

Reception COVID-19 Curriculum Overview 2020-2021

| Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | Baseline All about Me | Autumn The Little Red Hen Christmas | Stories around the world The Arctic Chinese New Year Goldilocks and The Three Bears | | Castle Adventure Jack and the beanstalk Plants and growing | Lifecycles and minibeasts Animals – pets and zoo animals Transition |
| | People who help us – Visiting ambulance and Crossing Patrol | | | | | |
| Literacy (Phonics) | Sound Talk Phase 2 phonics Initial letter sounds. | Phase 2/3 phonics Initial, medial and final sounds. | Blending and segmenting phase 2/3 words. Read and understand simple sentences Read and write CVCC words Reading Phase 2 and Phase 3 tricky words. | | Consolidate Phase 3 Revisit the digraphs/trigraphs Challenge with the inclusion of cvcc, ccvc words. Focus on reading Phase 3 tricky words. Talk to others about what they have read. Syllables | Phase 4 syllables The alphabet Describe main events in simple stories |
| | Writing letters and name. | Linking sounds to letters. Writing labels | Reading and writing words, phrases and simple sentences | | Writing sentences applying phonetic and key word knowledge. Focus on sentences making sense. Use of capital letters, finger spaces and full stops Focus on correct letter formation. | |
| | Baseline Stories about starting school Nursery rhymes Rhyming stories | Rhyming strings. Simple cvc word lists Pumpkin Soup, Nativity | Non-fiction writing about animals. Rhyming Dear Polar Bear The Great Race | Goldilocks and other versions Holi | Alternative versions of a traditional tale Writing instructions | The Hungry Caterpillar Non-fiction writing Recounts |
| Maths | Baseline Counting with 1-1 correspondence. Rote counting. 2D shape Pattern recognition More and less Concept of 0-3 Weight | Composing & decomposing 4-5 Introduction of simple addition Positional language 3D shape Sequence familiar events. | Composing & decomposing Recognition, ordering & counting number 6-10 Measuring. 2D shapes 3D shapes 1 more 1 less Subtraction | Height Positional language Weight Composing and partitioning 10 Recognising and counting 11, 12 and 13. O'clock Assessment | Recognition and composition of numbers 15 – 20. Conceptual subitising Halving Odd and even numbers Ordering numbers to 20. | Solving problems using number bond knowledge Subtraction Finding the difference Sharing, halving and doubling Money Creating and recognising repeating patterns Conceptual subitising |
| Physical Development | Spatial awareness – gross motor skills. Pre-letter patterns Ball skills – sending and receiving. | Dance Pencil grip Letter formation Slackline | Travelling – rolling Balance and co-ordination Rope ladder | Gym-rolling Using tools | Gym Balancing and travelling Jumping Spatial Awareness Forming letters correctly. | Gym – climbing and travelling Games Handling tools effectively. |
| Expressive Arts and Design | Exploring colour (mixing) | Diva & Firework patterns Christmas Cards Christmas decorations | Retelling stories (Chinese New Year) | Retelling stories Goldilocks | Talk about processes and ideas. Combining different media. | Using imaginations, creating storylines and narratives. |

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| | Exploring Nursery and action rhymes. | | Creating different textures – ice pictures | | | Represent own ideas through different media. |
| Communication and Language | WELLCOM pack assessment Maintain attention. Follow instructions. Use talk to organise ideas. | Developing listening skills and following instructions. Uses talk to organise, sequence and clarify ideas. | Understanding – following a story without props. Beginning to answer how and why questions. | Express views about characters and events. Introduce storyline of narrative into play | Develop own narratives. Answering ‘how’ and ‘why’ questions. Listening attentively and expressing themselves effectively. | |
| Personal, Social and Emotional Development | Starting School, school rules and sharing | Making relationships and expressing feelings. | Self-confidence- talk about ideas Trying new activities. | Ability to express interests and opinions. Awareness of behaviour and its consequences. | Negotiation skills and co-operating within a group. | Showing sensitivity. Appreciate what makes us unique. Preparing for transitions |
| Understanding The World | Family routines. Looking at similarities and differences between ourselves and others. Using programmable toys. | Celebrations and customs: Diwali, Day of the Dead, Christmas around the world. Autumn changes. Exploring I-pads | Similarities and differences between ourselves and others. Comparing Hadleigh with other locations. Freezing and melting. Laptops – using the mouse to select, drag and drop. | Observations of plants. Select and use technology for a particular purpose. | Similarities and differences. Observations of animals. Explain why changes might occur. Complete simple programs | |
| RE | Why is God important? | The story of the Nativity. | Epiphany | Lent, Easter, Holi | Everyone is Special | Caring for the World. |
| Visits/Visitors | Visit from crossing patrol. | Visit from the ambulance. | | | | Transitions Visit to the zoo – lifecycles. |