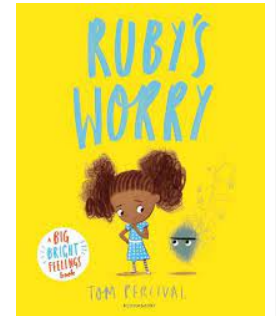
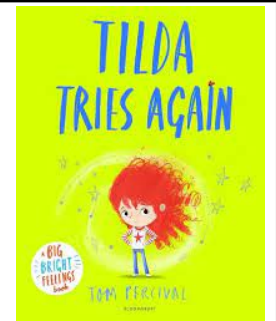
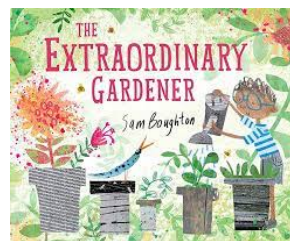
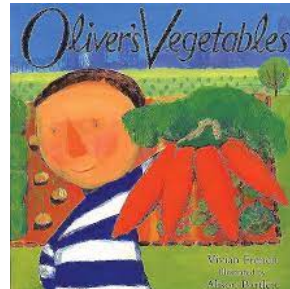
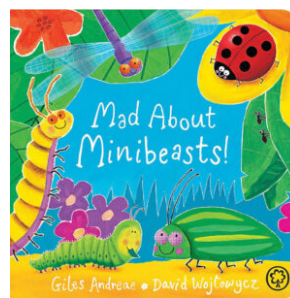
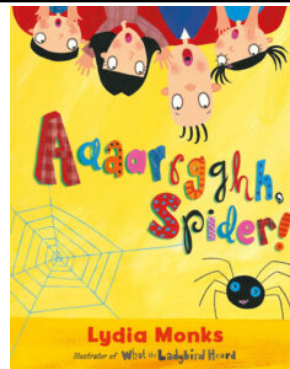
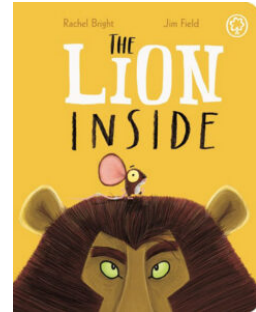
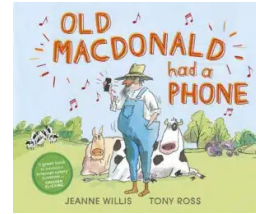
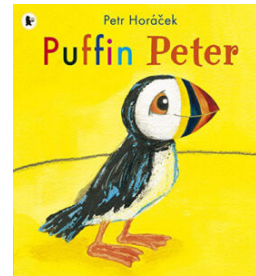
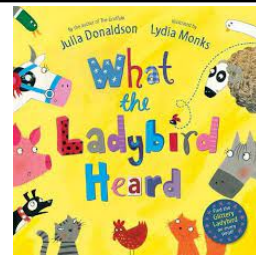
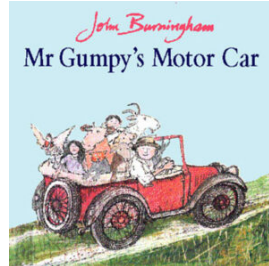
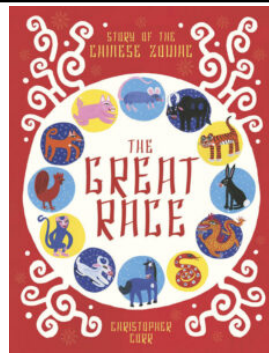
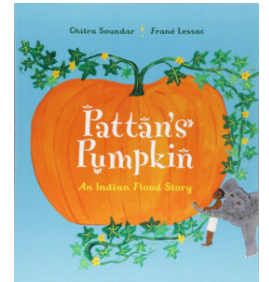
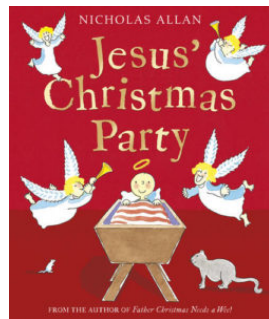
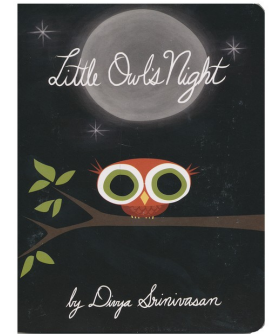
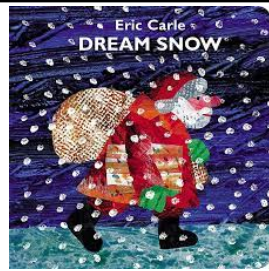
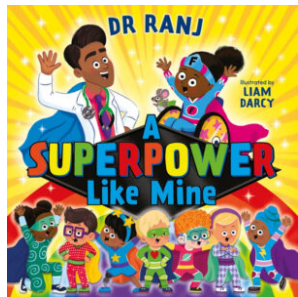
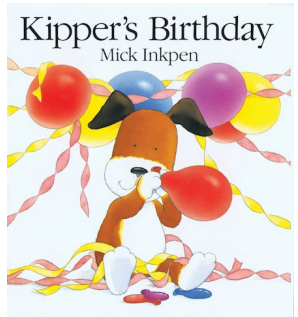
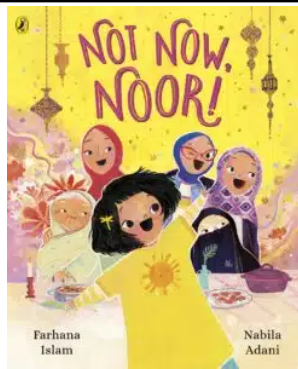


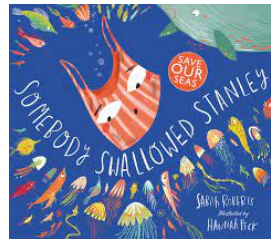
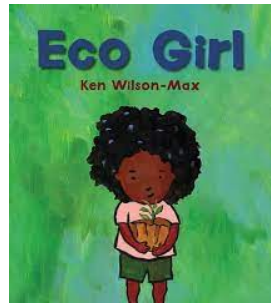
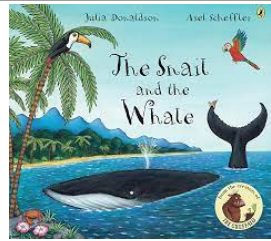
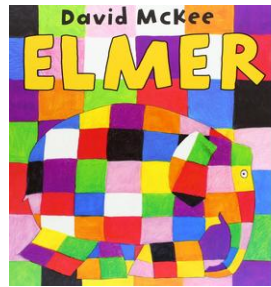
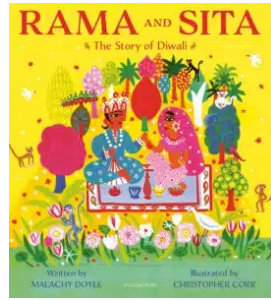
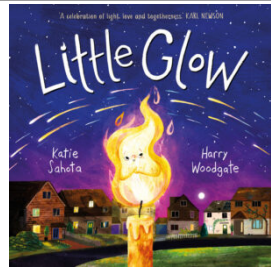
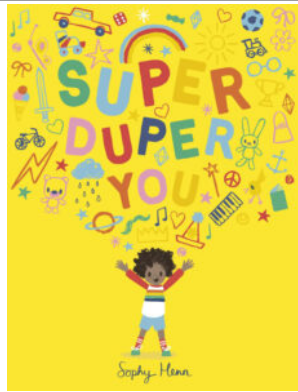
Grove House Primary School
Reception Curriculum Overview 2023-2024

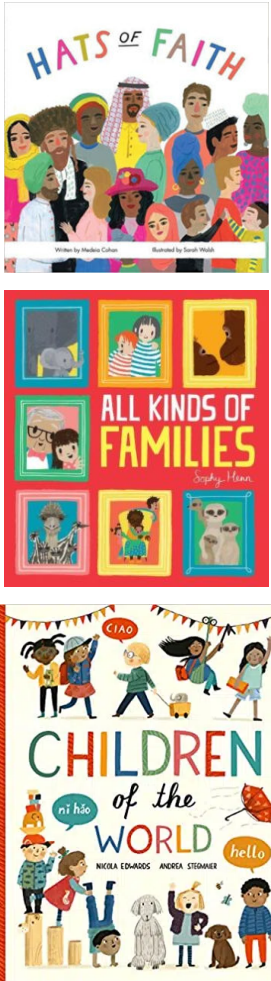



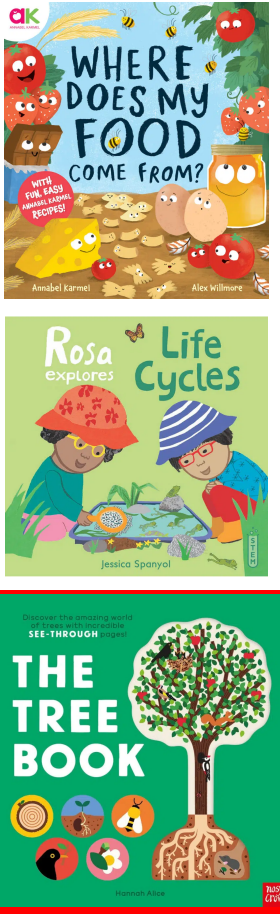
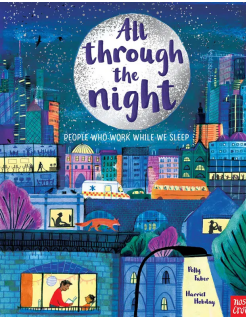
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals to be celebrated throughout the year.	7 weeks	7 weeks Halloween - 31/10/23 Bonfire Night - 5/11/22 Remembrance day - 11/11/23 Diwali - 12/11/22 Christmas - 25/12/22	5 weeks Chinese New Year - 10/02/24	5 weeks Holi - 25/03/24 Easter - 31/03/24	6 weeks Eid-al-Fitr – 09/04/23-10/04/23	7 weeks
Theme	Marvellous Me!	Isn't it amazing?	We're going on a journey...	Animal Magic	How does your garden grow?	Look at me now!
Key Questions	How do you feel when...? How can I make other people happy? Is it OK to feel sad or angry? How are our families the same/ different?	Does everyone celebrate in the same way? Why doesn't Santa go to everyone's house? Can I tell what people celebrate by looking at them?	Can you travel everywhere in a car? How is Chinese New Year different to our New Year celebrations? Would you prefer to visit a hot or cold place? Explain why. How can we look after our planet? What is recycling?	Why won't we see a tiger at the farm? Do all creatures lay eggs? What do baby animals need to survive? What is a habitat? What's the difference between the jungle and forest?	What do plants need to grow? Where do fruits and vegetables come from? How do we keep fit and healthy? How do minibeasts help our gardens?	How have you changed over the year? What have you improved at over the year and how? Where do you see yourself in the future?
Drawing Club Texts						
Book	The Colour Monster	A dark dark tale	Not Now Bernard	Superworm	The Bad Tempered	The Hairy Toe

	Mixed	Room on the Broom	Giant Jam Sandwich	The Tiger Who came to tea	Ladybird The Night Pirates	Would you rather?
Tale	Goldilocks & Three Bears Magic Porridge Pot	Gingerbread Man Rapunzel	3 Little Pigs Chicken Licken	Little Red Hen White Hen and a Fox	The Enormous Turnip 3 Billy Goats Gruff	The Princess and the Pea Snow White
Animation	Bagpuss the old mans beard Batfink	Pink Panther Trap Door-breakfast	Wacky Races Magic Roundabout-Bubbles	Captain Pugwash Trapdoor Mr	Benn – Zookeeper Roadrunner	Popeye Wilo the Wisp

Texts to enhance topics





<p style="text-align: center;">Non-Fiction Books</p>						
<p style="text-align: center;">Role Play Areas</p>	<p style="text-align: center;">Home corner Celebration enhancement</p>	<p style="text-align: center;">Post Office Elves Workshop enhancement</p>	<p style="text-align: center;">Travel agents Set up an airport outside to link</p>	<p style="text-align: center;">Jungle</p>	<p style="text-align: center;">Enchanted Forest</p>	<p style="text-align: center;">Grove House Newsroom</p>
<p style="text-align: center;">Visits/ Experiences/</p>	<p style="text-align: center;">School Nurse Visit</p>	<p style="text-align: center;">Diwali Visit - parent</p>	<p style="text-align: center;">Litter picking</p>	<p style="text-align: center;">Cannon Hall Farm Chicks</p>	<p style="text-align: center;">Now Press Play - Minibeasts</p>	<p style="text-align: center;">Ilkley River</p>

Now Press Play	Autumn Walk around school grounds. Now Press Play - Goldilocks	Now Press Play - Autumn Performing the Nativity	Now Press Play - Winter	Now Press Play - Spring	Butterflies/Tadpoles	Dentist visit Now Press Play - Summer
Communication & Language:	<p style="text-align: center;"><u>ELG: Listening, Attention and Understanding</u></p> <p style="text-align: center;">Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p style="text-align: center;"><u>ELG: Speaking</u></p> <p style="text-align: center;">Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	Listening, Attention and Understanding	Listening to shared stories and discussing characters' actions. Beginning to ask 'who, what, where when, which' questions - relevant to what is being talked about or read. Express their own feelings and needs. Learn new vocabulary across the year and use it in conversations.	Finding out information about things - if they don't understand, asking more questions to get relevant information. Consistently listening to others' responses before responding. Connect one idea or action to another using 'because'.	To ask how and why questions. Describe events in some detail To begin to offer your own ideas and add language learnt from stories. Learn some poems by heart - build on rhymes they already know.	Sharing experiences using correct tenses. Use new vocabulary in different contexts. Creating own stories/ narratives in play, using new vocabulary correctly.	Build up the language learnt from stories and other texts. Use this to retell events. Offer explanations of things they have observed, confidently ordering time events. Yesterday, Today, Tomorrow, last week, next week.
PSED: Self-	<p style="text-align: center;"><u>ELG: Self-Regulation</u> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>					

Regulation Managing Self Building Relationships	<p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
	Settling in, learning and following class/school rules. To start to form relationships with new teachers and peers. Understand why it is important to know right from wrong. Know and talk about the different factors that support their overall health and wellbeing (Continue to explore over the year).	Start to become more confident trying new things. Gain confidence speaking to everyone in the class and form friendships. Form some friendships with peers - being sensitive to the needs of others.	Negotiating and sharing ideas – understand everyone has different ideas. Understand their own strengths. Start to work towards or set goals for themselves and persevere working towards these.	Begin to follow instructions with several steps more independently. Being sensitive to others feelings/ adjusting behaviour for the situation.	Show independence and resilience in the face of challenge. Show sensitivity to the needs of friends and listen to others views.	Confidently discuss and share, strengths and things they enjoy. Look at how they have grown/ developed – discuss their strengths and areas to improve.
PSHE (SCARF)	Me and my Relationships What makes me special People close to me Getting help	Valuing Differences Similarities and difference Celebrating difference Showing kindness	Keeping Safe Keeping my body safe Safe secrets and touches	Rights and Respect Looking after things: friends, environment, money	Being my Best Keeping by body healthy – food, exercise, sleep Growth Mindset	Growing and Changing Cycles Life stages

			People who help to keep us safe			Girls and boys – similarities and difference
Physical Development: Fine Motor Skills Gross Motor Skills	<p>Physical Development ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
	<p>Begin to move with confidence in different ways - such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Getting to know the new environment - Negotiating space and adjusting speed.</p> <p>Start to use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>Begin to demonstrate balance and coordination when playing - creating obstacle courses.</p> <p>To use cutlery in snack area and lunch times</p> <p>Developing pincer pen hold and developing letter formation.</p>	<p>Developing ball skills – rolling, throwing, catching, bean bags into hoops/buckets.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Be confident using cutlery in lunch times</p> <p>Becoming more confident with pincer pen hold and developing letter formation</p>	<p>Developing ball skills - kicking/controlling football and passing</p> <p>Be confident using cutlery in Snack Area and dining hall.</p> <p>Begin to show care when drawing (diagrams of chicks).</p> <p>Handwriting Practice - forming lowercase and capitals.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>Bat and ball skills – balancing bean bags on bats, hitting bean bags with bags</p> <p>Be confident using cutlery in the dining hall.</p> <p>Handwriting Practice - forming lowercase and capitals.</p>	<p>Hop confidently and skip in time to music.</p> <p>Consistently use a tripod grid.</p> <p>Handwriting Practice - beginning to be able to write on lines and control letter size.</p>

S p e c i f i c	Literacy: Comprehension	<p>Literacy ELG: Comprehension Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>				
	Word Reading Writing	<p>Name writing.</p> <p>Hearing initial sounds. Oral blending. Rhyme.</p> <p>Recognising sounds – m, a, s, d, t, i, p, n</p> <p>Listening and responding to stories, retelling using modelled vocabulary e.g. Once upon a time...</p>	<p>Extending vocabulary.</p> <p>Letter formation.</p> <p>Segment and blend words.</p> <p>Write initial and end sounds.</p> <p>Recognising words and reading captions.</p> <p>Talking about stories, characters and settings.</p>	<p>Extending vocabulary.</p> <p>Reading letter groups (digraphs) to represent one sound.</p> <p>Represent some sounds in order when writing.</p> <p>Reading and writing simple captions/labels.</p> <p>Reading sentences with tricky words.</p> <p>Answering questions about stories.</p>	<p>Extending vocabulary.</p> <p>Know all single letter sounds.</p> <p>Reading and writing captions/labels containing set 1 sounds and some tricky words.</p> <p>Begin to write short sentences.</p> <p>Reading sentences with tricky words.</p>	<p>Extending vocabulary.</p> <p>Know at least 10 digraphs.</p> <p>Forming sentences with finger spaces.</p> <p>Starting to use a full stop.</p> <p>Starting to use capital letters at the start of a sentence.</p> <p>Beginning to write narratives.</p> <p>Read aloud books containing set 2 sounds with fluency.</p>

<p>Maths:</p> <p>Number</p> <p>Numerical Patterns</p>	<p>ELG: Number Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Children at the expected level of development will: - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p>White Rose Maths Overview</p>						
<p>Maths:</p> <p>Number</p> <p>Numerical Patterns</p>	<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p>	<p>It's me 1, 2, 3</p> <p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Consolidate</p>
<p>Understanding the World:</p> <p>Past & Present</p> <p>People, Culture and Communities</p>	<p>ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					

	<p>The Natural World</p>	<p><u>Exploring a significant person:</u></p> <p>Is everyone the same? Does that matter?</p> <p>Encourage children to talk about their own home and community life, and to find out about other children's experiences.</p> <p>My family tree. Develop an understanding of old and young.</p> <p>Is everyone's family the same?</p> <p>Where do we live? Can you talk about it?</p> <p>Bring in baby/toddler pictures - early timelines.</p> <p>Look at the lives of their grandparents - what toys did they play with? Explore how tablets are a relatively new invention.</p> <p>My life so far and then looking into the future.</p>	<p><u>Celebrations and the natural world:</u></p> <p>Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</p> <p>Do we all celebrate the same things? Why?</p> <p>Bring in pictures with family members celebrating - share their experiences.</p> <p>Looking at animals that are nocturnal and their habitats - linked to Autumn/ seasons.</p>	<p><u>Journeys:</u></p> <p>Use maps to work together to navigate around the EY space and wider school.</p> <p>Look at ways we can care for our planet. Link to protecting the environment and recycling.</p> <p>Bring in pictures for children to talk about different countries they have visited - how did they get there?</p> <p>Look at hot and cold places around the world - what do you notice? Show them on a world map.</p> <p>Understand that we live in Bradford, England.</p> <p>Explore celebrations for other countries – Chinese New Year</p>	<p><u>Changing:</u></p> <p>Exploring the changing seasons - link to Spring time.</p> <p>Visit the farm, compare animals that are born in Spring.</p> <p>Do all animals come from an egg?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals/ changing trees outside the EY area.</p> <p>Looking at animals and their habitats - link it back to countries around the world and hot/ cold places from the previous topic.</p>	<p><u>Growing:</u></p> <p>Planting seeds in reception garden. Observe them as they begin to grow.</p> <p>Discuss the changes they observe over the week and refer back e.g. yesterday I noticed... Today it is.. Tomorrow the seeds might...</p> <p>Start to understand that we can grow some food - fruit and vegetables and how these keep us healthy.</p> <p>Where does our food come from?</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p>	<p><u>Noticing:</u></p> <p>How do we change over time? Create timelines of our year at school.</p> <p>Examine change over time by observing the plants and vegetables in the reception garden now they have grown.</p> <p>Understand the difference between healthy and unhealthy food.</p> <p>Oral Health- Use non-fiction books and practical experiments to help children understand why tooth brushing is so important.</p> <p>Use the book 'What Do Grown-ups Do All Day?' to help children understand about different job roles and make links to job roles of family</p>
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		Use the book 'Once There Were Giants'.				Explore/ Compare forests, woods and jungles.	members and their role in society. What job do you want when you grow up?
	Expressive Arts and Design: Creating with Materials Being Imaginative and Expressive	<p>ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>					
		<p>Artist Focus: Frida Kahlo (Portraits)</p> <p>Observational mirror drawing - developing the face.</p> <p>Using paints skilfully and carefully - following sequence: dip, dab, dip, mix.</p> <p>Using mixed media to create different effects – loose parts.</p> <p>Music Focus: Exploring Sound - Children explore how they can use their voice and bodies to make</p>	<p>Artist Focus: Jackson Pollock (Abstract colour experiments)</p> <p>Develop skills of paint mixing. Understand which primary colours are used to create secondary colours.</p> <p>Using a range of different media and comparing the effects.</p> <p>Music Focus: Celebration music - Learning about the music from a range of cultural and religious</p>	<p>Artist Focus: Wassily Kandinsky (Concentric Circles)</p> <p>Use thinner brushes to achieve a planned effect.</p> <p>Explore clay and develop the skills to create a clay pot, using different tools.</p> <p>Music Focus: Transport - Using their voices, bodies and instruments to</p>	<p>Artist Focus: Henri Rousseau (Jungles) – mixed media.</p> <p>Cutting and creating their own media for collage style pictures.</p> <p>Using texture for a purpose.</p> <p>Music Focus: Music and movement - Creating simple actions to songs,</p>	<p>Artist Focus: Georgia O'Keeffe (Flowers)</p> <p>Georgia O'Keeffe (Flowers)</p> <p>Exploring shades of colour.</p> <p>Experimenting with different tools to achieve a planned effect.</p> <p>Music Focus: Musical stories - A unit based on traditional childrens' tales and songs, where</p>	<p>Artist Focus: Claude Monet (Landscapes)</p> <p>Designing and planning their creations beforehand.</p> <p>Choosing media and explaining the effect they wish to achieve.</p> <p>Music Focus: Big band - Learning about the four different groups of musical</p>

		sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	learning how to move to a beat and expressing feelings and emotions through movement to music.	pupils learn that music and instruments can be used to convey moods or represent characters.	instruments, following a beat using an untuned instrument and performing a practised song to a small audience.
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