

The Oaks Community Primary School

Reception Curriculum 2022-2023

Year R	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Question	What lives in your garden?	Are all animals the same?	What makes a hero a hero?	Why are plants important?	What is it like to live in a castle?	How can we keep our world healthy?
	Cultural Capital Strands	Courage Aspirational	Independence Hopeful	Curiosity Community	Compassion Motivation	Confidence Happy	Determined Individuality
	Key Events	21st September: Autumn	31st October: Halloween 5th November: Bonfire Night 11th November: Remembrance Day 4th November: Diwali 25th November: Thanks Giving 1st December: Advent 21st December: Winter 25th December: Christmas 26th December: St Stephen's Day 31st December: New Years Eve	1st January: New Years Day 25th January: Burns Night 1st February: Chinese New Year 14th February: Valentine's Day	1st March: St David's Day 1st March: Pancake Day 8th March: International Women's Day 14th March: Mother's Day 17th March: St Patrick's Day 21st March: Spring 1st April: April Fools 15nd April: Good Friday 17th April: Easter Sunday 23rd April: St Georges Day	21st April: Queen's Birthday 5th June: Environment day	20th June: Father's Day 21st June: Summer 13th July: Eid Mubarak

	Steps 2 Read	Friendship and Animals <i>Comprehension</i> Recall of familiar stories and rhymes Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers	Stars and Space <i>Comprehension</i> Recall of familiar stories and rhymes Listening to experienced readers modelling reading and searching text and illustrations to find directly related information or answers	Superhero <i>Comprehension</i> Recall of familiar stories and rhymes Using story language and vocabulary with accompanying actions to retell stories	Traditional Tales <i>Comprehension</i> Repeating, revisiting and retelling stories Sequencing main events in a story using props/illustrations Using story language and vocabulary with accompanying actions to retell stories	Growing <i>Comprehension</i> Extending language and vocabulary development	Seaside <i>Comprehension</i> Making connections with own experiences
	Read 2 Write	The Something <i>A losing story</i> To tell, draw and label a losing story <i>Animal information</i> To create an animal fact sheet	Star in a Jar <i>A finding story</i> To tell and write phrases for a finding story <i>Poster to find a lost star</i> To inform (and describe)	Juniper Jupiter <i>A superhero story</i> To tell and write a superhero story - beginning, middle and end <i>A letter wanting to be a sidekick</i> To persuade	Little Red <i>A traditional tale</i> To tell and write a traditional tale using "once upon a time" and "the end" <i>How to trap an animal</i> To explain	The Extraordinary Gardener <i>A transformational story</i> To tell and write a transformational story <i>How to grow a garden plant/vegetable</i> To instruct	The Storm Whale <i>A friendship story</i> To tell and write a friendship story <i>Sea creature poems</i> To describe using adjectives and adverbs
	Phonics	Set 1 <i>20 Minutes</i> <i>Whole Class</i> October = Know most of Set 1 and begin to blend (Set 1B) By the end of A1: First 25 sounds	Set 1 <i>20 Minutes</i> <i>Whole Class</i> December = Know Set 1 and blending (Set 1C) By the end of A2: Consolidate first 25 sounds, learn Set 1 special friends	Set 1 <i>Groups</i> <i>30 Minutes</i> February = Ditties By the end of Sp1: rest of set 1	Set 1/Set 2 <i>Groups</i> <i>30 Minutes</i> April = Red By the end of Sp2: Consolidate first 31 sounds	Set 1/Set 2 <i>Groups</i> <i>40 Minutes</i> May = Green By end of Su1: Set 1 additional digraphs	Set 1/Set 2 <i>Groups</i> <i>40 Minutes</i> July = Green/Purple By end of Su2: Set 2 sounds 36 - 44

	Maths	Numbers 0 to 3 <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Have a strong understanding of numbers up to 3 Know what zero represents Know some 2D shapes	Numbers 3 to 6 <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Have a strong understanding of numbers up to 6 Begin to understand halving and doubling Use concrete resources to calculate number bonds to 5 Be able to create and continue a simple patterns Subitise numbers to 5	Numbers 6 - 9 <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Have a strong understanding of numbers up to 9 Know the order in which numbers are Be able to state one more and one less than a given number Begin to weigh, measure and compare	Numbers 10 and Over <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Explore numbers above 10 Have an understanding of time and how we can measure it Understand how to partition numbers in different ways Know some number bonds to 10	Numbers 10 and Over <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Be able to count to 20 independently Know number bonds to 10 without relying on concrete resources Be able to solve simple addition and subtraction sums	Numbers 10 and Over <i>Cardinality and Counting</i> <i>Comparison</i> <i>Composition</i> <i>Pattern and Numerical Patterns</i> <i>Shape, Space and Measure</i> Continue and create complex patterns Know the properties of some 2D and 3D shapes
	Music	Me! <i>Appraising</i> Find the pulse Copy-clap the rhythm of names Explore high sounds and low sounds using voices and glockenspeils	My Stories <i>Composing</i> Find the pulse as one of the characters from the song Copy-clap the rhythm of small phrases from the songs Explore high pitch and low pitch in the context of the songs	Everyone! <i>Performing</i> Invent ways to find the pulse Copy-clap some rhythms of phrases from the songs Explore high pitch and low pitch in the context of the songs	Our World <i>Composing</i> Find the pulse and show others your ideas Copy-clap some rhythms of phrases from the songs Explore high pitch and low pitch using the images from the songs	Big Bear Funk <i>Performing</i> Find a funky pulse Copy-clap 3 or 4 word phrases from the song Keep the beat of the song with a pitched note Add pitched notes to the rhythm of the	Reflect, Rewind & Replay <i>Appraising</i> Revise existing skills and objectives.

			Invent a pattern to go with a song using one note	Use the starting note to explore melodic patterns using one or two notes	Use the starting note to explore melodic patterns using one or two notes	words of phrases in the song Enjoy playing patterns using a combination of any of the three notes C, D and E	
	Art	Printing <i>Painting</i> <i>Printing</i>	Diwali Candles <i>Painting</i> 3D	Paint Program to Design Superhero Emblem <i>Painting</i> 3D <i>Use of IT</i>	Painting Flowers <i>Drawing</i> <i>Painting</i> <i>Knowledge</i>	Weaving Patterns <i>Textiles</i> <i>Knowledge</i>	Under the Sea Collage <i>Drawing</i> <i>Textiles</i> <i>Collage</i>
	D&T	Introducing Snack Area <i>Developing, Planning and Communicating Ideas</i> <i>(Cooking and Nutrition)</i> Have ideas for snack area, communicate what they want to do, plan using pictures and words	Christmas Decorations <i>Evaluating Processes and Products</i> <i>(Textiles)</i> Be able to talk about their own work and work that is done by others	Making a Telescope <i>Evaluating Processes and Products</i> <i>(Mechanisms)</i> Be able to describe how a telescope works	Making a Plant Pot <i>Working with Tools, Equipment, Materials and Components to Make Quality Products</i> <i>(Use of Materials)</i> Be able to make a structure using different materials Be able to make their structure strong if it needs to be	Bug Hotels <i>Working with Tools, Equipment, Materials and Components to Make Quality Products</i> <i>(Use of Materials)</i> Explain what they are making and what tools they are using	Junk Modelling <i>Developing, Planning and Communicating Ideas</i> <i>(Construction)</i> Select appropriate resources and tools for their projects Make a simple plan before making an object
	RE	Places of Worship <i>Knowledge About and Understand</i> Name and describe places of worship	The Christmas Story <i>Knowledge About and Understand</i>	Community <i>Express and Communicate</i> Observe and recount different ways of	God <i>Express and Communicate</i> Notice and respond sensitively to some	Right and Wrong <i>Gain and Deploy Skills</i> Begin to question what is right and wrong, and	Religious Music <i>Gain and Deploy Skills</i>

			Retell and give meaning to The Christmas Story as Christians believe it	expressing identity and belonging and how people may choose to show this through their clothing	similarities and differences between religions linked to their belief in a God	express their ideas and opinions in response	Be able to express their own ideas and opinions in response to music or art
	Geography	Bear Hunt <i>Physical Geography</i> Describe school grounds using words and pictures Name key features	Map of the World <i>Geographical Knowledge</i> Be able to identify the equator, north pole and south pole on a map or atlas	Hot and Cold Places <i>Human Geography</i> Explain why we wear different clothes during the different seasons of the year Describe what clothes they would wear in hot and cold places	Weather <i>Geographical Enquiry</i> Be able to keep a weather chart to track the weather in their local environment Ask and answer questions about the weather	United Kingdom <i>Geographical Knowledge</i> Be able to name the four countries that make up the United Kingdom Name some of the main towns that make up the United Kingdom	Ellesmere Port <i>Geographical Enquiry</i> Be able to say what they like about their town Be able to think of questions they can ask about their town
	History	Dinosaurs <i>Chronological Understanding</i> Recognise that dinosaurs were around long before people and understand that there were different types of dinosaurs	Remembrance Day <i>Knowledge and Interpretation</i> Recognise that we celebrate certain events because of what happened years ago Able to understand and explain why we celebrate Remembrance Day and understand the importance of this day	Neil Armstrong <i>Knowledge and Interpretation</i> Understand that some individuals have helped our lives be better today Understand the importance of the first moon landing the important people linked to this discovery	Egyptians <i>Historical Enquiry</i> Understand that some objects are old and some are new Be able to ask and answer questions about old objects	The Royal Family <i>Knowledge and Interpretation</i> Understand that we have a King and what his role is Know that Britain has had a king or queen for many years	Development of Technology <i>Chronological Understanding</i> Understand that there have been changes in the world since they have been born Know that technology has only been developed recently and have an understanding of what technology was available 50 years ago
	PE	Locomotion: Walking and Jumping <i>Acquiring and Developing Skills</i>	Ball Skills: Hands 1 <i>Evaluating and Improving</i>	Gymnastics: High, Low, Over, Under <i>Gymnastics</i>	Dance: Nursery Rhymes <i>Dance</i>	Ball Skills: Feet 1 <i>Health and Fitness</i> Describe how their body feels before, during and after an activity	Games for Understanding: Attack v Defence <i>Games</i>

		Coping actions, repeat actions, move with control and care	Be able to talk and describe what they have done during the session	Be able to control their body through balancing, rolls, travelling, climbing and stretching in a safe manner	Move to music, copy some dance moves and make up a short routine while moving round the space safely		Be able to roll, throw, hit and catch an object as part of a game
	Computing	Photos <i>Data Retrieving and Organising</i> Use a camera or sound recorder to collect photos or sound	Paint <i>Data Retrieving and Organising</i> Use paint programs to create pictures	IWB Games <i>Algorithms and Programs</i> Use a mouse to rearrange objects and pictures on a screen Recognise text, images and sound when using ICT Develop an interest in ICT by using age appropriate websites or programs	Bee Bots <i>Algorithms and Programs</i> Begin to use a keyboard see programming Develop an interest in ICT by using age appropriate websites or programs	Typing <i>Communicating</i> Begin to use a keyboard see programming Develop an interest in ICT by using age appropriate websites or programs	Sending Emails <i>Communicating</i> Recognise text, images and sound when using ICT Develop an interest in ICT by using age appropriate websites or programs
	Science	Floating and Sinking <i>Everyday Materials (Performing Tests)</i> <i>(Recording Findings)</i> Children will describe materials using their senses and then making predictions about if they will float or sink	Forces <i>Movement (Performing Tests)</i> Children will be able to describe and show how they can make an object move e.g. push and pull	Life Cycles of a Chick <i>Animals Including Humans (Observing Closely)</i> Children will learn about and be able to recreate the life cycle chick, talking about the different stages in the process	Planting Seeds <i>Plants Variation and Classification (Observing Closely)</i> <i>(Identifying and Classifying)</i> Children will be able to name and label the main parts of a plant Children will understand the main resources needed for a plant to grow	Sources of Light <i>Electricity Light (Identifying and Classifying)</i> Name and identify sources of light, and compare sources of light Recognise that electricity is an important source of light	Planets and Space <i>The Earth and Beyond (Observing Closely)</i> Children will be able to name and recognise some of the different planets in our solar system

					Children will be able to recognise the different between deciduous and evergreen trees		
	PSHE	Relationships <i>Families and Friendships</i> Understand the roles of different people in our lives Recognise what privacy means, how we can stay safe and our ability to give consent	Relationships <i>Respecting Ourselves and Others</i> Learn how our behaviour affects others and how we can be polite and respectful	Living in the Wider World <i>Belonging to a Community</i> Learning how we can look after the environment	Living in the Wider World <i>Money and Work</i> Learn about different job roles within the community	Health and Wellbeing <i>Physical Health and Mental Wellbeing</i> Learn how we can keep our body healthy through food and exercise, and how we can stay safe in the sun	Health and Wellbeing <i>Growing and Changing</i> Recognise what makes each child unique and special and how we can manage our feelings
	MFL	Greetings <i>Listening and Responding</i> Understand simple greetings in Spanish (KS2 MFL)	Greetings <i>Listening and Responding</i> Understand simple greetings in languages linked to children & families.	Greetings <i>Speaking</i> Greet others in Spanish.	Greetings <i>Speaking</i> Respond to greetings from others in Spanish	Greetings <i>Speaking</i> Greet others in languages linked to children & families.	Greetings <i>Speaking</i> Respond to greetings from others in languages linked to children & families.
	RSE	Body Parts <i>My Body</i> I can name the different parts of my body including the private and personal parts	Private Parts <i>My Body</i> I can explain what private and personal parts are and how they are identified	Different Bodies <i>My Body</i> I can explain that all bodies are different	Brilliant Bodies <i>My Body</i> I can say what is brilliant about my body	Protecting Bodies <i>My Body</i> I can explain what to do if someone says mean things about someone's body	Help <i>My Body</i> I can describe how to get help