



# London Colney Primary and Nursery School – Curriculum Overview – Reception Class

	Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 7 Weeks	Summer 2 6 Weeks
Adult Directed Focus Theme	Monsters	Antarctica	Vehicles	Under the Sea	Rainforests	Minibeasts
Linked Text	'Bedtime for Monsters' by Ed Vere	'Blue Penguin' by Petr Horacek	'The Naughty Bus' by Jan and Jerry Oke	'Surprising Sharks' by Nicola Davies	'Beware the Crocodile' by Martin Jenkins	'Yucky Worms' by Vivian French
Child Initiated Focus Theme						
Linked Text						
Role Play Suggestions	Monster cave Monsters Swamp A night time bedroom	Ice Café Ice Cream Parlour	Car Mechanics Bus Station Kitchen	Under the sea Aquarium	Rainforest Zoo	Minibeast research centre Underground – worm tunnels
Ideas for Enhanced provision	Small World Area to reflect the different settings the monster travels through – swamp, forest, thorns, mountain, town Malleable area to include items that allow children to create own monsters.	Small World Area to reflect Antarctica – introduce ice and animals associated with the cold Water area used to develop storytelling and understanding of the penguin.	Small World Area to reflect settings in the story – use of bus for children to retell and reinvent story	Water area used to develop storytelling and understanding of the shark.	Small world area to reflect safari theme. Sand area to be incorporated into small world play.	Bug hotel in outdoor area.
Literacy	<ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words and simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the 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<li>Some words are spelled correctly and others are phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> <li>They demonstrate an understanding when talking with others about what they have read.</li> <li>Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>They also write some irregular common words.</li> <li>They write simple sentences which can be read by themselves and others.</li> <li>Some words are spelled correctly and others are phonetically plausible.</li> </ul>	<ul style="list-style-type: none"> <li>Children read and understand simple sentences.</li> <li>They use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>They also read some common irregular words.</li> <li>They demonstrate an 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Maths	<ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognises numerals 1 to 5.</li> <li>Counts up to three or four objects by saying one number name for each item.</li> <li>Counts actions or objects which cannot be moved.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>Counts actions or objects which cannot be moved.</li> <li>Counts objects to 10, and beginning to count beyond 10.</li> <li>Counts out up to six objects from a larger group.</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Counts an irregular arrangement of up to ten objects.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>Estimates how many objects they can see and checks by counting them.</li> <li>Uses the language of 'more' and 'fewer' to compare two sets of objects.</li> <li>Finds the total number of items in two groups by counting all of them.</li> <li>Says the number that is one more than a given number.</li> <li>Finds one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>Records, using marks that they can interpret and explain.</li> <li>Begins to identify own mathematical problems based on own interests and fascinations.</li> </ul>	<ul style="list-style-type: none"> <li>Selects a particular named shape.</li> <li>Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Orders two or three items by length or height.</li> <li>Orders two items by weight or capacity.</li> <li>Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</li> <li>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Uses everyday language related to time.</li> <li>Beginning to use everyday language related to money.</li> <li>Orders and sequences familiar events.</li> <li>Measures short periods of time in simple ways.</li> <li>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</li> </ul>
PD	Gymnastics – Children to explore control and movement both on the floor and on equipment. Children to explore moving over, under, across and around in different ways. Children to jump off of equipment	Dance – Children to explore a range of movements, beginning to perform them more in time with a piece of music. Begin to link a few simple movements together. Apply movements to a stimulus, linking to	Invasion Games - Negotiates space successfully when playing racing/chasing games, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in	Gymnastics – Children to explore control and movement both on the floor and on equipment. Children to explore moving over, under, across and around in different ways. Children to jump off of equipment	Dance – Children to explore a range of movements, beginning to perform them more in time with a piece of music. Begin to link a few simple movements together. Apply movements to a stimulus, linking to	Invasion Games - Negotiates space successfully when playing racing/chasing games, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in



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PSED	<p><b>PSHE Focus:</b> <b>Jigsaw -Being Me in My World</b> Children to explore what makes them special and why that is special, considering their place in this world.</p> <p>Links to text – should we judge someone by what they look like?</p>	<p><b>PSHE Focus:</b> <b>Jigsaw-Celebrating Difference</b> Children to discuss and reflect on how people are similar and how they are different, celebrating how diverse our world is.</p>	<p><b>PSHE Focus:</b> <b>Jigsaw-Dreams and Goals</b> Children to reflect on their ambitions for the future, both short and long term, setting themselves achievable goals.</p>	<p><b>PSHE Focus:</b> <b>Jigsaw-Healthy Me</b> Children to think about and consider how to stay healthy – both physically and mentally and how a healthy lifestyle can lead to a happy life.</p>	<p><b>PSHE Focus:</b> <b>Jigsaw-Relationships</b> Children to explore the word relationship and the different forms that can take. Children to consider how to have positive relationships with people through their acts.</p>	<p><b>PSHE Focus:</b> <b>Jigsaw-Changing Me</b> Children to reflect on their past year and how they have changed. Children to consider the new challenges ahead and how they may face these positively.</p>
EAD	<ul style="list-style-type: none"> <li>Explore and investigate colour to create monster pictures.</li> <li>Use junk modelling and collaging materials to design and make a junk model monster.</li> <li>Use malleable materials to make 3d monsters e.g. Play Doh, potato models</li> </ul>	<ul style="list-style-type: none"> <li>Experiments to create different textures by creating an Antarctic scenery.</li> <li>Uses simple tools and techniques competently and appropriately when making an animal from the Antarctic.</li> <li>Use different materials and manipulate them to make a Penguin.</li> </ul>	<ul style="list-style-type: none"> <li>Children to use junk modelling materials to make their own vehicles.</li> <li>Children to learn songs with actions about vehicles.</li> </ul>	<ul style="list-style-type: none"> <li>Children to select tools and techniques needed to shape, assemble and join materials to make an animal from the sea.</li> </ul>	<ul style="list-style-type: none"> <li>Children to create a zoo enclosure for an animal that lives in the rainforest.</li> <li>Children to construct with a purpose in mind, using a variety of resources to make their animal to live in the enclosure.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
USW	<ul style="list-style-type: none"> <li>Explore the concept of day and night with children.</li> <li><b>Black History Month</b></li> </ul>	<ul style="list-style-type: none"> <li>Investigate Antarctica, exploring climate, animals, habitation etc.</li> <li>Children to identify the Antarctica on map and make comparisons to where we live.</li> <li><b>Explore and learn about the religious period of Christmas.</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore the history of vehicles and how they have changed over time</li> <li>Use paint programmes to create an image of a bus.</li> <li><b>Chinese New Year</b></li> </ul>	<ul style="list-style-type: none"> <li>Investigate animals you may find under the sea and the habitats they live in.</li> <li>Consider what people can do to help sea life.</li> <li>Think about how sea life may differ based on location.</li> <li><b>Mother's Day</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore the rainforest as a habitat and the animal life you may expect to see in the rainforest.</li> <li>Think about Zoos and how rainforest animals may be able to live in them.</li> <li>Think about the lifecycle in an age appropriate way.</li> <li><b>Explore and learn about the religious period of Ramadan.</b></li> </ul>	<ul style="list-style-type: none"> <li>Investigate different types of minibeasts and consider how they might be grouped and classified.</li> <li>Complete a minibeast hunt.</li> <li><b>Explore and learn about the religious celebration of Eid, making links to members of the class.</b></li> <li><b>Father's Day</b></li> </ul>