



St Alban's Catholic Primary School

Reception Curriculum Overview

2023 – 2024



Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
	My family, my school, my environment, the people around me, people who help us	Modes of transport now, local transport, early transport including George Stevenson and the steam train, local transport in the past, exploring and travelling	Our planet Earth, the Moon, the Sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change	Past kings and queens, our queen, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, myths and legends
Communication and Language	Listen to others one-on-one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says. Show understanding of prepositions such as 'under, below, on top, above' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases from recently read stories in conversations e.g. children can talk about George Stevenson's rocket (first modern steam locomotive) and why it was important. Ask questions using what, where, when and why to find out information.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space. Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago e.g. 'In the past, ...; It was...' Ask relevant questions to find out more information e.g. when sharing a non-fiction text child can say 'I wonder why...' Share opinions, explaining preferences e.g. 'My favourite planet is... because...'	Focus attention in a variety of situations; in small groups, 1:1 and whole class. Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. e.g. 'This plant did not grow well because...; This plant grew really well because...' Use newly acquired vocabulary in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary	Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for the orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. 'I think... because...' this will be consistently	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order. Respond to comments from peers using full sentences, e.g. 'I agree with ... because...' Explain ideas and experiences using different tenses, prepositions, temporal connectives and

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	Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.			to explain changes noticed in plants.	modelled by adults in all curriculum areas.	vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
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Read Write Inc – Reading Expectations	Read single letter set 1 sounds. 16 sounds secure.	Read all set 1 single letter sounds. Blend Sounds into words orally. 25 sounds secure.	Blend sounds to read words. Read short Ditty stories. Read set 1 special friends. 31 sounds secure. Set 1 special friends.	Read Red storybooks. 35 sounds secure. Set 12 special friends and 4 double consonants.	Read green story books. 35 sounds secure.	Read green or purple storybooks. 41 sounds secure. All set 1 sounds, 6 set 2 sounds.
Writing expectations.	To write name independently by the end of Autumn 2.		To write a simple sentence with support. – Most letters formed correctly.		To write an independent sentence that can be read by others.	
Writing opportunities	Formation practice on a daily basis. Name writing.	Recount of Theatre trip. Letters to Santa. Advent writing through RE lessons. Formation practice on a daily basis.	Mae Jackson. Mother's day writing.	Plant labelling. Easter writing through RE lessons. Descriptive writing about characters.	Coronation writing. Writing about King Charles. Recount of Buddhist Temple trip.	Father's day writing. Farm trip recount. Instruction writing. Descriptive writing about characters.

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Literacy and Suggested Texts	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language. Initial sounds and simple CVC words in line with an SSP scheme. Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.	Fiction & non-fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words and more in line with an SSP scheme. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy.	Fiction & non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of an SSP scheme. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy.	Fiction & non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences; children begin to write to describe an object e.g. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases. Recognise common exception words within a SSP scheme Write simple phrases and sentences. Focus on letter formation in line with handwriting policy. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of	Fiction & non-fiction texts about the monarchy, history etc. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. 'First, I climbed on the climbing frame, then, I slid down the big slide!' Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g.	Fiction & non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words. Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.

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	Focus on letter formation in line with handwriting policy.			phonics to attempt unknown spellings.		playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	
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Talk through stories	- Ruby's worry by Tom Percival - A little bit brave by Nicola Kinnear - The Owl who was afraid of the dark by Jill Tomlinson - Ravi's Roar by Tom Percival - The Koala Who could by Rachel Bright	- Lost and Found by Oliver Jeffers - Stickman by Julia Donaldson - Room on the Broom by Julia Donaldson - One Snowy Night by Nick Butterworth - On the way home by Jill Murphy	- Max and the tag- along moon by Floyd Cooper - Aliens love underpants by Claire Freedman and Ben Cort - Supertato by Sue Hendra and Pail Linnet - Zog by Julia Donaldson	- The Rainbow Fish by Marcus Pfister - The Extraordinary Gardener by Sam Boughton - Leo and the Octopus by Isabelle Marinova - The wall and the wild by Christina Dendy	- Frockodile by Jeanne Willis and Stephanie Laberis - Perfectly Norman by Tom Percival - Owl Babies by Martin Waddell and Patrick Benson - Mog the forgetful cat By Judith Kerr - Missing Richmond By Patrick Corrigan - Cops and Robbers by Janet and Allan Ahlberg	- How to be a Viking by Cressida Cowell - George and the Dragon by Chris Wormell - Anna Bibiscus' Song by Atinuke and Lauren Tobia - Handa's Hen by Eileen Browne - Farmer Duck by Martin Waddell and Helen Oxenbury - Elmer by David Mckee
Traditional rhymes and poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week

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Mathematics	Match, sort and compare - Match objects - Match pictures and objects - Identify a set - Sort objects to a type - Explore sorting techniques - Create sorting rules - Compare amounts		Alive in 5 - Introduce zero - Find 0 to 5 - Subitise 0 - 5 - Represent 0 - 5 - 1 more - 1 less - Composition - Conceptual subtilising to 5		To 20 and beyond - Build numbers beyond 10 (10 -13) - Continue patterns beyond 10 (10-13) - Build numbers beyond 10 (14-20) - Continue patterns beyond 10 (14-20) - Verbal counting beyond 10 - Verbal counting patterns	
	Talk about measure and patterns - Compare size - Compare mass - Compare capacity - Explore simple patterns - Copy and continue simple patterns - Create simple patterns It's me 1, 2, 3 - Find 1, 2 and 3 - Subitise 1, 2 and 3 - Represent 1, 2 and 3 - 1 more - 1 less - Composition of 1, 2 and 3 Circles and triangles - Identify and name circles and triangles - Compare circles and triangles - Shapes in the environment - Describe position 1, 2, 3, 4, 5 - Find 4 and 5 - Subitise 4 and 5 - Represent 4 and 5 - 1 more - 1 less - Composition of 4 and 5 - Composition of 1 - 5 Shapes with 4 sides - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night		Mass and capacity - Compare mass - Find a balance - Explore capacity - Compare capacity Growing 6, 7, 8 - Find 6, 7 and 8 - Represent 6, 7 and 8 - 1 more - 1 less - Composition of 6, 7 and 8 - Make pairs - odd and even - Double to 8 (find a double) - Double to 8 (make a double) - Combine 2 groups - Conceptual subtilising Length, height and time - Explore length - Compare length - Explore height - Compare height - Talk about time - Order and sequence time Building 9 and 10 - Find 9 and 10 - Compare numbers to 10 - Represent 9 and 10 - Conceptual subtilising to 10 - 1 more - 1 less - Composition to 10 - Bonds to 10 (2 parts)		How many now? - Add More - How many did I add? - Take away - How many did I take away? Manipulate, compose and decompose - Select shapes for a purpose - Rotate shapes - Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2D shape pictures - Find 2D shapes within 3D shapes Sharing and grouping - Explore sharing - Sharing - Explore grouping - Grouping - Even and odd sharing - Play with and build doubles Visualize, build and map - Identify units of repeating patterns - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualize from different positions - Describe positions - Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places -	

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		- Make arrangements of 10 - Bonds to 10 (3 parts) - Double to 10 (find a double) - Double to 10 (make a double) Explore 3-D shapes - Recognize and name 3D shapes - Find 2D shapes within 3D shapes - Use 3D shapes for tasks - 3-D shapes in the environment - Identify more complex patterns - Copy and continue patterns - Patterns in the environment	Make connections - Deepen understanding - Patterns and relationships
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Understanding the World-	Past and Present (History)					
	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. 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?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history. Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport. Ernest Shackleton the explorer; The South Pole, the challenges of his journey.	People who looked at the stars; Galileo. 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. The Moon landings; Neil Armstrong. The International Space Station; when and why it was built and launched.	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. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events). Queen Elizabeth II's coronation in Westminster Abbey. King Charles III and Queen Camilla coronation.	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. Locally significant areas in the past e.g. a local historical building. - Local History day.
	People, Culture and Communities (Geography)					

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	Location of our school and the local area. My route to school; what do I pass? 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.	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. 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; including Mae Jaimeson, Tim Peak, Caroline Hershel.	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. 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	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle. 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.	Locate the places that feature in the key stories chosen for this topic. 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.
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Understanding the World-	The Natural World (Science)					
	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, twist Air transport Water transport. 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?	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.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. 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. 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.	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.	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?

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Personal, Social and Emotional Development	Our classroom and school rules; how we all help to make our classroom a happy place to learn. My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset.	Teamwork and sharing; working together and waiting to take turns. How can I help my friends?	Including everyone; diversity within our school and the wider community.	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things independently and helping others. Independence. What can I do if I am worried?	Challenges: moving to Year One. What do I do when things are hard? Perseverance. Who can help me at school?
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Physical Development		Discrete PE lessons timetabled in addition to free flow use of outdoor area				
Gross Motor	Spatial awareness and multi- step instruction games.	Spatial awareness and coordination games, throwing and catching.	Invasion games, throwing and catching.	Team games and ball skills including using a racquet.	Team games including relay races, using racquets and balls, throwing and catching.	Racing and obstacle courses – skills for sports day.
	Running, jumping, using tricycles and scooters outside with increasing control.	Dance to music, moving with control around the floor	Balance- standing on one leg, walking along a bench, climbing.	Running, jumping, hopping from foot to foot, running around obstacles	Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching.
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough.	Small tools; cutlery, tweezers, pipettes, scissors.	Small tools; cutlery, tweezers, pipettes, scissors.	Small tools; cutlery, tweezers, pipettes, scissors.	Small tools; cutlery, tweezers, pipettes, scissors.	Small tools; cutlery, tweezers, pipettes, scissors.
	Drawing myself; what features do I have?	Drawing maps, transport, junk modelling vehicles.	Drawing and painting.	Cutting shapes e.g. spirals. Drawing and painting plants and flowers, leaf rubbings, pencil control.	Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Cutting textured paper, tracing, using templates, playdough. Drawing, painting, weaving or simple sewing.

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Expressive Arts and Design						
Creating with Materials	Exploring colour. Painting with primary colours	Colour and the seasons	Exploring line	Exploring what we can see in the world around us	Animals in art	People in art. Looking at Degas' ballerinas
	Mixing secondary colours A study of Miro Painting: portraits	Exploring which colours show us different seasons A study of Pissarro's season paintings Cutting: snowflake design Design: making a boat that floats and another vehicle that moves with wheels	Taking a line for a walk Creating drip paintings like Jackson Pollock Creating pictures like Hundertwasser using spirals and curved lines Puppets: Chinese New Year	Studying how Van Gogh used different marks to draw still life Looking at Lowry and drawing our own houses and "matchstick" people Using the architecture of Hundertwasser to inspire us to draw imaginary houses	A study of Rousseau's "Tiger in a Tropical Storm" Painting real fish with ink and wax resist	Practising drawing people. Creating clay sculptures of "Miro-like" people Fashion: experimenting with fabric to design a suitable piece of sports wear
Art/Artists	Guiseppe Archimboldo		Damie Hirst		Claude Monet	
Festivals and Celebrations	Harvest Festival	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Mothering Sunday St Patrick's Day Easter	St George's Day May Day	Father's Day Summer Solstice
Trips	- Local area walk	- Theatre trip	- Library Visit	- Mount Pleasant Farm	- Allotments	
Special events	Welcome service assembly Parent workshops: phonics - October	Remembrance Day Black history week Christmas Performance	World Book Week Parents phonics workshop Mother's day assembly	Easter bonnet parade	Earth Day National Science week Father's day assembly	Sports Day Summer fete Graduation

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