


## HAREHILLS PRIMARY CURRICULUM OVERVIEW – F2 (Reception)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Whole School Driver</b>	<i>Collaborate</i> Being willing to 'have a go'	<i>Enquire</i> Finding out and exploring	<i>Be Independent</i> Having their own ideas Playing with what they know	<i>Persevere</i> Keeping trying Being involved and concentrating	<i>Be Resilient</i> Enjoying achieving what they set out to do	<i>Reflect</i> Making links Choosing ways to do things
	<b>Autumn</b>		<b>Winter</b>		<b>Spring</b>	
<b>Theme</b>	<i>Me and the world around me.</i> <i>Who am I?</i> <i>Where do I live?</i> <i>What do we celebrate and why?</i>		<i>Journeys and adventures</i> <i>Where will this book take us?</i>		<i>Things that live and grow</i> <i>What lives and grows on the farm?</i>	
<b>Real Life experiences/ Festivals</b>	Bonfire Night Diwali Harvest festival Advent / Christmas Halloween Eid Black History Month Remembrance Day		Chinese new year Easter Holi Mothers Day Butterflies / sea monkeys Bread Making Chicks		Fathers Day Ramadan Eid	
<b>Trips</b>	Library visits	Church Visit Skelton Grange Trip Library visits	Skelton Grange- Bear Hunt Library visits	Farm Trip Library visits	Library visits	
<b>Events, Celebrations &amp; Fundraising:</b>	Black History Week, Take over day, Harvest Festival, Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day,		Safe as Houses, Road Safety Week, World Book Day, World Maths Day.		Sun safety awareness, Refugee Week, Sports Celebrations	
<b>Focused Texts</b>	Autumn Non-Fiction Owl Babies - Martin Waddell <b>T4W</b>	Teacher made Fact file book- Gruffalo animals The Gruffalo - <b>CLPE</b> The Christmas Nativity	We're going on a bear hunt. <b>CLPE</b> Transport Non-Fiction Naughty Bus- <b>CLPE</b>	Farm/ Lifecycle of a chick information book Little Red Hen <b>T4W</b> Handas Surprise <b>CLPE</b> Lulu gets a cat <b>CLPE</b>	Homes- Information text Errors Garden- <b>CLPE</b> The Enormous Turnip – <b>T4W</b> (Bean Dairy Information text)	
<b>Rhymes, poems and songs</b>	Revisit nursery favourites  Poetry basket Old Wise Owl	Falling Apples Leaves are falling Chop Chop A basket of Apples Christmas songs X3	The wheels on the bus Twinkl- The passengers go on two by two Lets put on our mittens I can build a snowman	S Hot cross buns Twinkl- 5 little chicks Sliced bread The Fox	S Doggie doggie Twinkl- Vegetables song Under a stone	A little seed Five Little Peas Cup of tea
<b>Story time books</b>	Hello Friend Three Little Pigs Gingerbread Man Billy Goats Gruff Autumn Soup Where going on a leaf hunt	Alphonse there's mud on the ceiling Room on a Broom Superworm Yucky Worms Calm down Boris	Gruffalos Child Whatever Next? Goldilocks and the three bears Brown Bear Brown Bear Polar Bear Polar Bear	Handas Hen Africa Information Texts African Folk tales (Greedy Zebra etc) Farmer Duck Rosies Walk	Kitchen Disco Supertato Jack and the Beanstalk What the ladybird heard What the Ladybird Heard next Hungry Caterpillar Things I can do to help the world	

<b>Reading</b>	Talk about key events from stories Begin to respond to who, where, what and when questions Begin to blend using taught phonemes		Sequence key events from a story Make predictions about stories Read some letter groups that represent one sound in words Beginning to read simple sentences and phrases Read taught common exception words		Read simple sentences which include some common exception words  Say a sound for each letter of the alphabet Able to read taught digraphs	
<b>Writing</b>	Giving meaning to clearly identifiable marks Begin to write recognisable letters	Orally compose words and sentences and begin to write them Identify and write the capital letter from their name	Form the letters in their own name Use taught phonemes in their writing Write recognisable words Begin to write simple sentences Begin to spell irregular common tricky words e.g no, I, the		Writes simple sentences that can be read by others including phase 4 cvcc words. Use a capital letter and a full stop Use known letter-sound correspondences in their writing Begin to write conjunctions e.g. and Spell irregular common tricky words independently e.g he, she we	
<b>Number</b>	<b>1-3</b> Recognition, counting, doubling, sharing, halving, 1 more, 1 less, addition, subtraction. Part-part-whole, bonds	<b>4-5</b> Recognition, counting, doubling, sharing, halving, 1 more, 1 less, addition, subtraction. Part-part-whole, bonds	<b>6-7</b> Recognition, counting, doubling, sharing, halving 1 more, 1 less, addition, subtraction, ordering, Part-part-whole, bonds	<b>8-9</b> Recognition, counting, doubling, sharing, halving, 1 more, 1 less, addition, subtraction, ordering. Part-part-whole, bonds	<b>10 plus</b> Recognition, counting, doubling, sharing, 1 more, 1 less, addition, subtraction, ordering. 2's, 5's 10's, estimating. Part-part-whole, bonds	
<b>SSM</b>	2D shapes- Circle, Semi Circle, Triangle, 3D shapes- - Cone, Sphere, Cylinder	2d shapes- Square/rectangle , Pentagon 3D shapes – cube and Cuboid Patterns	Measuring: Distance, length and height Hexagon	Days of the week (time) Weighing, capacity	Patterns	2 & 3d shapes
<b>PSED</b>	Rules Boundaries Friendships Routines	Keeping safe and managing risk: Feeling safe Friendships Positive relationships	Safe and unsafe relationships Stranger danger Playing co-operatively	Keeping safe around medicines Healthy choices	Mental Health and emotional wellbeing: Feelings	Exceeding judgments in PSHE: Careers, Financial capability and economic wellbeing: My money
<b>Physical Development</b> <b>Gross Motor</b> 	Jasmine Unit: 1 Personal Coordination Static balance	Jasmine Unit: 2 Social Dynamic balance/ agility Static Balance - seated	Jasmine Unit: 4 Creative Coordination ball skills Counter balance	Jasmine Unit: 5 physical Coordination sending / receiving  Agility	Jasmine Unit: 6 Health and fitness Agility ball chasing Static balance floor work.	Jasmine Unit: 3 Cognitive Dynamic balance on a line Static balance- stance
<b>Understanding the World</b>	Look at different homes / our homes Differences between yourself and others Differences in families. Using Technology to take photos Past and present- me and how I've changed	Differences and respecting other cultures Changes in seasons. Comparing past and present festivals and events. Ice melting Past and present- church Comparing church to mosque	Comparing seasons Animals and their habitats Likes and dislikes Using technology to investigate Magnets Past and present – buses, us, objects / texts.	Chicks and chick lifecycles Farm animals and their care. Comparing farm animals to wild animals Healthy and unhealthy foods Using technology to record live events. Growing and planting Vets, Police, fire service, doctors, teachers & lolly pop people	Caterpillars Mini beast hunts Bug hotels Comparing Christian and Muslim celebrations Light and Dark (shadows)	Recycling Understanding human impact on the environment Floating/ sinking/ heavy light. Past and present- me and how I've changed
<b>Exploring media and materials (music, arts, design)</b>	Exploring materials/ colours , using instruments, exploring tools for a purpose and performing to an audience.		Selecting / making appropriate material/ colours, creating and using instruments, singing songs from memory, developing a repertoire of songs.		Using instruments to make fast/slow/loud/quiet sounds. Playing instruments and moving to a rhythm. Combining media and materials to create our designs and compositions.	