**Reception Curriculum Overview 2023-2024**

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| **Theme** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | | **Summer 1** | | **Summer 2** |
| **All About Me** | **Transport: Past and Present** | **Space** | **Growing and Changing** | | **Kings and Queens** | | **Stories from the Past** |
| **Understanding the World** | **Past and Present (History)** | | | | | | | |
| Myself and families  My past, present, future and that of others including characters from stories.  Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life.  *Baby visit*  Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?  *Our school year – what will we do this year in Reception at West Road Primary Academy?*  *Local mayor visit.* | Transport: Past, modern and technologically advanced.  George Stevenson; The invention of the Steam Train. *Links to Doncaster and York railway history. 1849 – Doncaster railway. Moorends, Thorne North and Thorne South are our local stations.*  Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history. *1902 Doncaster Tramway. 1776 – the 1st St Leger. William Pool from Thorne – inventor of the feathered paddle steamer wheel.*  Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport  *Douglas Bader – fighter pilot from Spotborough. 2005 Robin Hood Airport opens.*  Ernest Shackleton the explorer; The South Pole, the challenges of his journey. *Polar Bears at Yorkshire Wildlife Park.* | Our Solar System, astronauts, space travel, moon landing  People who looked at the stars; Galileo. *Doncaster Astronomical Society.*  Traditional stories to explain the stars e.g. The hunting of the Great Bear  What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.  *George Porter – Nobel Prize-winning physical chemist from Stainforth.*  The Moon landings; Neil Armstrong  The International Space Station; when and why it was built and launched. | Farming:  Past and Modern  *Jeremy Clarkson from Doncaster – tv presenter turned farmer.*  Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. *The Moors.* *Thorne main industry traditionally was coal mining and farming.*  How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.  *Benjamin Huntsman – an inventor and manufacturer of steel from Epworth.* | | King John, the Magna Carter and local buildings  Queen Elizabeth II’s coronation. *York’s connections with past monarchs.*  The Story of King John and the Magna Carta (Teachers to tell story based on historical events) *Original Magna Carter held at Lincoln Castle.*  Locally significant areas in the past e.g. a local historical building. *Peel Hill Castle, the parish church.*  Queen Elizabeth II’s coronation in Westminster Abbey.  *John Francis Bentley – church architect from Doncaster, most famous for Westminster Cathedral* | | Stories from Ancient Greece  Myths and Legends from around the world  Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch  Myths and Legends from around the world;  Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods  St George and the Dragon  *The Story of Robin Hood, The Loch Ness monster, King Arthur and the Knights of the Round Table.* |
| **People, Culture and Communities (Geography)** | | | | | | | |
| **School, Community,**  **and the Local Area**  *Location of our school and the local area in Moorends.*  My route to school; what do I pass? *Nail salon, Shop and Save Store, Fish and Chips, the Church opposite school, the train station.*  Do I take transport? What do we like about our local area? What would we change?  Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies.  People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors. *Moorends Library, Moorends Surgery, Hairdressers.* | **Transport locally, afar and road safety.**  Transport in our local area and contrasted with transport for long journeys- children’s experience of transport. *Moorends, Thorne North and Thorne South are our local stations.*  Road Safety – how we travel safely.  How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway. | **Astronauts and Astronomers**  Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel. *Doncaster Astronomical Society.* | **Farming in our local area Crops locally and in other countries**  Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. *Crops, eggs, milk, Christmas Trees.*  Identify where the fruit and vegetables we eat come from. Including but not limited to:  Oranges: Spain  Bananas: Central America  Lemons: South Africa  Pineapples: Costa Rica  Apples: France  Onions: The Netherlands  Cauliflower: Spain  Broccoli: The UK | | **Our Monarchy here and around the world.**  **Royal buildings.**  The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle. *Clifford’s Tower, The King’s Manor in York. Lincoln Castle and Lincoln Cathedral.*  Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.  The Union Flag of The United Kingdom, flags from countries the children have connections to. | | **Places and cultures through other stories**  Locate the places that feature in the key stories chosen for this topic. *Greece, Sherwood Forest, Lock Ness.*  Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story. *Thorne Times, Doncaster Free Press, Examiner Live* |
| **The Natural World (Science)** | | | | | | | |
| The human body  Autumn season. *Natural changes in Jenny’s wood, Thorne Community Wood.*  The human body: Facial features, body parts, the senses  Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. | Forces push pull  Air and water transport  Winter season. *Natural changes in Jenny’s wood, Thorne Community Wood.*  Forces: push, pull, twist  Air transport. *Robin Hood Doncaster Airport.*  Water transport. *Water transport history in Goole.*  Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter?  Transport in the winter; snow ploughs, gritting roads, snow tyres.  Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold? | Earth  Moon  Spring Season.  Our planet Earth, land and sea, plants and animals, weather, gravity.  The moon, the sun, the planets in our solar system, space travel, astronauts.  Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings. *Natural changes in Bunting’s wood, Thorne Community Wood.* | Growing and changing  Plants and animals  Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. *Reception caterpillars.*  Identify and draw the following animals and their babies including but not limited to:  Sheep and Lamb  Cows and Calf  Horse and foal  Butterfly and Caterpillar  Frog and tadpole  Dog and puppy  Cat and kitten  Plants; how they grow from seeds and bulbs.  What plants need to grow. *Grow class plants and monitor growth.*  Identify parts of plants including roots, stem and leaves.  Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants. *Plants growing in the EYFS garden, trees around the school field.* | | A garden for the Queen. *EYFS Outdoor Garden.*  Summer Season nature  Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.  Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design. | | Summer Season staying safe  Changing state of matter  Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.  Changing state of matter; Why do our ice lollies melt? |
| **Personal, Social and Emotional Development** | Jigsaw 1  Being in my World | Jigsaw 2  Celebrating Differences | Jigsaw 3  Dreams and Goals | Jigsaw 4  Healthy Me | | Jigsaw 5  Relationships | | Jigsaw 6  Changing Me |
| **Tier 2 Words**  36 adventurous words taught across the year, following the STAR approach. | Similar  Calm  Nibble  Nervous  Shiver  Tremble | Transportation  Direction  Adventure  Zigzag  Explain  Pale | Gravity  Effect  Vanish  Connect  Reflect  Evening | Nature  Fresh  Greedy  Dozen  Additional  Timid | | Wealth  Luxury  Warn  Believe  Factory  Boiled | | Shelter  Demolish  Grumpy  Annoy  Wonder  Whisper |
| **Core Rhymes** | Handy work  Each day different | I like to fly my aeroplane  Run, Run | 5 Little speckled frogs  Incy Wincy spider | 5 Little mice  Little Rabbit FooFoo | | Humpty Dumpty  5 Currant buns | | 10 green bottles  5 Little monkeys |
| **Maths**  White Rose Maths | **Phase 1**  **Just Like Me**  matching, sorting and comparing amounts/numbers  Comparing size, mass, capacity and exploring patterns | **Phase 2**  **It’s Me 1 2 3 !**  representing, counting, comparing, and composition of 1 2 3  subitising  Circles and triangles  Positional language  **Phase 3** **Light and Dark**  representing 4 and 5  one more/less  4 sided shapes, time, day night, days | **Phase 4** **Alive in 5**  Introducing zero  Comparing numbers to 5  Composition of 4 and 5 subitising  Comparing Mass  Comparing Capacity  **Phase 5**  **Growing 6 7 8**  Introducing 6 7 8  Making pairs  Combining 2 groups Length, Height, times in the day, today, tomorrow yesterday | **Phase 6**  **Building 9 and 10**  Introducing 9 and 10  Comparing numbers to 10  Bonds to 10  3D shapes  Patterns 2 | | **Phase 7**  **To 20 and beyond**  Building numbers beyond 10  Counting patterns beyond 10  Spatial reasoning  matching shapes, making shapes  **Phase 8**  **First and Now**  Adding more Taking away  How many did I add ?  Combining shapes to make shapes | | **Phase 9**  **Find my pattern**  Doubling  Sharing and grouping  Even and odd  Positional language  Building models  **Phase 10**  **On the Move**  problem solving  Planning solutions  Patterns and relationships  Maps |
| **Physical Development** | **Discrete PE lessons timetabled in addition to free-flow use of outdoor area** | | | | | | | |
| Introduction to PE  Spatial Awareness Ways of moving and directions | Dance  Combining movements | Gymnastics  Balancing sequence of movements | | Ball skills | Game skills  Target games | Fundamentals of PE | |
| **Expressive Arts and Design**  **Art**  **DT** | **Creating with Materials:**  Exploring colours and mixing  Portraits  Miro’s work  Cutting skills | **Creating with Materials:**  Exploring marks and prints Vehicle tracks..  George Seurat – pointillism  Design and make vehicles (boats/ wheels and axles) | **Creating with Materials:**  Exploring Collages - space  Jackson Pollock – drip painting  Assembling skills – rockets and space-stations.  Chinese new year lanterns. | **Creating with Materials:**  Exploring what can be seen around us    Van Gogh – still life.  Fruit and vegetable kebabs. | | **Creating with Materials:**  Exploring nature in art  Transient Art – Goldsworthy  Animals - Stephen Brown  Design and make crown. | | **Creating with Materials:**  Exploring 3D art  Clay pottery  Tony Crag  Fabric and fashion – experimenting with fabric. |
| **Expressive Arts and Design**  **Music** | Kapow  Exploring sound  Composer: Wolfgang Amadeus Mozart, *Allegro* from *A Little Night Music* | Kapow  Nativity and singing practise  Singing in a group (Christmas Performances)  Composer: Sergei Prokofiev, *Peter and the Wolf* | Kapow  Music and Movement  Listening to and responding to Holst’s Planet Suite  Composer: Englebert Humperdinck, *Hansel and Gretel* | Kapow  Transport | | Kapow  Big Band  Composer: Louis Armstrong  Music and dance sessions: link to Carnival of the Animals  Composer: Paul Dukas, The Sorcerer’s Apprentice | | Kapow  Singing practise for assembly  Composer: G.F. Handel |
| **RE**  RE Today Services 2015 | Which **stories** are special and why ? | Which **people** are special and why ? | Which **places** are special and why ? | Which **times** are special and why ? | | Where do we belong ? | | What is special about our world ? |
| **Festivals and Celebrations**  **Non-negotiable in the RE Scheme \***  (subject to calendar changes) | Rosh Hashanah  **Harvest Festival \***  Eid ul Adha  All Saints Day  Hallowe’en  *Moorends Harvest Festival, Jeans for Genes Day* | Guy Fawkes  **Remembrance Sunday \***  **Diwali \***  St Andrew’s Day  **Advent + Christmas \***  Thanksgiving  Hanukah  *Thorne Christmas Lights Switch on, Moorends Christmas Lights Switch On, Anti-Bullying Week, Nativity* | **Chinese New Year \***  St Valentine’s Day  Shrove Tuesday  *Safer Internet Day, Sport Relief* | St David’s Day  Holi  Mothering Sunday  St Patrick’s Day  **Easter \***  Baisakhi  *Mental Health Awareness Week* | | **St George’s Day \***  May Day  Ramadan  *The Queen’s Platinum Jubilee* | | Father’s Day  Eid ul Fitr  Summer Solstice  *Sports Day* |