

## KILLIGREW PRIMARY AND NURSERY SCHOOL CURRICULUM OVERVIEW

### Reception

*\*This is subject to some change as we adapt the curriculum plan based on the needs and interests of each cohort of children.*

For more detailed information on each area of learning, please refer to our subject overviews and our progression grids.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<b>English Reception</b>					
	Non- Fiction Writing					
	Instructions - chocolate mud cake	Fact File - penguins	Advice Leaflet – what we’ll build	Postcard – Snail and the Whale	Persuasive Report – If Sharks Disappeared	Instructions – I Wanna Iguana
	Narrative Stories					
	Ruby’s Worries	On Sudden Hill	Jack and The Jellybean Stalk	The Proudest Blue	Katie and the Sunflower	Pigs Might Fly
	<b>Geography Reception</b>					
	<p><b>Locational Knowledge:</b> identifying features of the immediate environment such as classroom, school and school grounds.</p> <p><b>Place knowledge:</b> identifying that different places have different features.</p> <p><b>Geographical skills and fieldwork:</b> looking at online maps and identifying simple features of maps such as roads.</p>		<p><b>Locational Knowledge:</b> exploring the school grounds through a spring walk.</p> <p><b>Place knowledge:</b> learning about different countries in the world and finding out about simple features such as weather, animals, and how they differ. Beginning to learn place names such as local cities, places they have visited on holiday and places where family members live.</p> <p><b>Geographical skills and fieldwork:</b> looking at simple maps and globes, identifying land and sea.</p>		<p><b>Locational Knowledge:</b> exploring the school grounds through a summer walk.</p>	
	<b>History Reception</b>					

	<p><b>Chronology:</b> knowing the difference between past and present events in their own lives. Talking about past events in their own lives and the lives of family members. Knowing some reasons why people’s lives were different in the past</p>		<p><b>Everyday lives &amp; similarity and difference:</b> recognises and describes special times, stories or events in their own life and the lives of family members. Using words linked to special times, stories and events. Talking about familiar jobs and occupations</p>		<p><b>Enquiry:</b> commenting and asking questions about aspects of their world. Listening and responding to stories from the past, including retelling the story, asking questions and using key non-topic specific language</p>	
	<p><b>Science Reception</b></p>					
	<p>Keeping Healthy Cookery (changes to materials) Seasonal changes (Autumn) Observing in our local area</p>	<p>Clothes We Wear (materials) Light and dark Seasonal changes (Winter)</p>	<p>Plants and growth Observing animals (minibeasts)</p>	<p>Around The World (weather and animals in different countries)  Seasonal changes (Spring)</p>	<p>Rainbows and Puddles (changes over time and colour investigations) Weather</p>	<p>Up in the Air (observing animals, birds and insects) Planets Seasonal changes (Summer)</p>
<p><b>Mathematics Reception</b></p>						
<p>Numbers and place value - numbers to 10</p>		<p>Numbers and place value- numbers to 20</p>		<p>Embedding number and place value - counting to 20 and beyond</p>		
<p>Daily routine Days of the week Subitising Counting skills</p>	<p>Months of the year Seasons Comparison Pattern recognition Classification</p>	<p>Cardinal count Counting to compare Spatial thinking</p>	<p>Ordering and estimating  Regrouping the whole</p>	<p>Regrouping parts to find a total Missing parts Ten and some more</p>	<p>Doubling and halving Odd and even Counting beyond 20</p>	
<p><b>PE Reception</b></p>						

	Aspects of keeping healthy such as exercise, hygiene and sleep Spatial awareness		Fairy tale dances Ball skills- throwing, bouncing and balancing		Striking and fielding Net games Fundamentals of PE for sports day	
<b>PSHE Reception</b>						
	<u>Being me in my world</u> Learning our daily and weekly routines Getting to know each other Making friends Learning the school rules	<u>Celebrating difference</u> Adapting to changes Learning Powers	<u>Going for goals</u> Trying new experiences Setting goals	<u>Good to be me</u> <u>Healthy me</u> Describing self in positive terms	<u>Relationships</u> Working as part of a class	<u>Changing me</u> Finding out about Year 1
<b>Computing Reception</b>						
	Recording and playing back sounds Choosing and using tools in an art application Manipulating objects on screen Taking digital photos and combining them with text and sounds Taking and displaying digital photographs	Investigating everyday technology Playing and using sound Using timers Exploring images and videos	Using technology to communicate Recording using basic functions Using video cameras	Closing and opening applications and digital texts Using basic email functions Communicating using digital text Programmable toys	Using remote control toys Using a light box or visualiser Displaying digital photographs and recording sound Using a digital microscope	Opening and closing files application Recording a simple soundtrack Using Moviemaker

	<b>Music Reception</b>					
<b>Our teaching of the National Curriculum for music is supplemented by the teaching resource Kapow</b>						
	Exploring sound	Celebration music	Music and motion	Musical stories	Transport	Big band
	<b>Art, Design and Technology Reception</b>					
	<p><b>Drawing and Painting</b></p> <p>Colour mixing with paints</p> <p>Exploring media such as watercolour paints</p> <p>New techniques such as bubble painting, blow painting</p>	<p><b>Drawing and Textiles</b></p> <p>Observational drawings</p> <p>Creating festive and winter artwork</p>	<p><b>Drawing and Collage</b></p> <p>Collaborative art for Chinese New Year</p> <p>Art on a large scale – making a boat</p>	<p><b>Drawing and Printing</b></p> <p>A focus artist from a different country</p>	<p><b>Drawing and Digital media</b></p> <p>Comparing computer images to paint and pencils</p>	<p><b>Drawing and 3D</b></p> <p>Observational drawings of birds and animals</p> <p>Designing a rocket</p>
	<p><b>Clothes</b></p> <p>Textiles</p>		<p><b>Traditional and Fairy Tales</b></p> <p>Structures</p>		<p><b>Up in the air</b></p> <p>Structures</p>	
	<b>RE Reception</b>					

	<p><b>Beliefs and practices</b> Preparing for, and celebrating joyous occasions (Diwali and Purim)</p> <p><b>Sources of wisdom</b> Listening and responding to stories (including the Nativity)</p> <p><b>Symbols and actions</b> Exploring symbols within a local place of worship</p>	<p><b>Identity and belonging</b> Exploring belonging (ceremonies) across different faiths and cultures</p> <p><b>Symbols and actions</b> Explore the meaning behind the Easter Story</p> <p><b>Sources of wisdom</b> Creatively express awe and wonder in the natural world</p>	<p><b>Justice and fairness</b> Exploring what is right and what is wrong. Prayer, worship and reflection Exploring the importance of quietness</p> <p><b>Human responsibility and values</b> Learning how people show that they care for one another</p> <p><b>Ultimate questions</b> Using imagination and curiosity to develop a wonder of the world and to ask questions about it</p>
	<p><b>Reception Curriculum Enrichment</b></p>		
	<p><b>Trips</b> Walking to the bluebell woods The Roald Dahl Museum Farm visit</p>	<p><b>Visits</b> Police Officer Visit Road Safety Workshops</p>	<p><b>Experiences</b> Seasonal walks in and out of the school grounds Hatching butterflies and exploring their life cycle</p>