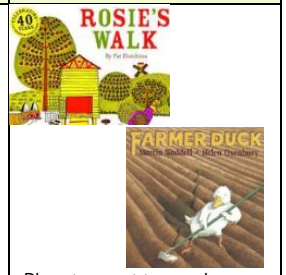
Milverton Primary School
Reception curriculum overview

Planning is adapted to take into consideration children's natural interests that arise throughout each topic. Continuous and enhanced provision is set to reflect our topics, but to also meet the interests of our children and to provide challenges that both extend and consolidate learning.

Links to National Curriculum Areas ↓	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	**Sparkle and Shine (Celebrations)**	**Around the World**	**Dinosaur Roar!**	**Once Upon a Time**	**Down on the Farm (animals, life cycles)**
Focus topics	Starting School My New Class New Beginnings Ourselves My Body How have I changed? What am I good at? My Family Being Kind Autumn	Celebrations Light and Dark Winter	Polar regions Climates Contrasting environments Hibernation Where do you live? Customs around the world	Signs of Spring Plants	Traditional tales The Great Outdoors Recycling Summer	Farm Healthy Eating Growing Life Cycles Animals around the world Animal patterns Habitats
English (Literacy/ PD/ Communication and Language C&L) These are some of the books we might discover in each topic.	 Name writing – First name Initial sounds	 Name Writing – Full name CVC words Lists	 Simple phrase writing Drawing illustrations and captions	 Simple sentences using capital letters, finger spaces, full stops. Orally retelling our own narratives	 Simple sentences using capital letters, finger spaces, full stops. Introduction into writing our own narratives including a beginning middle and end. 3 Step instruction writing	 Planning, writing and editing our own narratives. Introduction into written responses to comprehension questions they have read.
Phonics	Phonics is taught in line with our phonics planning					

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PSED (PSHE) PSED comes into every interaction, lesson and day. There are many 'teachable' moments for PSED, and it is not always a discrete session. We also look at being a 'Magnificent Milvertonian'.	**Relationships** My family My school grown ups Developing new friendships at school Build constructive and respectful relationships. We are all different.	**Managing Self** Getting on and falling out. How to deal with anger Emotions. Self-confidence Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. : Taking Care Anti-bullying	**Relationships** Friendship between characters in stories How actions can affect others.	**Health and well-being** Being safe Online safety	**Living in the wider world** Caring for living things in their environment and in the wider world Economic project – gingerbread men	**Health and well-being** Sustained concentration Aware of their likes and dislikes/ achievements and targets Prepare for Year 1 Taking part in sports day. Winning and losing.
PD (P.E.)	**Get Set, Go!** Getting changed for PE and back into their clothes. Move freely and with confidence in a range of ways (running, stopping, hopping, jumping) Navigate space successfully and adjust speed / direction	**Dance** Developing co-ordination and agility Building a repertoire of known dances Adapting known dances Sharing ideas and opinions Joining movements Creating a small dance	**Gymnastics** Making shapes with their body Holding a balance Jumping Jumping off apparatus Balance on/along a bench Joining movements together	**Ball Skills** Developing ball control: Rolling a ball Bouncing Throwing and catching Kicking Passing	**Games** Negotiate space successfully when playing racing / chasing games Move freely and with confidence in a range of ways (running, stopping, hopping, jumping)	**Revisiting** Revisiting skills covered across the year in a variety of ways: circuit stations, trails, combining movements etc.
Forest School	Activities might include: Safety, exploring, minibeasts, den building, marshmallows around a fire.		Activities might include: Safety, weather exploration, problem solving, clay portraits.		Activities might include: Revisiting skills, advanced den building, nature crafts.	
Maths	Match, sort and compare. Talk about measures and patterns. It's me 123. Circles and triangles. 1,2,3,4,5. Shapes with 4 sides.		Alive in 5. Mass and capacity. Growing 6,7,8. Length, height and time. Building 9 and 10. Exploring 3-D shapes.		To 20 and beyond. How many now? Manipulate, compose and decompose. Sharing and grouping. Visualise, build and map. Make connections.	

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Understanding the World (UW)						
Science (UW)	**My Body** Simple body parts Healthy eating Our senses Seasons- Autumn	**Light and Dark** Seasons- Winter Water freezing Temperature change Exploring light and dark (linked to night and day)	**Materials** Explore in nature Floating and sinking	**Plants** Name common plants Plant seeds and observe changes that occur Show care for living things Seasons- Spring	**Materials** Materials Simple properties Waterproof materials	**Healthy Eating** Healthy foods Healthy lifestyles Link between planting and food growing Seasons- Summer
Geography (UW)	**Understanding the World** School environment Where they live Journey to school Autumn walk- seasonal changes	**People, Culture and Communities** Names of different countries where celebrations take place Discuss and compare different environments	**The Natural World** Hot and cold countries Difference between Autumn and Winter Explore outdoors	**Understanding the World** What happened to Dinosaurs? Naming body parts of dinosaurs and sorting them into Herbivores and Carnivores. Exploring and making salt dough fossils. Spring walk – seasonal changes	**The Natural World** Summer- Seasonal changes Weather Changes in the environment and reasons for changes	**Understanding the World** Visiting a farm Features of a farm Observe animals and plants in the environment around them
History (UW)	**Past and Present** My family My home Me as a baby and now	**People, Culture and Communities** My experiences of celebrations in my home and community Understand people celebrate in different ways	**Past and Present** I remember when… (what we did in Autumn term) Link to seasonal changes	**Past and Present** What happened to dinosaurs? Compare characters from stories (old and new)	**Past and Present** Compare past and present based on own experiences and stories read in class	**Past and Present** I remember when… (memories from Reception)
RE (UW) Following Warwickshire's agreed syllabus	**Special Stories and Special People**		**Special Places and Special Times**		**Where do we belong and what is special about our world?**	

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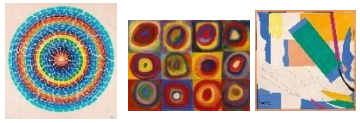
<table>
<tr><th colspan="7">Expressive Arts and Design (EAD)</th></tr>
<tr><td>Art
(EAD)</td><td colspan="2">Patterns and shapes in Art
Artists: Alma Thomas, Kandinsky and Matisse
 
Repeated patterns
Printing
Mixed media and collage</td><td colspan="2">Colours in Nature
Artists: Eric Carle, Franz Marc, Sarah Cray

Colour choices
Drawing
Watercolours</td><td colspan="2">Art inspired by our living world
Artists: Ifeoma,

Recycled materials weaving
Sculpture</td></tr>
<tr><td>Design & Technology (EAD)
Within continuous provision children will always have the opportunity to fold, bend, scrunch, rip, cut, curl, and combine different materials.</td><td>Creating with Materials to Create hair for a picture of themselves or their family and friends.
Use loose parts to represent story maps, characters and story settings.</td><td>Creating with Materials
Design and make different products linked to celebrations e.g. Christmas cards, calendar, diya lamps, wrapping paper etc.
Use loose parts to represent story maps, characters and story settings.</td><td>Creating with Materials
Children will design and create bird feeders using lard and other materials.
Use loose parts to represent story maps, characters and story settings.</td><td>Creating with Materials
Children will choose materials to create their own dinosaur.</td><td>Creating with Materials
Children to use loose parts to represent the traditional tales.
Children will create maps, characters and story settings.
Baking Gingerbread Men</td><td>Creating with Materials
Children will make porridge, pancakes and biscuits related to Traditional Tales.
Use loose parts to represent story maps, characters and story settings.</td></tr>
<tr><td>Music
(EAD)
Ongoing: Develop a repertoire of nursery rhymes, familiar songs, and songs from different cultures.</td><td>Rhythm and Pulse: Clap, march, or tap to the pulse (beat) of music. Practice keeping a steady beat. Repeating patterns and rhythms

Guitar Man</td><td>Singing: Focus on singing in tune and matching pitch. – nativity

Guitar Man</td><td>Instrument Exploration: Use percussion instruments to explore different sounds. Teach proper handling and techniques for playing.

Guitar Man</td><td>Listening and Appraising: Listen attentively to high-quality live and recorded music. Encourage children to discuss their feelings and responses to music.

Guitar Man</td><td>Creativity and Movement: Move in time with music, such as dancing, swaying, or marching. Create sounds to accompany stories and express ideas.
Guitar Man</td><td>Music Vocabulary: Introduce basic musical concepts like fast/slow (tempo), loud/quiet (dynamics), and high/low (pitch).

Guitar Man</td></tr>
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Other Areas						
Computing	Children have opportunities to use ICT in class during lessons and through continuous provision. In the EYFS curriculum, computing isn't a separate subject but is integrated across the curriculum, focusing on understanding and using technology for a range of purposes, from operating simple devices to creating digital content. Activities include using tablets, interactive whiteboards, programmable toys like Beebots, and digital cameras to support learning in other areas, fostering skills like problem-solving and digital literacy. The children are also taught about online safety.					
British Values (PSHE)	**Respect-** We value respect by showing good behaviour and polite manners **Responsibility-** We value our responsibility within our community	**Kindness-** We value kindness as it helps to build friendships **Diversity-** We value diversity by respecting everyone's differences	**Loyalty-** We value loyalty because it means we can trust and depend on each other **Teamwork-** We value team work as together we learn	**Honesty-** We value honesty by always telling the truth and taking responsibility for our actions **Forgiveness-** We value forgiveness as it shows strength of character	**Effort-** We value effort as it shows our determination to succeed **Determination-** We value determination so we can tackle difficulties in school and in life	**Courage-** We value courage as taking risks helps us to become confident people
Cultural Capital Trips and visitors, key events	Autumn walk Theatre trip Road safety	Christmas Dinner Church visit – Experience advent Diwali	Ricky Brown dance day Chinese New Year food tasting	Dino Man Mother's Day Easter Mrs Anwar – Eid Spring walk	Police visit Summer walk	Chicks Farm trip Reception to Year 1 transition visits