

## Reception – Curriculum Overview from September 2022-23

	<b>Autumn 1</b> People Who Help Us	<b>Autumn 2</b> Time Travellers/ Machines and Me	<b>Spring 1</b> Crazy Cultures	<b>Spring 2</b> Fantasy and the World	<b>Summer 1</b> Space Explorers	<b>Summer 2</b> Under the Sea/Creepy Crawlies.
<b>Communication, language/specific vocabulary</b>	<a href="#">Help, people, helpful, police, ambulance, fire service, teachers, community, parents, work, jobs, support, save, ask, safety, call, emergency.</a>	<a href="#">Time, past, present, future, time machine, transport, movements, inventions, discoveries, famous, change, machines, dig, engine.</a>	World, earth, differences, similarities, aeroplane, boat, flag, food, clothes, faith, school, family, children,	<a href="#">The world, mystery, space, creatures, places, countries, area, imagination, dreams, dragons, unicorns.</a>	<a href="#">Space, planets, rocket, explore, moon, travel, astronaut, craters, stars, solar system, space suit, commit, space dust, orbit, meteor, space station, telescope.</a>	<a href="#">Fish, water, creatures, swim, submarine, anchor, boat, dive, diver, octopus, plankton, scales, fins, teeth, sharks, insect, spiders, habitat, flies, worms, lifecycle, butterfly.</a>
<b>English /Key texts</b>	<a href="#">Ruby’s worry (WS)- Adapted for needs of pupils during first half term regarding know skills and those that need to be taught.</a> Text: A Great Big Cuddle	Sam and Dave Dig a Hole (WS) We’re Going on a Bear Hunt (WS)	Handa’s Surprise (WS) Anansi The Fire Bird The Musicians of Bremen Pink Is for Boys Dim Sum for Everyone This is How We Do It This is the way we Go To School Over the Hills and Far Away	Jack and Jelly Bean Stalk (WS)	Pigs Might Fly (WS)	If Sharks Disappeared (WS) I Wanna Iguana (WS) <a href="#">Rainbow Fish (WS)</a> <a href="#">A Hole in the Bottom of the Sea</a> Local Safari
<b>Essential Learning</b>	<a href="#">There are emergency services.</a> <a href="#">Who are our role models?</a> <a href="#">Who can we ask/call if we need help?</a> <a href="#">To know how to contact the emergency services.</a> <a href="#">Our important information.</a>	<a href="#">What is time and how do we measure time.</a> <a href="#">To learn about the past and what might in the future.</a> <a href="#">What is the past/present/future?</a> <a href="#">What are artefacts and what do they tell us.</a> <a href="#">Who were the important people of the past and</a>	The world/earth and that it is round. That there are many different countries. Identify land and water. Similarities and differences between homes, school, families. How might they get there?	<a href="#">Children using their imagination to create fantasy stories.</a> <a href="#">What is a fantasy?</a> <a href="#">What is reality?</a> <a href="#">Different fantasy stories.</a> <a href="#">Mythical creatures-comparisons.</a> <a href="#">Stories from around the world.</a>	<a href="#">That there is a solar system beyond earth.</a> <a href="#">That people travel to space using a rocket.</a> <a href="#">How a rocket works.</a> <a href="#">What is gravity?</a> <a href="#">What might you need to take to space?</a> <a href="#">Fitness.</a> <a href="#">Comparing living on Earth to life in space-</a>	<a href="#">Names some of the oceans.</a> <a href="#">Land and sea comparisons.</a> <a href="#">Floating and sinking.</a> <a href="#">What creatures live in the sea and how are they adapted.</a>

	<a href="#">There are different Jobs in society.</a> <a href="#">How to keep safe.</a>	<a href="#">how did they contribute to how we live now?</a> <a href="#">What machines were invented that we still use today. How do they help us?</a>		<a href="#">Myths and legends.</a>	<a href="#">How astronauts eat/sleep etc.</a> <a href="#">Planets and their names.</a>	<a href="#">How can we explore the ocean? Travel.</a> <a href="#">What creepy crawlies live on land and their habitats.</a> <a href="#">Lifecycles of a butterfly.</a>
<b>Science</b>	Light and sound	Growth and change	Floating and sinking	Plants	Space	Animals including humans
<b>Diversity and Equality</b>	Dogs don't do ballet	10,000 Dresses It's OK to be Different	My Granny is a Pirate. The Paperback Princess Welcome to Our World	Rosie Revere, Engineer by Andrea Beaty	Read <i>Jazz Age Josephine</i> by Jonah Winter Look Up	Tyrannosaurus Drip
<b>PSHE/RSE</b>	Personal, road and online safety	Growing up, changes and hygiene	Respect and valuing difference/diversity	Mindfulness and good habits	Relationships, positive interactions and bullying	Physical health and healthy choices
<b>Learning Through Nature</b>	National Outdoor Curriculum pgs 16-21 <b>English: Senses</b>	National Outdoor Curriculum pgs 44-57 <b>Maths: Shapes</b>	National Outdoor Curriculum pgs 184-197 <b>DT: Structures</b>	National Outdoor Curriculum pgs 212-225 <b>Music: Body percussion</b>	National Outdoor Curriculum pgs 142-155 <b>History: Neil Armstrong</b>	<b>Outdoor Cooking</b>
<b>Experiences and Enrichment</b>	Police person visit Fire service visit Role play calling 999 First Aid RNLI	Links to secondary school Robots Dismantle some old machines/vacuum Visit to Black Country Museum	Augmented reality/virtual reality visits to other countries. Chinese New Year Foods from different cultures Visitors from different cultures linked to pupils in class. Visits to contrasting town/mosque/temples.	Dress up day – fantasy creature.	Planetarium at Think Tank Making own rockets. Build own solar system	Sealife Centre Bug Hunt Bug Hotel Class fish Fishmonger Farm to Fork (Tesco/Asda)
<b>French</b>	<b>Nursery Rhymes</b>		<b>Les Salutations</b>		<b>Colours and Numbers 1 – 10</b>	

	<ul style="list-style-type: none"><li>- will absorb and use language they hear around them in their community and culture</li><li>-Appreciate traditional short stories and fairy tales.</li><li>-Learn to repeat and reproduce the language I hear:</li><li>-Be able to identify written versions of the words I hear.</li><li>-Includes everyday literacy artefacts in play e.g. labels, signs</li></ul>	<ul style="list-style-type: none"><li>- will absorb and use language they hear around them in their community and culture</li><li>-Learn to repeat and reproduce the language I hear:</li><li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li><li>-Be able to identify written versions of the words I hear.</li><li>-Includes everyday literacy artefacts in play e.g. labels, signs</li></ul>	<ul style="list-style-type: none"><li>- will absorb and use language they hear around them in their community and culture</li><li>-Learn to repeat and reproduce the language I hear:</li><li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li><li>-Be able to identify written versions of the words I hear.</li><li>-Includes everyday literacy artefacts in play e.g. labels, signs</li></ul>
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