Example Reception Curriculum Overview

This is a suggested curriculum map to compliment the plans provided by PKC.
Please edit this as necessary to reflect your school context.

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Theme	My family, my school, my environment, the people around me, people who help us.	Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Past Kings and Queens, our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language Including daily phonics sessions, whole class and small group story sessions.	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc. Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why…' Share opinions, explaining preferences e.g. My favourite planet is… because…	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because… This plant grew really well because… Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think… because… this will be consistently modelled by adults in all curriculum areas.	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree with … because… Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.

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	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Literacy and Suggested Texts (In addition to an approved systematic synthetic phonics scheme)	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language; becoming familiar with phrases like 'once upon a time', 'a long time ago', 'lived happily ever after'. Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language Initial sounds and simple CVC words in line with an SSP scheme Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc. Focus on letter formation in line with handwriting policy	Fiction & Non fiction books about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories Initial sounds and simple CCVC words and more in line with an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activites, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson. List writing Reading words through sound blending as part of an SSP scheme Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activites, rubbing activities, whiteboards and pens, clipboards outside etc. Focus on letter formation in line with handwriting policy	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g labelling seed pots Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases Recognise common exception words within a SSP scheme Write simple phrases and sentences Focus on letter formation in line with handwriting policy Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings	Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list. Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information. Role play using newly acquired vocabulary e.g. role play a coronation Write simple phrases and sentences with phonetically plausible attempts at unknown spellings. Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	Fiction & Non-fiction books about the past. Character profiling; what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order. Nonsense poetry- how authors play with words Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary .

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Reception EYFS

PKC Primary Knowledge Curriculum

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Suggested Texts	Referenced in UtW Plan: Dan and Diesel by Charlotte Hudson Hari's Box by Juliet Bell Love Makes a Family by Sophie Beer Here We Are by Oliver Jeffers Tree by Britta Teckentrup The Squirrels who Squabbled by Rachel Bright and Jim Field Seasons by Hannah Pang Additional Suggestions: I am too Absolutely Small for School by Lauren Child Later by Curtis Ackie Owl Babies Little Bear Lost Goldilocks and the Three Bears Where's My Teddy? Ruby's Worry by Tom Percival Peepbo by Janet and Alan Ahlberg A Great Big Cuddle (poetry) by Michael Rosen The Gingerbread Man Goldilocks and the Three Bears The Tiger Child (Indian Traditional Story)	Referenced in UtW Plan: Naughty Bus by Jan Oke, Duck in the Truck by Jez Alborough, Mrs Armitage on Wheels by Quentin Blake The Wheels on the Tuk Tuk by Kabir Sehgal, Guido's Gondola by Steve Bjorkman and non-fiction books about transport around the world. Mr Gumpy's Motor Car by John Burningham, The Cat, The Mouse and the Runaway Train by Peter Bently Shackleton's Journey by William Grill Additional Suggestions: Rosie's Walk The Gruffalo Stick Man Hairy Maclary from Donaldson's Dairy and Hairy Maclary's Bone Where the Wild Things Are The Way Back Home On Sudden Hill by Linda Sarah Tom's Magnificent Machines by Linda Sarah The Three Little Pigs The Billy Goats Gruff The Christmas Story The Story of Diwali How the Leopard got his spots (Aesop's Fable)	Referenced in UtW Plan: Caroline's Comets by Emily Arnold McCulley Look Up by Nathan Bryon Astro Girl by Ken-Wilson Max How the Stars came to be by Poonam Mistry The Hunting of the Great Bear (Native American Traditional Story) Additional Suggestions: Cinderella Jack and the Beanstalk Rosie's Walk The Elephants and the Mice (Indian Folk Tale)	Referenced in UtW Plan: The Tiny Seed by Eric Carl Baby Botanist by Dr Laura Gehl Jack and the Beanstalk The Enormous Turnip Baba Yaga (Traditional) Additional Suggestions: The Elves and the Shoemaker Rapunzel Noah's Ark The Easter Story The North Wind and the Sun (Aesop's Fable)	Referenced in UtW Plan: Non-fiction texts- Kings and Queens Zog and Zog and the Flying Doctors by Julia Donaldson The Queen's Hat by Steve Anthony Usborne- Peep inside a castle Additional Suggestions: Jack & the Beanstalk The Ugly Duckling The Princess and the Pea Anansi the Spider (Ghanaian Folk Tale)	Referenced in UtW Plan: Usborne- St George and the Dragon Usborne – Greek Myths for Young Children Additional Suggestions: Little Red Riding Hood The Hare and the Tortoise Alice in Wonderland Robin Hood The Hare and the Tortoise (Aesop's Fable) King Midas and the Golden Touch (Greek Myth) Nonsense Poetry e.g. Spike Milligan, Edward Lear.
Traditional rhymes and poetry	Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie	Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle	It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence	Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm	Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York	Jack be nimble Monday's child See saw, Margery Daw Poetry Week

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Sayings and Phrases	*'Well I never!'* *'A piece of cake'* *'An apple a day keeps the doctor away'*	*'Pull your socks up'* *'On cloud nine'* *'Don't judge a book by its cover'*	*'As good as gold'* *'As dead as a dodo'* *'Let the cat out of the bag'*	*'As fit as a fiddle'* *'Pigs might fly'* *'Don't count your chickens before they have hatched'*	*'mountain out of a molehill'* *'It's raining cats and dogs'* *'If at first you don't succeed, try, try again'*	*'A drop in the ocean'* *'Better late than never'* *'The more the merrier'*
Mathematics Suggestions to compliment additional maths scheme.	Counting, recognising and writing numbers in a range of practical situations including role play, child-initiated play and adult led activities. Secure one to one correspondence; scaffold learning by modelling how we count objects by placing our finger on each one. Verbally count to and back from 10 and then 20 when appropriate. Numbers within 5; including subitise (recognise quantities without counting) up to five Number games, pattern games, ongoing mathematical provision for independent choice including numbers in sand tray, clocks, money etc.	Numbers within 10; including subitise (recognise quantities without counting) up to five number bonds and double facts up to 10 Properties of shapes, tessellation and repeating shape patterns. Colours and patterns; Create repeating patterns with beads on strings, patterns of coloured cars etc. Comparting quantities; e.g.pouring water or sand from one container to another and seeing which holds the most.	Quantity; more and less in different contexts including physical objects such as counters, capacity of containers, money and numbers e.g how many cubes can fit in this box? Can we fit more in this bigger box? How many more can we fit? Numbers within 20; automatic recall of number bonds to 10, secure understanding of numbers between 10 and 20, recognise the value of 10. Counting objects hidden in the sand tray, counting small objects using tweezers to move them from one pot to another.	Positional language; games where children move objects around and describe their position. Verbally count to 20 and beyond. Time to the hour and beyond; make clocks with cardboard and a split pin. Addition and Subtraction with numbers to 20 using concrete objects to support understanding. Odd and even numbers; using concrete objects such as numicon to support understanding.	Double facts to 10; exploring known facts and how we can apply what we know to new problems. Doubling using concrete objects such as buttons or counters. Comparing quantities of more and less; ordering numbers, recognising how many tens are in a two digit number. Money; begin to recognise coins and their value. Use a till and labels in a shop role play or a shop based tuff tray activity. Time to the hour and beyond; use a large clock to demonstrate.	Grouping and sharing; using concrete objects. Equal grouping and sharing. Sharing out counters, buttons, snacks at snack time etc. Measure; how do we measure things in our classroom? Use non-standard measure such as how many hands long is this table? Exploring using rulers and measuring tapes to measure our feet, each others legs etc. Time to the half hour and beyond. Addition and Subtraction within numbers to 20 in practical, concrete contexts. Write numbers in a range of practical situations e.g to label things, in role play area, with chalk on the playground etc.

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Reception EYFS

PKC Primary Knowledge Curriculum

Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Transport: Past and Present	Space	Growing and Changing	Kings and Queens	Stories from the Past
Understanding the World- Detailed plan available	Past and Present (History)					
	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Myths and Legends from around the world; Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods St George and the Dragon
	People, Culture and Communities (Geography)					
	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.

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Theme	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	All about Me	Journeys	Dinosaurs	Growing and Changing	Kings and Queens	Stories from the Past
Understanding the World- Detailed plan available	The Natural World (Science)					
	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?
Personal, Social and Emotional Development (Edit as necessary)	Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset	Teamwork and sharing; working together and waiting to take turns How can I help my friends?	Including everyone; diversity within our school and the wider community	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things myself and helping others. Independence. What can I do if I am worried?	Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school?

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Reception EYFS

PKC Primary Knowledge Curriculum

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	All about Me	Journeys	Dinosaurs	Growing and Changing	Kings and Queens	Stories from the Past
Physical Development	Discrete PE lessons timetabled in addition to free flow use of outdoor area					
Gross Motor	Spatial awareness and multi step instruction games Running, jumping, using tricycles and scooters outside with increasing control.	Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor	Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.	Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles	Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope	Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching
Fine Motor	Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?	Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles	Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control	Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.
Expressive Arts and Design						
Creating with Materials	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear

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Being imaginative and expressive	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, *Allegro* from *A Little Night Music.*	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, *Peter and the Wolf*	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, *Hansel and Gretel*	Playing with Sounds: Singing Games including call and response	Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice	Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel
Art/Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hunderwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer
Festivals and Celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi	St George's Day May Day Ramadan	Father's Day Eid ul Fitr Summer Solstice
Trips (Edit as necessary)	Local fire station, community building, local area.	Transport museum, local attraction with historical transport.	Observatory or local science museum	Local garden centre, ecological or botanical project or attraction.	Local site of historical interest relating to the Monarchy e.g. a stately home, castle, palace etc.	History museum linking with Greek storytelling
Visitors (Edit as necessary)	Show and tell – any new born siblings, grandparents Any people who help within the community; police, nurses, fire service etc	Members of the school community who can talk about Hanukah, Passover, Christmas, thanksgiving. Links to local places of worship.	Poets and authors; set up an online or in person interview with a poet or author.	Member of the school community who can talk about Easter- links to local churches	Member of the school community who works in a science based job role Musicians (live performance) Local conservation speaker	Performance of theatre/poetry Member of the school community who is a French speaker
Special events (Edit as necessary)	Roald Dahl day Parent workshops: Maths, English, e-safety, home learning (reading, phonics)	Children in Need Remembrance Day Black history week Christmas Performance	World Book Week	Easter bonnet parade Sport Relief	Earth Day Music week National Science week	Sports Day Summer fete French week Shakespeare fortnight Poetry week