


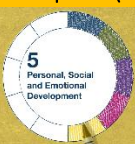

Reception Stramongate Curriculum Overview 24 / 25 This overview is used as a guide to allow teachers the flexibility to respond to children's' interests. The development matters document has been used to plan this overview.



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics / Interests / Lines of Enquiry	Marvellous Me / Bears / Autumn / Halloween Dinosaurs Looking after our teeth	Bonfire Night / Armistice / Christmas Around the World / The Gruffalo's Child	Winter / Farsang (Hungarian Festival) / British Birds / Transport	Spring/ Book Week / Pancake Day/ Easter/ Farms	St. George's Day / People who help us/ Africa	Celebration and Transition Under the sea Pirates
Enrichment Visits and Experiences (Ensure library membership for every child)	Teddy Bear's Picnic Visit from Dentist Trip to Kendal Museum (FOSSIL RUBBINGS)	Campfire on School Grounds Library Visit 1 Backwards Advent – Manna House Creation of a memorial garden	Hungarian Banquet (FARSANG) RSPB Big Schools Bird Watch TRANSPORT TRIP: - TRAIN to Staveley and 555 Back.	Library Visit 2 (World Book Day Tour) 'Walk Around the Block' – Key sights in Kendal. Lakeland Maze Farm Visit DONNA – Bring in two lambs	Visits from Policemen/woman/ Nurse/ Vets / Mountain Rescue etc Visits (Superheroes – People Who Help Us) Train Trip to Bluebell Wood, Staveley	Library Visit 3 (Library Challenge) Tough Mudder Sports Day Visit to Lakes Aquarium (under the sea) and Motor Museum
Communication and Language 	<p>Listen to familiar stories and begin to focus attention. Use sentences of 4-6 words.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> The Leaf Thief N Hemming Owl Babies Waddell Where the Wild Things Are Maurice Sendak Are the Dinosaurs Dead Dad? Julie Middleton Dinosaurs and All that Rubbish M Foreman The Odd Egg E Gravett 	<p>Join in with stories and anticipate key events. Follow directions and respond to instructions.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> Room on the Broom Julia Donaldson Where the Poppies Now Grow Hilary Robinson Stanley's Stick Neal Layton The Gruffalo's Child Julia Donaldson The Polar Express – Chris Van Allsberg. The Christmas Pine Julia Donaldson 	<p>Consider the listener and take turns in conversations. Use new vocabulary and retell a simple event in the correct order.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> Little Robin Red Vest Jan Fearnley Lost and Found Oliver Jeffers And Tango Makes Three Justin Richardson Yeti and the BirShireen The Naughty Bus Jan Oke The 100 decker bus Mike Smith 	<p>Begin to use more complex sentences- linking ideas using 'and, because'. Understand questions such as 'who, why, when, where and how'.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> Farmer Duck M Waddell What the Ladybird Heard Julia Donaldson Squash and a Squeeze Julia Donaldson Oliver's Vegetables Vicivian French Oi Frog Kes Gray So Much! Trish Cooke 	<p>Follow instructions involving several ideas or actions. Describe events in some detail.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> Bringing the Rain to Kapiti Plain Verna Aardema Handa's Surprise Eileen Browne Send for a Superhero – Michael Rosen. Super Milly and the super school day – 	<p>Retell a story. Use past, present and future tenses. Listen and respond to ideas expressed by others.</p> <p>Continuous use of stories, rhymes and songs. Adult support to extend vocabulary and model language in provision as priority.</p> <p><u>DRAWING CLUB / LITERACY TREE KEY and FOCUS TEXTS:</u></p> <ol style="list-style-type: none"> Leo and the Octopus – Isabelle Marinov Julian is a Mermaid – Jessica Love. The Night Pirates – Pete Harris and Deborah Allwright. Izzy Gismo Pip Jones I Want My Hat Back Jon Klassen Billy and the Beast Nadis Shireen Pirate Pete Nick Sharat


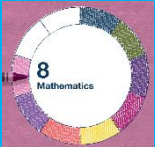


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					<p>Stephanie Clerkson.</p> <p>5. The Extraordinary Gardener Sam Boughton</p> <p>6. The Tiny Seed Eric Carle</p>	
Personal, Social and Emotional Development (SCARF) 	<p>Understand classroom rules and routines. Talk about basic emotions and feelings.</p> <p>SCARF Me and My Relationships</p>	<p>Invite others to play and join in games. Try new things. Begin to consider others feelings.</p> <p>SCARF Valuing Difference</p>	<p>Continue to develop relationships with adults and children. Begin to understand compromise and negotiation.</p> <p>SCARF Keeping Safe</p>	<p>Talk about own and others feelings. Become more flexible and cooperative, and wait to have needs met.</p> <p>SCARF Rights and Respect</p>	<p>Talk about what they are good at and would like to improve. Demonstrate resilience and perseverance when trying out a new activity.</p> <p>SCARF Being My Best</p>	<p>Identify own feelings and adjust behaviour where needed. Seek out a challenge. Explain how they are unique and individual.</p> <p>SCARF Growing and Changing</p>
Physical Development  <p>CONTINUOUS PROVISION: Mark making materials, threading, beads, tweezer activities, play dough, scissors and glue) Fine Motor activities also provided OUTDOORS and mark making in as many areas of provision as possible.</p>	<p>Indoor Gross Motor: COMPLETE PE: LOCOMOTION (walking, finding a space, boundaries, stopping to a signal)</p> <p>CLASS SPACIAL GAMES: Follow the leader, bean game, traffic light, mud monster</p> <p>JUMPING</p> <p>Fine Motor: Dough Disco LW Letter Formation Manipulate objects Draw lines and circles Hold pencil beyond a whole hand grasp Begin to write name</p>	<p>Indoor Gross Motor: COMPLETE PE: DANCE Dinosaurs, Nursery Rhymes</p> <p>Fine Motor: Develop muscle tone to increase pencil pressure onto paper Use tools Show preference for a dominant hand</p>	<p>Indoor Gross Motor: COMPLETE PE: GYMNASTICS (High, low, over, under).</p> <p>Fine Motor: Hold pencil with a comfortable grip Form some recognisable letters with the correct formation (link to phonics) and including own name</p>	<p>Indoor Gross Motor: COMPLETE PE: HEALTH AND WELL BEING</p> <p>Fine Motor: Begin to form more letters correctly Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Indoor Gross Motor: COMPLETE PE: Ball Skills (Feet, hands, rackets, bats, balls, balloons)</p> <p>Fine Motor: Form all letters correctly Write name correctly</p>	<p>Indoor Gross Motor: COMPLETE PE: ATTACK Vs DEFENCE Sports Day games</p> <p>Fine Motor: Hold pencil with a secure tripod grip and form all letters correctly</p>
	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>	<p>Outdoor Gross Motor DFE Bikeability Pilot – Balance Bikes, other wheeled vehicles, PE apparatus.</p>




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<p>Literacy PHONICS: Little Wandle Letters and Sounds</p>  <p>PROVISION A selection of fine motor activities always available in continuous provision and writing area always available with a variety of mark making materials.</p>	<p>Phonics: Little Wandle Letters and Sounds s,a,t,p,i,n,m,d,g,o,c,k,e,u,r,h,b,f,l (PHASE 2)</p> <p>Reading: Blending words using the above letters. Tricky words: l,the,to Wordless Books to develop comprehension</p> <p>Writing: Letter formation on whiteboards, drawing and mark making</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>	<p>Phonics: Little Wandle Letters and Sounds ff,ll,ss,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk (PHASE 2/3)</p> <p>Reading: Blending using the above letters and diagraphs. Practise Read 3 x week Tricky Words: put, pull, full, as, and, as, his, her,go, no, to, into,she, push, he, of, we,me,be</p> <p>Writing: Letter formation, (curly caterpillar) Introduce lines and books. Write simple words applying graphemes learned. Mark making in provision.</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>	<p>Phonics: Little Wandle Letters and Sounds ai,ee,igh,oa,oo.oo,ar,or,ur,ow,oi,ear, air er (PHASE 3)</p> <p>TRICKY WORDS: Reading: Blending using digraphs and trigraphs. Practise Read 3 x week.</p> <p>Writing: Letter formation: long ladder. Develop use of lines.</p> <p>Write simple words applying graphemes learned. Mark making in provision – labels, captions.</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>	<p>Phonics: Little Wandle Letters and Sounds Phase 4 sound revision, compound words, ing ending</p> <p>Reading: reading longer words and chunking. Phase 3 texts. Practise Read 3 x week.</p> <p>Writing: Letter formation: one armed robot Write a short sentence applying phonic knowledge.</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>	<p>Phonics: Little Wandle Letters and Sounds Phase 4 longer words t,ed,ending</p> <p>Reading: Phase 3 texts, tricky words.</p> <p>Writing: Letter formation – zig zag monsters Write a short sentence applying Phonic knowledge.</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>	<p>Phonics: Little Wandle Letters and Sounds Phase 4 longer words, root words</p> <p>Reading: Phase 3 texts, tricky words.</p> <p>Writing: Letter formation – revision. Write a short sentence applying Phonic knowledge.</p> <p>DRAWING CLUB / LITERACY TREE using texts listed above</p>
<p>Mathematics (White Rose)</p>  <p>PROVISION Maths area continually available in provision including a selection of counting materials, numberlines, flashcards, numicon and number games.</p>	<p>Count objects, actions and sounds. Subitise</p> <p><u>Match, Sort and Compare</u> Matching, sorting and comparing. Comparing amounts. Comparing size, mass and capacity.</p> <p><u>Talk About Measure and Patterns</u> Exploring pattern.</p>	<p>Subitise up to 5. Learn its double 1 and 2, 2+1</p> <p><u>It's Me 1, 2, 3:</u> Representing, comparing and composition of 1,2, 3. <u>Circles and triangles.</u> Positional language. <u>1,2,3,4,5</u> Representing numbers to 5. One more and one less. <u>Shapes with 4 sides.</u> Squares and rectangles</p>	<p>Subitise up to 6 Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-5 <u>Alive in 5!</u> Introducing zero. Comparing numbers to 5. Composition of 4 and 5. <u>Mass and Capacity</u> Comparing mass. Comparing capacity. <u>Growing 6,7,8:</u> Numbers 6, 7, 8 Making pairs. Combining two groups. <u>Length, Height and Time.</u></p>	<p>Subitise up to 8 Reinforce Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-10 <u>Building 9 and 10:</u> Numbers 7, 8, 9 and 10. Comparing numbers to 10 Number bonds to 10 <u>Exploring 3D Shape</u> Faces and edges – cube, cuboid, cylinder, sphere</p>	<p>Subitise up to 10 Reinforce Learn its doubles to 5, 2+1, 3+2 Recall of number bonds 0-10 <u>To 20 and beyond:</u> Building numbers beyond 10, verbal counting beyond 20 <u>How Many Now?</u> 1 more, 1 less, ADDING and TAKING AWAY</p> <p><u>Manipulate, Compose and Decompose</u> Manipulating 2D shapes</p>	<p>Subitise up to 10 Recall of number bonds 0- 10 Count in 2's, 10's and 5's.</p> <p><u>Sharing and Grouping</u> Exploring sharing and grouping, even and odd, doubles</p> <p><u>Visualise Build and Map</u> Repeating patterns and pattern rules Positional language <u>Making Connections</u> Deepen understanding (problem solving <u>Patterns and Relationships</u></p>




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<p>Understanding of the World</p> 	<p>People and communities: What is special to me? The World: Autumn (Muddy Morning) Bears Around the World (Real bears, fairytale bears) Dinosaurs Past and Present When We Were Babies, dinosaurs KEY FIGURE: MARY ANNING Computing: Know how to move a mouse and click</p>	<p>People and communities: What is a celebration? What do we celebrate and why? What celebrations have you taken part in? Past and Present GUY FAWKES, ARMISTICE (Comment on situations and figures from the past) The Natural World Autumn Computing: Use basic functions on the class computer (mouse, click, drag). Operate a basic programme on Purple Mash / Top Marks Maths. Internet safety</p>	<p>People and communities: Why is this sacred book important? Past and Present George and Robert Stephenson 'Rocket' Train The World: Identification of British Birds (making observations) Locating Hungary on a map. Look at map of UK in relation to Hungary / Europe. Computing: Know how to use the paintbrush and change the colour (2 Simple to Publish)</p>	<p>People and communities: What is this religious story about? Why might people tell this story? Past and Present: Farming in the past The World: Draw Information on a simple map (walk around the block trip) Computing: Continue with 2 Simple to Publish. Know how to take pictures using the IPAD (muddy morning focus) Internet safety</p>	<p>People and communities: What do these symbols mean? Past and Present: St George's Day banquet The World: Africa similarities and differences. Use of globe and map. Introduce NORTHERN and SOUTHERN hemisphere, equator. Computing: Can use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. (Link to Mapping)</p>	<p>People and communities: Do friends matter? Past and Present: Talk about the people around them and their roles in society The World: Creatures who live under the sea in different parts of the world. Computing: Complete a simple BeeBot program using a grid map or carpet squares. Plan a route around our local area- using children's own maps. Internet safety</p>
<p>MUDDY MORNING EXPERIENCES</p> <p>Explore the Natural World</p>	<p>Understand the effect of changing seasons on the natural world around them – AUTUMN Focus, Leaf, Tree and Seed Identification AIM FOR FOUR KEY TREES AND SEEDS: HORSE CHESTNUT, SYCAMORE, BEECH and OAK (nature bracelets, wild thing faces, leaf men) DINO DAY – shadow drawing, air clay fossils, stick dino skeletons.</p>	<p>Campfire and starting a fire safely (FIRE TRIANGLE) Armistice Memorial Garden AUTUMN TO WINTER – changes in key trees Keeping warm in colder weather. Winter Wreaths</p>	<p>Understand the effect of changing seasons on the natural world around them – WINTER Focus, Melting and Freezing, Evergreen and Deciduous trees, identifying and caring for birds in the Winter (ID, creating feeders) RSPB Bird Watch</p>	<p>Understand the effect of changing seasons on the natural world around them – SPRING Observational Drawings of First Signs of Spring. Sketch and then paintings of daffodils. BASIC MAPPING: Walk Around the Kent... River Kent, Stramongate Bridge, Victoria Bridge, Train Station, Bus station etc.</p>	<p>Understand the effect of changing seasons on the natural world around them – SPRING Focus. Signs of Spring, Life Cycle of Frogs and Pond Area,</p>	<p>Understand the effect of changing seasons on the natural world around them – SUMMER Focus: Minibeasts, classification, bug hotels, habitats. Growing variety of seeds / wildflower garden. Observational Drawing</p>
<p>Monitor key trees throughout the seasons and photograph, adding to floor book: OAK, CHERRY BLOSSOM, HORSE CHESNUT, HOLLY (only evergreen) and SYCAMORE.</p>						



<p>Expressive Arts and Design</p>  <p>PCONTINUOUS ROVISION: Painting Easel, mark making materials, workshop CREATING WITH MATERIALS including junk modelling material always available daily and also a selection of joining materials (treasury tags, split pins, hole punches, string etc) Also dance ribbons and streamers available on the patio. Role play area and small dolls house are continually enhanced to link with topics. Continuous - Develop storylines in pretend play – continue to enhance the role play area. Engage in imaginative play based on own ideas/ experiences.</p>	<p>MUSIC: KAPOW 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>SELF PORTRAIT (Update each term)</p> <p>Ongoing provision and also: Bear head – learning to cut and glue shapes independently. Three bears house using junk materials. Use various construction materials. Join in with moving, dancing and circle games. Make up simple songs.</p> <p>ARTIST: Archimboldo (Muddy Morning)</p> <p>Design a dinosaur./dinosaur craft. Clay dinosaurs. Cardboard dinosaurs Stained glass dinosaurs.</p>	<p>MUSIC: KAPOW CELEBRATION MUSIC Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p> <p>CHRISTMAS PERFORMANCE</p> <p>Ongoing provision and also Colour Mixing – Autumn and Winter Colours.</p> <p>Poppy printing and painting of a simple poppy.</p> <p>Christmas Crafts – variety of activities to allow children to explore, use and refine a variety of artistic effects. Printing with natural objects eg fir cones.</p> <p>ARTIST: MATISSE ((Cutting Shapes) Use for calendars</p>	<p>MUSIC: KAPOW 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>SELF PORTRAIT (Update)</p> <p>Colour mixing – shades of blue adding white and blue (Winter) Colour matching in Muddy Morning. TRANSPORT painting prints</p> <p>NATURE BRUSHES (Muddy Morning)</p> <p>ARTIST: Kadinsky (Circles)</p>	<p>MUSIC: KAPOW MUSICAL STORIES A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p> <p>Continue with a variety of activities exploring artistic effects – printting, colour mixing, drawing, painting.</p> <p>Step by step how to draw a cow. Class Farm collage all working in different areas.</p>	<p>MUSIC: KAPOW 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>LANDSCAPE Painting – African sunset and silhouettes COLLAGE: African masks</p> <p>SELF PORTRAIT (Update each term)</p> <p>Observational Drawings and Paintings–flowers, trees (Muddy Morning_</p> <p>ARTIST: VAN GOUGH (Sun Flowers)</p>	<p>MUSIC: KAPOW 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> <p>Pirate craft/design your own rocking paper pirate ship. Pirate flags Toilet roll parrot. Thread jellyfish Printed puffer fish. Dangling jellyfish</p> <p>Pirate dance</p>
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