapt and recount narratives and stories with peers and their teacher.**

English texts:

Tyrannosaurus Drip

Saturday night at the dinosaur stomp.

Non- fiction dinosaurs texts.

Worrysaurus

Art: Ammonites

Spring 2: Technology over time

- Explore how things work
- Comment on images of familiar situations in the past.
- **ELG – know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**
- Show resilience and perseverance in the face of challenge
- **ELG – Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.**
- **ELG – give focussed attention to what the teacher says, responding appropriately even when engaged in activity and show ability to follow instructions involving several ideas or actions.**
- **ELG – be confident to try new activities and show independence, resilience and perseverance in the face of challenge.**
- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ideas to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- **ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **ELG – Share their creations explaining the process they have used.**
- **ELG – Make use of props and materials when role playing characters in narratives and stories.**
- **ELG – Invent, adapt and recount narratives and stories with peers and their teacher.**

English texts:

Red Riding Hood

Three Little Pigs

Goldilocks and the three Bears

Research the history of telephones. Alexander Graham Bell.

Chronology.

DT String telephones.

Summer 1: Brazil and the local area

- Recognise some similarities and difference between life in this country and life in other countries.
- Draw information from a simple map
- Recognise some environments that are different to the one in which they live.
- **ELG – Describe their immediate environment using knowledge from observation, discussion, stories, non – fiction texts and maps.**
- **ELG – Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non – fiction texts and maps.**
- **ELG – know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**
- Think about the perspectives of others.
- Know and talk about the different factors that support their overall health and wellbeing; healthy eating.
- **ELG – Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.**
- **ELG – Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices.**
- Play instruments with increasing control to express their feelings and ideas.
- Explore and engage in music making and dance performing solo or in groups.
- Watch and talk about dance and performance art expressing their feelings and responses.
- **ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.**
- **ELG – Share their creations explaining the process they have used.**
- **ELG – Make use of props and materials when role playing characters in narratives and stories.**

Local history.

English texts:

Traditional tales.

The Gingerbread Man

Three Billy Goats Gruff

Jack and the Beanstalk

DT Salada de frutas

Summer 2: The effect of humans on the world – deforestation in rainforests, littering

Environmental, recycled art

- Recognise some environments that are different to the one in which they live.
- Understand the need to respect and care for the natural environment and all living things.
- **ELG - Explore the natural world around them, making observations and drawing pictures of animals and plants.**
- **ELG – know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.**
- Develop their sense of responsibility and membership of a community.
- **ELG – Explain the reasons for rules, knowing right from wrong and behaving accordingly.**

- **ELG – Show sensitivity to their own and other’s needs.**
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- **ELG – Sing a range of well-known nursery rhymes and songs.**
- **ELG – Perform songs, rhymes, poems and stories with others and (when appropriate try to move in time with music).**

English texts:

Somebody swallowed Stanley

Dear Greenpeace

In the forest

Art Recycled art piece