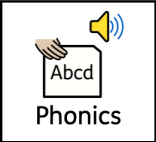

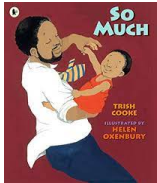
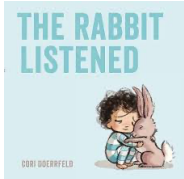
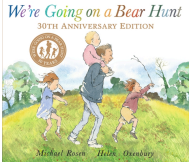
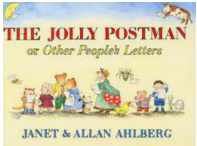


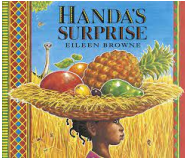
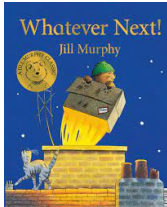
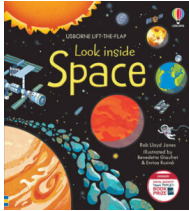

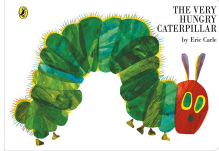
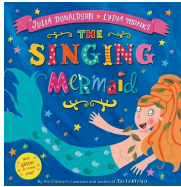







# Reception Curriculum Overview








	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Phonics</p>	Set 1 sounds (single-letters)	All set 1 sounds Blend sounds into words orally	All set 1 sounds Blend sounds to read words Read short ditty stories	All set 1 sounds Blend words containing 4/5 sounds and consonant blends. Red Storybooks To be exposed to some common exception words: <i>put, the, I, no, of, my, for, he</i>	Read some Set 2 sounds Read Green Storybooks To recall previous common exception words and be exposed to new common exception words: <i>your, said, you, be, are</i>	Read some Set 2 sounds Read Green or Purple Storybooks
Children follow the Read, Write, Inc programme. Every half term the children undergo RWI assessments.						
 <p>English</p>	<p>So Much</p>  <p>The Rabbit Listened</p>  <p><a href="#">the rabbit listened</a> Writing outcomes:</p>	<p>We're Going On A Bear Hunt</p>  <p>The Jolly Postman</p>  <p> The Jolly Postma... Writing outcomes:</p>	<p>Where The Wild Things Are</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> <p>Handas Surprise</p>  <p>Writing outcomes: Labels</p>	<p>Whatever Next</p>  <p>Space</p>  <p>Writing outcomes: Labels, lists and</p>	<p>Little Red Hen</p>  <p>The Very Hungry Caterpillar</p>  <p>Writing outcomes:</p>	<p>The Singing Mermaid</p>  <p>Mad About Dinosaurs!</p>  <p>Writing outcomes:</p>

	Name, sounds and mark making Making love potions: labels Retelling story-making links with own emotions and creating story map	Retelling story- story map Lists Letters/Postcard Letter to Santa Christmas card	Captions Character description Retelling story- maps	captions Speech bubbles Helicopter stories Mothers day/ Easter cards	Retelling story- create own book Labels, lists and captions Diary	Retelling story- create own book Labels and captions Recount
<div><div><div>2+3=5</div><div></div><div>Maths</div></div></div>	Key times of day, class routines, positional language  Subitising numbers to 3 Focus on counting skills Explore how all numbers are made up of 1 Composition of 3 and 4 Comparing using more than and fewer than Subitise objects and sounds  Pattern- copying an AB pattern  KIRF: know the days of the week in order	Number- Representing numbers to 5 Comparing 1,2 & 3 Composition of 1, 2, 3, 4 and 5 Counting beyond 20 Shape- properties of shape Match Numerals to quantities within 10  Measures- comparing amounts of quantities  Shape and Space  KIRF: Count forwards and backwards to 20	Subitising within 5 focusing on die patterns Matching Numerals to quantities within 5 Counting- the ordinality and the staircase pattern Composition of 5, 6 and 7 Compare sets and use language of comparison. Make unequal sets equal Making equal groups Pattern- identifying the unit of repeat and copying an ABC pattern  KIRF: say the number that is 1 more to 9	Counting- the ordinality and the staircase pattern Number- ordering numbers to 8 Using the language of less than Focus on 7 Odd and even numbers Doubling  Measures, Shape and Space: understanding relationships between shapes  KIRF: Partition numbers from 0-5 into 2 groups	Counting larger sets and things that cannot be seen Subitising to 6 Composition of numbers to 10 Comparison linked to ordinality Sharing and grouping Measures- using time to sequence events Using units to compare things  KIRF: Partition numbers from 6-9 into 2 groups	Number bonds to 5 and 10 Subitise to 5 Understanding the rekenrek Composition of numbers to 10 Comparison Counting Deepening Understanding of comparing and number patterns  KIRF: know doubles to 10
<div><div><div></div><div>Science</div></div></div>	Living things and their habitats - Animal Adventures	Materials - I am a scientist			Plants - Our beautiful planet	
Across the year - Forces, Earth and space - Changing seasons						

# Reception Curriculum Overview




 <b>Geography</b>	Our school - Describing my immediate environment using knowledge from observation and discussion.	Outdoor adventures - using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. (Hackney Marshes)	Exploring Map - Describing my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	My Neighbourhood - Placing me in my local community (Talk about where they live and go to school)	Around the World - Exploring the diverse global environments, comparing them to the local ones through activities using digital map exploration, books and role play to enhance the understanding of geography and cultural differences.	Outdoor adventures - using the senses to explore and describe the natural world around them while outside; understanding the effect of the changing seasons. (Hackney Marshes)
 <b>History</b>	Marvellous Me! My own life and my community	Magical Tales - What was life like a long time ago e.g. clothes, homes, transport	Hackney History Old and New - exploring local historically significant figures and places	Starry Sky - Night time workers in our community and moon landing	Growing! - discovering history of plant discovery	Amazing Animals - learning about the concept of discovering dinosaurs through artefacts/bones found.
 <b>Spanish</b>	Los Saludos (Greetings)	Los Colores y Los Números (Colours and Numbers)	Canciones Infantiles (Nursery Rhymes)	Canciones Infantiles Focus on the animals. Oh Mc Donal had a farm. Level 2	Las Minibestias Minibeasts	Los Transportes (Transport)
 <b>PE</b>	Ball skills (using a ball)	Gymnastics	Dance	Ball Skills (Hoops and Quoits)	Athletics	Ball skills (balls, bats and ropes)

# Reception Curriculum Overview

 <b>Computing</b>	Computing through continuous provision	Computing systems and networks - Using a computer	Programming all about instructions	Computing Systems and Networks - Exploring Hardware	Programming - What is a Bee Bot?	Data Handling - Introduction to Data
 <b>Music</b>	<p>HNPS has made a significant commitment to the teaching of music, providing every child with a daily music lesson and with this significant investment in time and resources, we intend to give children the broadest and highest quality music education possible.</p>					
 <b>Art</b>	<p><b>Painting:</b> Artist in focus: Yayoi Kusama</p>  <p>Can you get it done?</p>		<p><b>Drawing:</b> Artist in focus: Paul Klee</p> 		<p><b>Sculpture:</b> Artist in focus: Ugo Rondinone</p> <p>Sculpture</p> 	
 <b>DT</b>		<p><b>Structures:</b> Freestanding Structures- Dens</p>		<p><b>Textiles:</b> Latin America</p>		<p><b>Mechanisms:</b> Sliding lever</p>



# Reception Curriculum Overview

 <p>RE</p>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- The Good Samaritan (Stories)</li> <li>- What happens on Buddha Day? (Celebrating)</li> </ul>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- What happens at Diwali? (Celebrating)</li> <li>- What happens at Christmas? (Celebrating)</li> </ul>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- My Muslim Faith (Aspects)</li> <li>- The Donkey in the Tiger skin? (Aspects)</li> </ul>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- What happens at Passover (Celebrating)</li> <li>- What happens at Easter? (Celebrating)</li> </ul>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- How do we make friends? (Aspects)</li> <li>- What happens at Eid Ul-Fitr/Adha? (Celebrating)</li> </ul>	<p><b>Big Question:</b> What is special to me and others?</p> <p><b>Philosophical Theme:</b> My identity and others</p> <p><b>Key Story or Question:</b></p> <ul style="list-style-type: none"> <li>- The Lost Coin (Stories)</li> <li>- Visiting a Church (Aspects)</li> </ul>
 <p>PSHE</p>	<p>Family and relationships</p>	<p>Citizenship</p>	<p>Economic Well Being</p>	<p>Keeping safe in my environment</p>	<p>Health and wellbeing</p>	<p>Safety and the changing body</p> <p>Transition to Year 1</p>
 <p>Unicef Rights</p>	<p>Article 7 - The right to a name</p>	<p>Article 24 - The right to a healthy meal</p>	<p>Article 28 - The right to an education</p>	<p>Article 31 - The right to play and rest</p>	<p>Article 30 - The right to practise your own culture, language and religion</p>	<p>Article 39 - The right to help if you have been hurt</p>