



Term	Reception Curriculum Term 1	
Overview	Marvellous Me! (3 weeks) During this topic the children will begin with themselves. They will discuss their likes and dislikes and explore their own feelings and emotions. They will explore their own families and explore similarities and differences among classmates. They will begin to learn about the school and their own local community.	Superheroes (3 weeks) Superheroes! During this topic, we will be using our superhero stories to unpick what special qualities our Superheroes have and making links to ‘Real Life’ superheroes from the past and present; such as Claude Monet. We will use the topic to explore forces, senses and materials – when using our own super strength, super senses and designing our own superhero costumes. We will also explore our own super talents. We will use the book Michael Recycle to further understand how we can care for our environment.
Hook and Celebration of Learning	Summer books Dress up day to express themselves	Litter pick around the school
Link Texts	All are welcome (Book for change) Hello Friend Oh no George! Don’t let the pigeon drive the bus	Supertato Supertato – Evil Pea Rules Eliot Midnight Superhero Michael Recycle
Parents as partners	Welcome to Reception parent meetings Helping children to decide on what clothes to wear for Dress to Express Day	Helping children to recycle at home or when out and about to earn their recycling badge.
Cultural capital	Learning about each other’s families and celebrating our differences and similarities. Our focus this term will link to learning about our environment. We will look at the impact humans have on our environment and what we can do to help protect it. Children will partake in a litter pick to promote protecting wildlife from litter, and will also be learning about what and how to recycle.	
Play is a hugely important part of the EYFS curriculum. Each day our experienced staff plan in play opportunities for the children that will help them to achieve their next steps within all areas of their learning. We record daily adaptations to our environment and continuous provision on our daily plans.		
Communication and Language	Learning Intentions (Development matters)	Learning Journey



<u>Key Vocabulary</u> Good looking Good listening Good sitting Good morning Good afternoon Good evening First Next Last	To understand how to listen carefully and why listening is important To develop social phrases To engage in story times To listen and talk about stories To learn new vocabulary Listen to and learn rhymes, songs and poems To understand questions focusing on who and where	During the first term in school, we will focus on active listening. Pupils will be taught how to listen and will engage in a wide variety of listening games. They will listen to stories, songs and poems and will begin to understand and answer why questions about these. When learning about each other, children will be encouraged to ask questions to find out more about their new friends and when talking about themselves they will be encouraged to speak in longer sentences. As they settle in to school, children will be taught social phrases to ask when greeting adults around the school. During superheroes, we will be learning some familiar farm stories, which contain rhyme and repetition. The children will sequence and re-tell the stories once they are familiar with them. They will also be exposed to and learn new vocabulary.
Personal, Social and Emotional Development	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey
<u>Key Vocabulary</u> Feelings (Happy, sad, worried, angry, nervous, frustrated) Empathy Regulation Station likes/ dislikes family similarities/ differences compare community	To talk about their feelings To understand how others might feel To identify and moderate their own feelings socially and emotionally To become aware of their similarities and differences to others To develop their sense of their part in our school community To follow rules and understand why they are important To begin to tolerate situations where their needs are not met To develop their sense of responsibility and membership of a community	During Term 1, we will learn all about the new school and class that we all belong to. We will learn about the school rules and values and why it is important to follow them. We will use the book 'Oh, no George!' to explore what happens when we break the rules. We will introduce children to the Zones of Regulation and use this framework for children to learn about and begin to identify their emotions and begin to recognise how someone else is feeling. We will use books, such as Hello Friend and All Are Welcome to consider the relationships the children are building with their friends. We will also learn about the school values and how we can show them in our behaviour



Physical Development	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey
<u>Key Vocabulary</u> Roll Crawl Walk Jump Hop Run Skip Climb Space Body Parts (head, neck, body, arm, elbow, shoulder, hip, leg, knee, ankle, foot, hand, finger, toe, eyes, ears, mouth, nose)	To develop their movement skills including; rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To shows an awareness of space. To skip, hop, stand on one leg and hold a pose. To create lines and circles pivoting from shoulder and elbow To start to eat independently using a knife and fork. To begin to use one handed tools and equipment. To develop their fine motor skills so that they can use a range of tools competently.	During the first term we will have dedicated gross motor time daily. We will use exercises and balances to develop the children's control, co-ordination and balance. In PE lessons, children will work on moving in a variety of ways and on holding balances on different body parts. Children will also participate in daily fine motor activities. During this time, we will give the children opportunities to use a variety of one handed tools, such as paintbrushes, tweezers, knives, forks, spoons, scissors and pens. This term, children will be planning and creating their own superhero capes. We will continue to focus on how to hold one handed tool to build control and accuracy. Children will be provided with opportunities to role play different superheroes using the dressing up to support their play. During our superhero topic we will discuss the importance of a healthy diet. Children will create obstacle courses set out to trap our superheroes. Children will have to move around these courses in a variety of ways.
Specific areas of learning		
Literacy	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey
<u>Key Vocabulary</u> Sound Letter Word Blend	Understand that print has meaning To recognise rhyme and alliteration and being to orally blend To develop phonological awareness	Through story times we will explore a variety of picture books, engaging in extended conversations about them and picking out new vocabulary. We will use these stories to explore rhyme and alliteration. There will be a wide variety of familiar



Segment Book Story Front Back Page Picture/Illustration Read Write	To read individual letters by saying the sounds for them (set 1 alphabet sounds) To engage in extended conversations about stories, learning new vocabulary To ascribe some meaning to marks To write some letters accurately To write some of their name To listen to and join in with repeated refrains To show interest in illustrations in books	vocabulary displayed around the classroom to demonstrate that print has different purposes. In our Read, Write Inc sessions we will begin to introduce set one sounds. We will play games involving oral blending and initial sound recognition. With adult support children will begin to blend and segment sounds. Whilst learning our set one sounds we will focus on learning how to form these correctly. In Topic sessions, we will discuss characters and settings of stories. We will make predictions about what will happen next and begin to sequence and re-tell stories.
Mathematics	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey
<u>Key Vocabulary</u> Number Count How many? Total Subitise More Less Fewer Same Equal Different Classify Group	To explore numbers to gain a deep understanding of numbers to 10 (5 principles of counting) To count accurately using 1 to 1 correspondence To count out objects from a larger group To know that the number counted gives the total so far To subitise numbers to 5 To compare quantities using language: 'more than', 'fewer than'. To count objects, actions and sounds.	During the first term we will have a heavy focus on subitising, classifying and counting. Children will learn to see patterns in numbers and say an amount without counting. We will spend time comparing amounts we have subitised using vocabulary more/ less/ fewer/ same/ equal to The children will be exploring numbers from 0-10 in depth, ensuring they understand the five key principles of counting. Children will explore how to classify items into groups- this could be that an item is or is not something. We will move onto classifying in to more groups, including items which fall into more than one category.



Understanding of the world	Learning Intentions (EYFS curriculum and Development matters)	
<u>Key Vocabulary</u> Past Present Baby Toddler Child Teenager Adult Farm Farmer Tractor Farmhouse Barn Cow/Calf Horse/Foal Pig/Piglet Duck/Duckling Goose/Gosling Sheep/Lamb	To know that the past relates to things that have already happened To know that that now refers to the present time To know how they have changed over time To know how talk about significant events in my own experience To name important people from their family and in school and describe their role. To know to how to describe what they see, hear and feel whilst outside. To know their senses and use them to explore objects To know how to describe our school environment To know how to recognise a map To know how to get simple information from a map To explore materials and name things that are the same and different. To begin to name a range of common animals To develop an understanding of how animals grow and change over time To know how to make observational drawings of animals To know how to show care and concern for living things and the environment To play with a range of materials and discover whether they can be changed (baking bread)	During Marvellous Me, we will be learning all about ourselves and our families. We will be sharing pictures of the people from our families and discussing why they are important to us. We will share our likes, dislikes and strengths. We will also be learning about our school, the important people in school and taking a tour around the school, exploring the key places e.g. where we will eat their lunch. During our topic on Superheroes, we will begin our learning through the book 'Supertato'. When doing this, we will be using all our senses to explore some of the foods that appear in the book. The children will discuss whether the foods are healthy or unhealthy. As part of this learning, they will be exploring different properties of materials. The children will also be working as a team to design and make a trap for the Evil Pea using different materials. Another book we will be exploring is Michael Recycle, a superhero that takes care of the planet. Through this story we will begin to learn about the importance of taking care of the environment. We will also look at different forces, linked to how the superheroes apply their powers.
Expressive art and design	Learning Intentions (EYFS curriculum and Development matters)	Learning Journey



<u>Key Vocabulary</u> Line Straight Curved Rough Smooth Bumpy Soft Hard Join Plan Construct	To create closed shapes with continuous lines and use these shapes to represent objects To explore colour and colour mixing To explore different textures (Textured paint) To use body parts to print To explore different ways of joining (Glue) To join in with songs and rhymes, singing in a group To begin to sing the pitch of a tone sung by another person To make imaginative and complex small worlds with blocks and construction kits	In Marvellous Me, will be creating self-portraits in a variety of different styles using a variety of media and tools. We will be exploring colour mixing as we do this. We will be learning a variety of songs throughout the term. When learning about Superheroes, we will be planning and acting out new superhero adventures for our characters to go on. When learning about 'Supertato', we will be using fruit and vegetables to make our own superheroes.
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Week 1 3/9 Settling part time activities	Week 2 7/9 Settling part time activities 9/9 Marvellous Me	Week 3 14/9 Marvellous Me	Week 4 21/9 Marvellous Me	Week 5 28/9 Superheroes Supertato	Week 6 5/10 Superheroes Evil Pea Rules	Week 7 12/10 Superheroes Eliot midnight superhero	Week 8 19/10 Superheroes Michael recycle
Part time Activities -settling in Values Rules Chilton Way OCOC Callbacks, 1,2,3 Tour of school, classroom, outside Important people How to access and respect resources in their environments	<u>WEDS Lesson 1:</u> Feelings- happy and you know it identifying feelings- learn songs <u>THURS Lesson 2:</u> The colour monster- think of a time you have felt that way as we read the story <u>FRI Lesson 3:</u> Introduce the zones and model how they are used with the teddies	<u>Lesson 1:</u> Strategies to use when in different zones, how to get back to green - model using the Regulation Station appropriately <u>Lesson 2:</u> Create class rules when using the zen den <u>Lesson 3:</u> Entry point summer books <u>Lesson 4:</u> Similarities and differences between families <u>Lesson 5:</u> Draw their family	<u>Lesson 1:</u> Look at examples of self portraits <u>Lesson 2:</u> Explore colours and mixing <u>Lesson 3:</u> Add colour to the background of their portrait- colour mixing <u>Lesson 4:</u> Add colour to the background of their portrait- colour mixing <u>Lesson 5:</u> Dress up to express yourself	<u>Lesson 1:</u> Read the book- discuss/ ask comp qus/ likes/ dislikes <u>Lesson 2:</u> Make own superhero out of fruit/veg <u>Lesson 3:</u> healthy/unhealthy foods <u>Lesson 4:</u> Design and create a trap <u>Lesson 5:</u> PE	<u>Lesson 1:</u> Read the book- discuss/ ask comp qus/ likes/ dislikes <u>Lesson 2:</u> Comparison between supertato books <u>Lesson 3:</u> Create own Supertato story based on same/ different <u>Lesson 4:</u> AUTUMN DAY <u>Lesson 5:</u> PE	<u>Lesson 1:</u> Read the story and create a story map for retelling <u>Lesson 2:</u> Children to retell the story using the story map <u>Lesson 3:</u> Create a medal to reflect Eliot's adventures - collage <u>Lesson 4:</u> Plan new superhero adventures Eliot can go on- link to forces <u>Lesson 5:</u> PE	<u>Lesson 1:</u> Read the book- discuss/ ask comp qus/ likes/ dislikes <u>Lesson 2:</u> recyclable/not recyclable - environment focus- <u>Lesson 3:</u> Litter pick around the school <u>Lesson 4:</u> <u>Lesson 5:</u> PE