

Reception Curriculum Intent 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me	Christmas and Festivals of Light	Traditional Tales	Things that Grow	Dinosaurs	Around the World
Core text(s)						
Other texts related	Texts related to Identity and Starting School such as: I am Nerfertiti The Colour Monster The Everywhere Bear The Proudest Blue	Other books by Julia Donaldson and stories related to winter festivals such as: Monkey Puzzle A Squash and a Squeeze The Night Before Christmas The Best Diwali	Other Traditional Tales such as: The Three Billy Goats Gruff Cinderella The Elves and the Shoemaker The Tortoise and the Hare	Texts related to nature and springtime such as: Rosie's Patch I Ate Sunshine For Breakfast Up In The Garden and Down into The Dirt Worm Weather	Texts about dinosaurs and summer such as: Dinosaurs Love Underpants Harry and the Dinosaurs Crunch Munch Dinosaur Lunch How Do Dinosaurs Get Well Soon	Texts about where we live and the wider world such as: Animal Encyclopedia At The Seaside Under the Sea Frog
Areas of Learning	In the Early Years, we focus on and teach knowledge and skills in a cross curricular way. This means that each week we provide our children activities to meet their individual needs and do this through our core text. Some of our core texts lend themselves towards particular curriculum areas and these are outlined below					
	Personal, Social, Emotional Development Understanding the World	Understanding the World Expressive Arts and Design	Communication and Language Literacy	Understanding the World Communication and Language	Understanding the World Physical Development	Personal, Social Emotional Development Understanding the World
Prime Areas – Communication and Language, Personal, Social, Emotional Development, Physical Development Specific Areas – Literacy, Mathematics, Expressive Arts and Design, Understanding the World						
Reading	Weeks 1-4 – Shared Reading Week 5 on – Group Reading	Group Reading	Group Reading	Group Reading	Group Reading	Group Reading
During the school day, children have access to a range of books to develop their love of reading. Reading is embedded throughout the language-rich learning environment. Children are read a range of books during the school day, linked to the topics and texts outlined above.						
Maths	Match objects that are the same with each other. Sort objects based on various characteristics such as colour, shape and size. Make patterns with various objects, both artificial and natural. Count, represent, match and compare 1, 2, 3, 4 and 5. Sort circles, triangles, squares and rectangles using them to make pictures and finding them in the learning environment. Use positional language to describe the position of a familiar object, e.g. a teddy. Describe the sequence of a familiar activity using time vocabulary, e.g. first, next and last.		Understand the concept of zero in a practical context. Further develop understanding of the numbers 0-5, including composition, difference and missing parts. Compare groups of objects using the language, more, fewer and equal. Compare objects based on their mass, height, length and capacity. Use simple non-standard measures for practical purposes. Count, represent, match and compare 6, 7, 8, 9 and 10. Use a combination model for adding. Develop understanding of specific time measurements such as minute, hour, day and week. Learn the days of the week, what comes next and before.		Build numbers up to 20 Understand the patterns in numbers up to 20 Count verbally beyond 20 Addition and Subtraction of 1-digit numbers Rotate Shapes and arrange shapes to make pictures Find 2-d shapes within 3-d shapes Explore sharing and grouping Play with and build doubles Create pattern rules Explore building and mapping and give instructions related to this Spot numerical patterns beyond 20	
Art & Creating with Materials	Self Portraits and Loose Parts Sculpture	Junk Modelling and Christmas Crafts	Colour Mixing and Artistic Mark Making	Observational Drawing and Collage	Colour Mixing and Printing	Castles and Self Portraits
These are example art projects. Children have access to a range of art and design materials as part of their continuous provision. We will teach responsively, following the interests of the children.						
Gross (PE) and Fine Motor Skills	Dance – Dance ‘til You Drop Dancing Familiar Dances to Nursery Rhymes Changing Dance Styles Showing emotion through movement Creating Individual Dances Creating Dances in Pairs	Gymnastics – Jumping Jacks Flash Jumping and Controlled Moving Balancing with 1, 2, 3 or 4 points of contact Rolling techniques Creating sequences involving jumps, rolls and balances	Games – Ball Games Controlling balls in different ways Throwing at a target or to a friend Using a bat or a racket to move a ball Kicking a large ball Bouncing Balls	Gymnastics- Gymnastics in the Jungle Moving carefully onto and around equipment Moving Under and through equipment Combining movements together while negotiating equipment Coordinating a range of movements	Dance – Dinosaur Stomp Practising a range of movements and joining them together Working together in a group to create a short dance Remembering and perform a short dance	Games – Sports Day Practising throws Developing running skills Learning how to jump safely Participating in a range of events at Sports Day
	Fine Motor activities & Letter Formation (letters taught in phonics)	Fine Motor activities & Letter Formation (letters taught in phonics)	Tricky Words & CVC Words	Tricky Words & CVCC/ CCVC Words	Longer words with endings	Simple Sentence Writing Practise
Phonics Letters & Sounds – Little Wandle	Phase 2 Week 1 s a t p Week 2 i n m d Week 3 g o c k Week 4 c k e u r Week 5 h b f l	Phase 2 Week 1 f f l l s s j Week 2 v w x y Week 3 z z z qu words with s /s/ added at the end (hats sits) ch Week 4 sh th ng nk Week 5 words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)	Phase 3 Week 1 ai ee igh oa Week 2 oo oo ar or Week 3 ur ow oi ear Week 4 air er words with double letters: dd mm tt bb rr gg pp ff Week 5 longer words	Phase 3 Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in –ing compound words Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/	Phase 4 Week 1 short vowels CVCC Week 2 short vowels CVCC CCVC Week 3 short vowels CCVC CCVC Week 4 longer words compound words Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/	Phase 4 Week 1 long vowel sounds CVCC CCVC Week 2 long vowel sounds CCVC CCCVC CCV CCVC Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words
Assemblies/ Shows/Events	Harvest Festival	Christmas Nativity Christingle		Class Assembly		Sports Day

*NB This plan is subject to changes in-line with children's interests, and does not show all the teaching and learning that will take place.