

All-through Curriculum

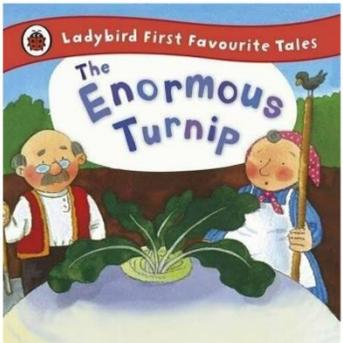


Ark Kings
Academy



Reception Curriculum Overview

Reception Autumn 1 - Core

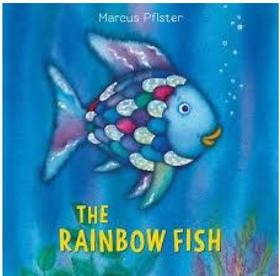
A1:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>Transition: My New School</p>  <p>Child led – reading for pleasure texts.</p>	<ul style="list-style-type: none"> • Listening to others and attending to a dialogue. • Responding to experiences. • Following instructions. • Answering questions about themselves. • Write own name. • Pencil control. • Handwriting rhymes. • Identify initial sounds. • Re-tell a traditional tale (orally.) 	<p>Harry & the Dinosaurs go to School. (Ian Whybrow) Where's my Peg (Jen Green) Topsy and Tim Start School (Jean Gareth Adamson)</p>	<p>Nursery Rhymes (Various)</p>
<p>The Enormous Turnip (Traditional Tale)</p> 		<p>Harvest Festival (Nancy Dickmann) Celebrating Harvest (Ruth Nason) Autumn (Various books and authors) Various Traditional Tales</p>	<p>Nursery Rhymes (Various) Autumn and Harvest Festival Songs (Various)</p>

Reception Autumn 1 – Non Core: All About me; Autumn and Harvest.

**For PE overview, see separate scheme of work*

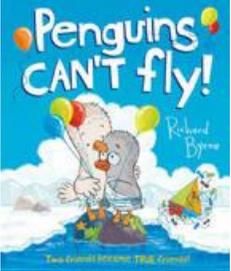
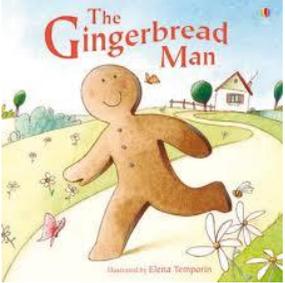
	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
All About Me	<p>Harry & the Dinosaurs go to School. (Ian Whybrow)</p> <p>Where's my Peg (Jen Green)</p> <p>Begin to write own name.</p> <p>To discuss school day, rules, routines and friends.</p>	<p>Initial counting of objects with correct one-one correspondence.</p> <p>Understanding of facial features e.g. I have two ears.</p>	<p>Developing initial friendships within the class and school.</p> <p>Playing and learning in a group, confidently talking and communicating with peers and staff.</p> <p>Learning and responding to the classroom code of conduct.</p> <p>Can describe themselves in positive terms.</p>	<p>Joining in with class singing of nursery rhymes.</p> <p>Copies actions to nursery rhymes and can repeat went an adult is not there.</p> <p>Uses lines and shapes to begin to represent objects e.g. drawing a picture of themselves/friends /family.</p>	<p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between first two fingers and thumb and uses with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>To communicate with staff effectively e.g. saying when they need to use the toilet, wash their hands, drink water.</p>	<p>Able to share with the rest of the class about special times/ events/ family/ friends.</p> <p>Able to ask questions and make comments about objects and people around them.</p> <p>Using computer tools to create a picture of themselves.</p>	<p>Shows an interest in play with sounds, songs and rhymes.</p> <p>Listens to others one to one or in small groups.</p> <p>To listen to and follow whole class and individual instructions and the code of conduct.</p>
	<p>Introduction to non- fiction. What non-fiction books are and what we use them for.</p> <p>Harvest Festival (Nancy Dickmann) Celebrating Harvest (Ruth Nason) Autumn (Various books and authors)</p>	<p>Initial counting of objects with correct one-one correspondence.</p> <p>Creating patterns with objects.</p>	<p>Can select and use an activity and resources with support.</p> <p>Showing confidence in asking adults for support.</p> <p>Demonstrating friendly behaviour, initiating conversations with adults and peers.</p>	<p>Joining in with class singing of nursery rhymes.</p> <p>Copies actions to nursery rhymes and can repeat went an adult is not there. - Songs focused on Autumn and harvest.</p> <p>Beginning to be interested in describing different textures and using materials to construct e.g. creating hedgehogs.</p>	<p>Using one-handed tools and equipment e.g. using scissors to construct – to make changes to different materials.</p> <p>Holds pencil between first two fingers and thumb and uses with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p>	<p>Able to show an interest in different occupations and ways of life e.g. farmers and their role within the community.</p> <p>Using iPad/computers to research the topic of Autumn and harvest.</p>	<p>Shows an interest in play with sounds, songs and rhymes.</p> <p>Listens to others one to one or in small groups.</p> <p>To listen to and follow whole class and individual instructions and the code of conduct.</p>
Half Term							

Reception Autumn 2 – Core

A2:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>The Rainbow fish (Marcus Pfister)</p> 	<ul style="list-style-type: none"> • Understand 'start/middle/end' of stories • Introduce Story Mountains and Story Maps. • Continue handwriting rhymes (in the order taught from Read, Write, Inc.) • Write and spell cvc words. • Write and spell red words. • Write lists (e.g. Christmas, ingredients) 	<p>The Aquarium (Anne Giulieri) Down, Down, Down in the Sea (Maxime Lebrun) Under the Sea (Fiona Patchett)</p>	<p>Nursery and Number Rhymes (Various)</p>
<p>The Snowman (Raymond Briggs)</p> 		<p>Nativity (Nick Butterworth & Mick Inkpen) Winter (Clare Collinson) Winter (Stephanie Turnbull)</p>	<p>Nursery and Number Rhymes (Various)</p>

	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
Under the Sea	<p>Continue discussion around non-fiction and fiction texts.</p> <p>The Aquarium (Anne Giulieri) Down, Down, Down in the Sea (Maxime Lebrun) Under the Sea (Fiona Patchett)</p>	<p>Creating different colour patterns.</p> <p>Counting backwards and forwards 0-10.</p>	<p>Play under the sea games – encourage turns and sharing.</p> <p>Read “The Snail and the Whale” – Circle time about how to be a good friend.</p> <p>Encourage children to work together to construct a pirate ship.</p> <p>Circle time game – What kind of sea create would children like to be and why?</p>	<p>Sign five little fishes song.</p> <p>Explore different instruments that represent different sea creatures.</p> <p>Designing own sea creatures.</p> <p>Bubble painting.</p> <p>Children to design their own boats using different materials – test them in water area.</p>	<p>Practising different fish and swimming movements. Under the Sea Movement game.</p> <p>Cutting skills – sea animals and wavy lines.</p> <p>Sea/Pirate/sea animal themed music – encourage dancing along.</p>	<p>Watch under the sea habitats videos – talk about what we can see and how they move.</p> <p>Cook different kinds of fish to compare look and textures before and after they are cooked.</p> <p>Children to record themselves telling facts and stories about sea animals and their habitats.</p>	<p>Under the sea describe it and find it game.</p> <p>Listening to different under the sea stories.</p> <p>Audio copies of books.</p> <p>Retell of under the sea stories in own words.</p> <p>Encourage independent story telling in groups.</p>
Winter and Christmas	<p>The Story of Christmas/The Nativity.</p> <p>Introduction to Christianity – discussing and role playing the story.</p>	<p>Designing a Christmas jumper – using different patterns.</p>	<p>Can play in a group, extending and elaborating play ideas to role play with other children.</p> <p>Explains own knowledge and understanding relating to Winter and Christmas.</p> <p>Able to speak to others about own needs, wants, interests and opinions. E.g. what to wear in winter and keeping safe and healthy in Winter.</p>	<p>Copies actions to songs and can repeat went an adult is not there. - Songs focused on Christmas songs and carols.</p> <p>Using construction materials and tools to create. Winter scenes, pictures and sketching.</p>	<p>Can discuss staying safe and warm during Winter. Including be careful in snow and ice, eating a healthy range of food and germs and hygiene.</p>	<p>Can talk about why things happen and how they work e.g. the changes in the season at Winter.</p> <p>Able to understand the differences between themselves and others e.g. how Christmas is celebrated around the world and at home.</p> <p>Using iPads to research Winter – looking at pictures and videos.</p>	<p>Using books to research to find facts about Winter.</p> <p>Read key words/ captions/ sentences about Winter.</p> <p>Can listen to The Story of Christmas/The Nativity with increasing attention and recall.</p>
Half Term							

Reception Spring 1 – Core

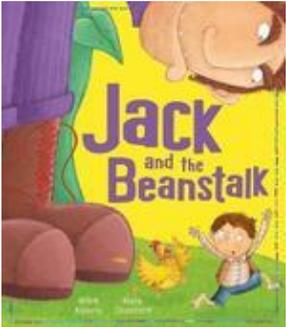
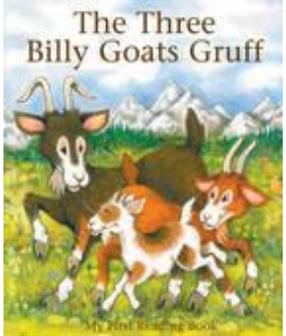
Spr1:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>Penguins Can't Fly (Richard Byrne)</p> 	<ul style="list-style-type: none"> • Write and spell cvc words – using a range of new graphemes. • Begin to write and spell using a range of new red words. • Write captions for pictures (with finger spaces.) • Re-tell a simple 5-part story. • Understand: Beginning/Build-up/Problem/Resolution/Ending • Continue learning and practising handwriting rhymes (in the order taught from Read, Write, Inc.) • Introduction to rhyme – how it is identified. Listening for rhyming words. 	<p>Penguins (Emily Bone) Penguins (Annabelle Lynch) Penguin (Polly Dunbar)</p>	<p>Oxford Reading Tree Poetry Collection (Various) Oxford First Rhyming Dictionary Michael Rosen's Book of Nonsense (Michael Rosen)</p>
<p>The Gingerbread Man (Traditional Tale)</p> 		<p>The Gingerbread Man (Various) Mixed Up Fairy Tales Collection (Various) Phonic Readers: Fairy Tale Collection (Various)</p>	

Reception Spring 1 – Non Core

**For PE overview, see separate scheme of work*

	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
Cold places	Arctic Animals (Tad Catpenter) Various non-fiction Arctic fact books. Reading and sharing facts and stories together.	Counting different groups of objects related to the Arctic – numbers within 10. Number formation focus.	Able to explain own knowledge and understanding about a range of different topics. Able to play in a group together. Takes steps to resolve any conflict with other children without adult intervention.	Using construction materials and tools to create. Arctic picture scenes and creating igloos. Able to create their own stories using small world and role play objects. Chooses particular colours to use for a purpose e.g. the colours needed for Arctic animals.	Using a pencil to create, draw and write recognisable letters with good control. Shows good co-ordination in large and small movements when playing. Able to transport and store different classroom equipment safely.	Can talk about why things happen and how they work e.g. how and why ice melts. Able to understand the differences between themselves and others e.g. how Inuit’s live compared to our own lives. Using iPads to research Inuit’s, the Arctic and Arctic animals.	Using books to research to find facts about the Arctic. Read key words/ captions/ sentences about the Arctic. Builds up vocabulary focused around the topic and uses this correctly. Uses talk during role play to pretend and explain their own stories.
	Your faith Collection (Various) Festivals Collection (Various)	Discussing months, the month’s different celebrations fall in. Focus on ordinal numbers, the different dates celebrations can fall on.	Can select own activities and enjoys the responsibility of completing a set task. Able to confidently talk to other children when playing and can communicate freely about experiences in their own home. Able to adjust behaviour to different situations and changes in routine.	Creates movement in response to different sound and music – Chinese music. Uses available resources to create props to support role play. Engages in role play based around their experiences of celebrations. Manipulates materials to achieve a planned effect – decorating pancakes.	Using a pencil to create, draw and write recognisable letters with good control. Uses one-handed tools and equipment – making cards. Runs skilfully and negotiates space successfully, adjusting speed or direction – pancake races.	Shows an interest in technological toys or real objects such as cameras, phones or iPads. Remembers and talks about significant events in their own experiences. Enjoys joining in with family customs and routines.	Maintains attention, concentrates and sits quietly during appropriate activity. Beginning to understand ‘why’ and ‘how’ questions. Able to answer them and ask them. Listens and responds to ideas expressed by other. Can retell a simple past event in the correct order. Uses talk to recall and relive past experiences.
Half Term							

Reception Spring 2 – Core

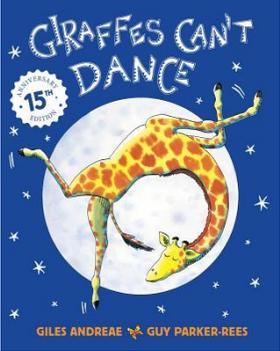
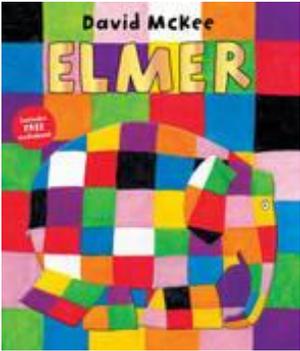
Spr2:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>Jack and the Beanstalk (Traditional Tale)</p>  <p>Instructions for planting.</p>	<ul style="list-style-type: none"> • Re-tell a simple 5-part story. • Understand: Beginning/Build-up/Problem/Resolution/Ending. • Continue to write and spell cvc words –using a range of new graphemes. • Start to compose simple sentences orally. • Identify capital letters and full stops. • Use time conjunctions (orally) to order things. (E.g. ‘First’, ‘Next’, ‘Finally’ in instructions.) • Identify and write rhyming words. 	<p>Jack and the Beanstalk (Various) Mixed Up Fairy Tales Collection (Various) Phonic Readers: Fairy Tale Collection</p>	<p>Oxford Reading Tree Poetry Collection (Various) A First Poetry Book (Pie Corbett) Oxford First Rhyming Dictionary Little Book of Nursery Rhymes (Caroline Hooper) Michael Rosen’s Book of Nonsense (Michael Rosen)</p>
<p>The Three Billy Goats Gruff (Traditional Tales)</p> 		<p>Planting Seeds (Kathryn Clay) Planting and Growing (Sandy Green) Plants (Sally Hewitt)</p>	

Reception Spring 2 – Non Core

**For PE overview, see separate scheme of work*

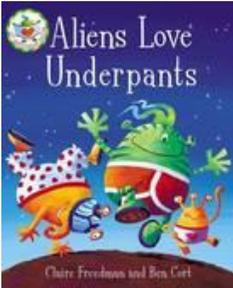
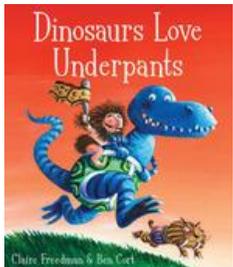
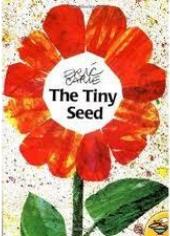
	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
Spring and Planting	<p>Spring non-fiction books. (Various)</p> <p>Reading/writing /ordering instructions about growth and life cycles.</p>	<p>Ordering life cycles of different animals.</p> <p>Doubling and halving of groups of animals.</p>	<p>Explains own knowledge and understanding – bring in photos from home. Learn the names of animals and their babies.</p> <p>Describing themselves in positive terms and able to talk about their own abilities.</p>	<p>Uses lines to enclose space and then begin to use these shapes to represent objects – sketching spring flowers.</p> <p>Use a range of materials and simple tools correctly- junk modelling to create own flower pot.</p>	<p>Able to transport and store different classroom equipment safely – using gardening equipment to plant seeds and flowers.</p>	<p>Comments and asks questions about aspects of the familiar world – understands what season is and can compare it to other seasons.</p> <p>Can talk about some of the things they have observed – how to plant a seed, how to keep a plant alive, the life cycle of animals and plants.</p> <p>Developing an understanding pf growth, decay and changes over time.</p>	<p>Is able to follow directions – planting seeds and flowers.</p> <p>Listens and responds to ideas expressed by other in conversation or discussions – comparing different seasons.</p> <p>Questions why things happen – why do seasons change, what happens during different seasons?</p> <p>Builds up vocabulary – can say a number of different things about spring.</p>
New Life and Easter	<p>Reading and sharing The story of Easter together. Sequence and retell</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with the objects – creating animal/spring pictures.</p> <p>Easter egg number hunt.</p>	<p>Can play in a group and elaborate on ideas.</p> <p>Initiates play and offers cues for peers to join them.</p> <p>Explains own knowledge and understanding – can talk about Easter and how they celebrate it at home with their family and friends.</p>	<p>Uses a range of materials and tools correct to create different Easter crafts.</p> <p>Copies actions to nursery rhymes and can repeat went an adult is not there. - Songs focused on Spring and Easter.</p>	<p>Runs skilfully and negotiates space successfully, adjusting speed or direction – Egg and spoon race.</p> <p>Moves freely and with pleasure and confidence in a range of ways – Easter egg hunt.</p> <p>Uses one handed tools and equipment to create Easter crafts.</p>	<p>Comments and asks questions about aspects of the familiar world – why we celebrate Easter, who celebrates Easter and why some people do not celebrate Easter.</p> <p>Recognises and describes special times or events.</p> <p>Enjoys joining in with family customs and routines.</p> <p>Knows somethings make them unique and can talk about how it makes then different.</p>	<p>Uses talk during role play to pretend and explain their own stories.</p> <p>Explains own knowledge and understanding – can talk about Easter and how they celebrate it at home with their family and friends.</p> <p>Follows instructions to create Easter crafts.</p> <p>Recall main parts of the Easter story.</p>
Half Term							

Reception Summer 1 – Core

Sum1:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>Giraffes Can't Dance (Giles Andreae)</p> 	<ul style="list-style-type: none"> • Order simple sentences. • Say sentences. • Write simple sentences. • Read own sentences, to check they make sense. • Use capital letters and full stops in writing. • Write simple sentences, using adjectives for description. 	<p>Poo in the Zoo (Steve Smallman) Zoo-ology (Joelle Jolivet) Paddington at the Zoo (Michael Bond) Giraffes Can't Dance (Giles Andreae)</p>	<p>Oxford Reading Tree Poetry Collection (Various) A First Poetry Book (Pie Corbett) Oxford First Rhyming Dictionary Little Book of Nursery Rhymes (Caroline Hooper) Michael Rosen's Book of Nonsense (Michael Rosen)</p>
<p>Elmer (David McKee)</p> 		<p>Other various Elmer texts (David McKee)</p>	

	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
Zoo Animals (Zoo Trip)	<p>Writing a recount of our trip to the zoo. Discussing what our favourite animals were, in what order saw the animals.</p>	<p>Ordering key events of the day of our visit to the zoo.</p> <p>Shows an interest in shape and space by playing with shapes or making arrangements with the objects – creating animal pictures.</p> <p>Animal number rhymes.</p>	<p>Explains own knowledge and understanding – discussing what they already know about zoo animals.</p> <p>Confident to speak to others about own needs, wants, interests and opinions – able to attend the trip and manage own feelings and behaviour when in a new environment.</p> <p>Aware of the boundaries set and of behavioural expectations with staff in the setting and outside of the setting.</p>	<p>Explores the different sounds of instruments – making different sounds to represent zoo animals.</p> <p>Constructs with a purpose in mind using a variety of materials- understands that different media can be combined to create a new effect – creating different zoo animals.</p>	<p>Moves freely and with pleasure and confidence in a range of ways – pretending to move like different animals.</p> <p>Can show more control when using tools, objects and different materials. Design and paint own patterned animals.</p> <p>Using a pencil to create, draw and write recognisable letters with good control.</p>	<p>Can use a basic computer program – using beebots to retell an event.</p> <p>Knows that some computer equipment is used in their home and school environment and can be used for certain tasks – record animal, sounds, dances and songs.</p> <p>Able to show an interest in different occupations and ways of life e.g. the role of a zoo keeper.</p>	<p>Can say a number of things about one subject. Able to use new words and sounds that have been learnt correctly – can discuss and write about why they are special/unique.</p> <p>Can listen to and say animal number rhymes.</p>
	Half Term						

Reception Summer 2 – Core

Sum2:			
Core text	Focus on key skills	Additional texts	Additional texts poetry
<p>Aliens Love Underpants (Claire Freedman)</p> 	<ul style="list-style-type: none"> • Write simple sentences, using adjectives for description. • Identify and write rhyming words. • Write simple stories applying knowledge of sentences, capital letters, full stops, adjectives, cvc words and 'red' words • Orally compose compound sentences using simple conjunctions (e.g. and, who, but, until.) 	<p>Aliens Love Underpants – Ready to Read (Claire Freedman) The Queen's Knickers (Nicholas Allan)</p>	<p>Aliens Love Dinopants Aliens in Underpants Save the World Aliens Love Panta Claus</p>
<p>Dinosaurs Love Underpants (Claire Freedman)</p> 		<p>Harry and the Dinosaur's Collection (Ian Whybrow)</p>	<p>Ten Terrible Dinosaurs (Paul Stickland) Dinosaur Roar! (Henrietta Stickland) 10 Little Dinosaurs (Mike Brownlow)</p>
<p>The Tiny Seed (Eric Carl)</p> 		<p>The Very Hungry Caterpillar (Eric Carl) Various Summer Non-fiction texts</p>	<p>Julia Donaldson Collection (Julia Donaldson) Julia Donaldson Rhyme Collection (Julia Donaldson)</p>

Reception Summer 2 – Non Core

**For PE overview, see separate scheme of work*

	English Links	Maths Link	Personal, Social and Emotional Development	Expressive Art and Design	Physical Development	Understanding of the World/Technology	Communication, Language and Literacy
Dinosaurs	<p>Non- fiction Dinosaur books.</p> <p>Reading and sharing facts and stories together.</p> <p>Identifying and describing dinosaur sounds using a range of adjectives.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with the objects – using 2d shapes to create dinosaur pictures – using 3d shapes to create dinosaurs.</p> <p>Counting back using 10 terrible dinosaurs.</p>	<p>Explains own knowledge and understanding – discussing what they already know about dinosaurs.</p> <p>Can play in a group and elaborate on ideas.</p> <p>Initiates play and offers cues for peers to join them.</p>	<p>Explores the different sounds of instruments – making different sounds to represent different dinosaurs. Responding to the sounds using movement.</p> <p>Uses various construction materials. Junk modelling of dinosaurs, paper plate dinosaurs, fossils out of clay.</p>	<p>Moves freely and with pleasure and confidence in a range of ways – pretending to move like different dinosaurs.</p> <p>Can show more control when using tools, objects and different materials – constructing dinosaurs.</p> <p>Beginning to form recognisable letters – using sound knowledge to construct captions and sentences.</p>	<p>Can use a basic computer program – beebots around a dinosaur world, creating a dinosaur using ICT.</p> <p>Understand that some places and things are different to others, have different features and also notice that something cause change – what dinosaurs looked like and where/when dinosaurs lived.</p>	<p>Able to read Dinosaur roar book with familiar and unfamiliar words.</p> <p>Use sound knowledge to read non-fiction books about dinosaurs.</p> <p>Able to use the past tense correctly when speaking and writing about what dinosaurs did.</p> <p>Use a range of adjectives to describe different dinosaurs.</p> <p>Uses talk during role play to pretend and explain their own stories.</p>
Summer/transition	<p>Non- fiction Summer books.</p> <p>The Tiny Seed (Eric Carl)</p> <p>Reading and sharing facts and stories together.</p>	<p>Uses everyday language related to time – can discuss which months are related to which seasons.</p>	<p>Explains own knowledge and understanding – talking about what we have learnt in year 1, what we are good at and what we are looking forward to doing in year 1.</p>	<p>Chooses particular colours to use for a purpose e.g. the colours we use to create summer pictures – the beach.</p> <p>Uses lines to enclose space and then begin to use these shapes to represent objects.</p>	<p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely.</p> <p>Shows a preference for a dominant hand. Begins to form recognisable letters.</p>	<p>Comments and asks questions about aspects of the familiar world – understands what season is and can compare it to other seasons.</p> <p>Can talk about some of the things they have observed – how things continue to grow in summer.</p> <p>Developing an understanding pf growth, decay and changes over time.</p>	<p>Uses talk during role play to pretend and explain their own stories – pretending to be the Tiny Seed and think about what we would be able to see.</p> <p>Listens and responds to ideas expressed by other in conversation or discussions – comparing different seasons.</p> <p>Questions why things happen – why do seasons change, what happens during different seasons?</p>
Half Term							

