



Curriculum Overview 2024-25

Baseline will be carried out for the first 3-4 weeks

Term Autumn 1 **Year Group** Reception **School** Blackbrook Primary School

Pivotal Theme		Science and Technology - 'Marvellous Me'
Communication, Language & Literacy	Listening, attention and understanding	<ul style="list-style-type: none"> - Understand and follow simple instructions - <i>Listening games</i> - <i>Introducing learning partners</i> - <i>Sharing & talking in small groups</i> - <i>Rhymes and simple songs</i> - Respond to simple adult instructions - Engage in conversations with grown-ups/peers
	Speaking	<ul style="list-style-type: none"> - Ask simple questions - Develop pronunciation of words/sounds e.g., 'r, j, th, ch and sh' - Sing a large repertoire of songs
	Phonics	<ul style="list-style-type: none"> - RWI Set 1 sounds – follow Reception programme for phonics from first full week
	Comprehension	<ul style="list-style-type: none"> - Recalling simple stories - Talking about their favourite characters/part of stories
	Word Reading	<ul style="list-style-type: none"> - Begin to recognise their own name - Begin to associate sounds/objects in the immediate environment and world around them (e.g. c is for cat)
	Writing	<ul style="list-style-type: none"> - Mark making – copying patterns, using a range of media (having a meaning to their marks) - Begin to form letters to write their own name - Letter formation following RWI programme
Mathematics	Number	<ul style="list-style-type: none"> - Recognition of numbers 0-5 - Begin to count with 1:1 correspondence - Recite numbers from 1-5 - Develop fast recognition of numbers up to 3 (subitise/speedy fingers) - Follow NCTEM mastering maths for reception from week 2
	Numerical Patterns	<ul style="list-style-type: none"> - Begin to finish simple 2 step patterns

Science & Technology	Science	<ul style="list-style-type: none"> - Begin to name body parts and explain how we can be 'healthy & happy' - <i>Oral hygiene</i> - <i>Handwashing</i> - <i>Growing</i> - <i>Harvest – healthy food, locally grown produce etc.</i>
	Design & Technology	n/a
	Computing	n/a
Understanding the world	People and Communities	<ul style="list-style-type: none"> - Name and describe people who are familiar to them - Recognise that we are all different and what makes us different - Celebrations – special times (birthdays etc.)
	The World	<ul style="list-style-type: none"> - Talk about what they see, using a wide range of vocabulary - Begin to use and recognise their senses - Ask questions about where they live and their natural world
	Past and Present	<ul style="list-style-type: none"> - Talk and share previous experiences in small groups/with an adult
Physical Development	Fine Motor	<ul style="list-style-type: none"> - Use one-handed tools and equipment – e.g. scissor snips - Threading - Use a comfortable grip with good control when holding pens and pencils - Pencil grip – show a preference for a dominant hand - Mark making using a range of art resources - Dough disco to continue hand strengthening – squeezing, rolling
	Gross Motor	<ul style="list-style-type: none"> - Become increasingly independent as they get dressed/undressed - e.g. putting coat on and off - Skip, hop, stand on one leg and hold a pose for a game like musical statues - Move around their environment safely - Develop an awareness of personal space and boundaries
PSED	Making relationships	<ul style="list-style-type: none"> - Building positive friendships with their peers - <i>Sharing, listening, taking turns</i> - Become familiar with their new environment and routines - Play alongside peers - Introduce children to year 6 buddies - Learning partners - Relationships with adults - Jigsaw PSED scheme
	Self-regulation	<ul style="list-style-type: none"> - Understand and begin to label feelings - Understand how their actions can make others feel - Jigsaw PSED scheme

	Managing self	<ul style="list-style-type: none"> - Become increasingly independent in meeting own self-care needs - Jigsaw PSED scheme
Expressive Arts and Design	Creating with materials	<ul style="list-style-type: none"> - Begin to draw with some detail such as representing a face - Explain creations/drawings to an adult - Explore different materials and tools
	Being imaginative and expressive	<ul style="list-style-type: none"> - Invent and adapt narratives and stories with their peers during role play