Long Wittenham Curriculum Overview

Reception - Acorn Class

	Term One	Term Two	Term Three	Term Four	Term Five	Term Six
	What makes me amazing?	All the colours of the rainbow	Terrific Tales	Roots, shoots and muddy boots	What is 'great' about Great Britain?	Sand, sea and sun
Overarching themes (Starting points – may change according to children's interests)	Being unique Families and friendship What makes other people special?	My village Day and night Light, dark and colour Celebrations	Stories and story telling History and different cultures seen in stories	Growing and changing – Plants and animals	Travel and transport The United Kingdom London	Exploring Animal Habitats – sea, pond and river Contrasting localities
Focus Texts (Core texts that underpin lines of enquiry for communication and language and literacy)	It's a George Thing Monkey Puzzle The Colour Monster Clothes line clues to the jobs people do The Little Red Hen	Peace at last The marvellous moon map. The Proudest Blue Dear Santa	The Bear and the Piano Mr Wolf's Pancakes The Gingerbread Man Peepo The house that once was	Jasper's Beanstalk The Odd Egg The tiny seed	Duck in a truck The Queen's Handbag All aboard the London bus A walk in London	The Sea Saw Commotion in the Ocean The Rainbow Fish My Two Grannies
Events and celebrations (Key events that will be woven into the curriculum at the appropriate time of year.)	Harvest	Bonfire Night Diwali Hannukah Remembrance Day Christmas	Chinese New Year	World Book Day Ramadan and Eid-ul-Fitr Holi Easter	St. George's Day	Eid-ul-Adha
Memorable Experiences (Experiences that support development of cultural capital.)	Fire and police visit Baking Bread - from harvest of crops to baking.	Day Walk/ Night Walk Remembrance Service Nativity	Character day Church Visit	Farm Visit Village Walk Growing beans and sunflowers	Bus/Train Journey Didcot Railway Centre	Sports Day
PSED In addition to weekly circle times covering the themes outlined, children's PSED will be supported through daily routines, supportive adults modelling expectations and through learning how to 'live' our school values.	Me and My Relationships What makes me special? People close to me Getting help	Valuing Difference Similarities and difference Celebrating difference Showing kindness	Keeping Safe Keeping my body safe Safe secrets and touches People who help to keep us safe	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 and Life stages Girls and boys – similarities and difference

Communication and Language		C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, daily story time, singing, speech and language interventions (WELL COMM), storytelling, role-play, snack time, productions and assemblies. There are daily opportunities for high quality back and forth interactions with adults and peers through the structures and routines we follow in class. Adults regularly comment on what the children are interested in or are doing, echoing back what they say with new vocabulary added. Daily story times engage children in stories, non-fiction, rhymes and poems, and provide the children with extensive opportunities to use and embed new words in a range of contexts.					
Physical Development		P.E: Real P.E Unit One: Coordination: Footwork Static Balance: One Leg Forest School	P.E: Real P.E Unit Two: Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated Forest School	P.E: Real P.E Unit Three: Dynamic Balance: On a Line Static Balance: Stance Gym: Shape and travel Forest School	P.E: Real P.E Unit Four: Coordination: Ball Skills Counter Balance: With a Partner Dance Forest School	P.E: Real P.E Unit Five: Coordination: Sending and Receiving Agility: Reaction/Response Gym: Flight and rotation. Forest School	P.E: Real P.E Unit Six: Agility: Ball Chasing Static Balance: Floor Work Athletics Forest School
Literacy	Comprehension (Comprehension skills taught through whole class text and small group guided reading)	Children will: Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories.	Children will: Choose to look at a book independently Shows understanding of the stories they have heard by: Asking questions Making comments and sharing their own ideas. Learning new vocabulary from the books they encounter	Children will: Imitate a story by joining in with group story telling. Listen, join in and retell stories using recently introduced vocabulary. Create narratives that include a beginning, middle and end Engage in independent role play based on stories and topics encountered in school that are related to personal experiences	Children will: Retell stories using their own words. Retell simple 5-part story: Once upon a time First / Then / Next But So Finally,…..happily ever after Innovate stories by making simple substitutions e.g. changing characters, places and objects.	Children will show understanding of the stories they have heard by: Making predictions e.g. suggest how a story may end Answering Questions: Retrieval questions where answers can be found in pictures. Inference questions related to a character's emotions. Understanding recently introduced vocabulary	Children will show understanding of the stories they have heard by: Making predictions e.g. anticipating key events in the story or predicting the actions of character. Answering Questions: Retrieval questions that require child to listen to the text. Inference questions related to a character's actions and motives. Using recently introduced vocabulary when discussing stories

	Word Reading	Little Wandle Letters and Sound Revised – Daily Phonics and group reading sessions.					
		GPCs: s a t p i n m d g o c k ck e u r h b f l	GPCs: ff ll ss j v w x y z zz qu ch sh th ng nk Words with –s /s/ added at the end (hats sits) Words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)	GPCs: ai ee igh oa oo oo ar or ur ow oi ear air er Words with double letters Longer words	GPCs: Review Phase 3 Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words. Words with s /z/ in the middle • words with –s /s/ /z/ at the end Words with –es /z/ at the end.	Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est	Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est Longer words
	Writing (Writing skills linked to whole class text as well as phonics progression)	Mark making – giving meaning to marks Name recognition and writing.	CVC word writing Lists, labels and captions.	Captions and simple sentences	Captions and Simple sentences	Sequence of simple sentences to tell a narrative/give information. Noun phrases.	Sequence of sentences to tell a narrative/give information. Noun phrases.
Mathematics		Mastering Number Programme – Daily whole class number sessions.					
		Baseline Counting principles: 1:1 correspondence, subitising within 5, ordinality, abstraction, cardinality, order irrelevance Composition of 3 and 4 Comparing sets using the language of comparison: more than and fewer than Measures – comparing height and length	Counting principles Composition of 5 Comparison of sets - matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Match numerals to quantities within 10 Verbal counting beyond 20 Patterns Measures - weight	Subitise within 5 focusing on die patterns Match numerals to quantities within 10 Introduce 'staircase' number pattern - see that each number is one more than the previous number Composition of 6 and 7 as '5 and x' Compare sets: make unequal sets equal 2d Shapes	Order numbers to 10 Use language of less than Composition of 7 and 8 Doubles – explore how some numbers can be made with 2 equal parts Odd and even numbers – sorting according to attributes. Measures – measuring height and length	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition of 9 and 10 Composition - of 10 Comparison – linked to ordinality Addition and subtraction using number tracks. 3d Shapes	Automatic recall of bonds to 5 Consolidation of skills – Problem Solving – number, shape, space and measures.

Understanding the World	Past and Present	Personal Chronology – my own history and my family (Personal experience comparison)	Historical contexts seen in celebrations e.g. Christmas Story	Changes over time seen in literature (building chronology – changes over time).	Changes over time in the locality. (Personal experience comparison)	History of transport (building chronology – changes over time) Kings, Queens and the British Monarchy.	Holidays in the past and present (personal experience comparison)
	People, culture and communities	Roles of people in society – my community	My locality – exploring where I live. Celebrations in my own and different cultures.	Different cultures and places seen in stories.	My Locality – Looking after where I live.	My Country – the four countries of the UK and its capital city.	Contrasting Island nation
	The Natural world (In addition to the themes outlined, through Forest School and outdoor provision, children are encouraged to look for similarities and differences over time and in environments.)	All About Me, my body and how to look after it, my family and the stages of my life to date. Seasons – Autumn	Colour, light and dark – physical processes.	Materials and physical processes – properties of materials. Seasons – Winter	Our Beautiful Planet – exploring outdoors, plants and living things. Seasons - Spring	Materials and Forces – pushes, pulls, floating and sinking	Animal Adventures – habitats, lifecycles and adaptations Seasons – Summer
	R.E	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
Expressive Arts and Design	Art/Design	Drawing – observational drawing – drawing with increasing attention to detail. Outcome: Detailed drawing of items found in Autumn	Painting - Artist Study - Kandinsky Colour mixing, paintbrush control, different painting techniques. Outcome: Colour Wheel Mechanisms: 3D cards	Printing Ready made blocks/rollers, natural materials, own printing block. Outcome: Create and use string/card printing block Food: Baking and decorating	Collage – Artist Study – Eric Carle Experiment with layering different materials to create pictures. Outcome – minibeast collage	Malleable materials playdough, salt dough, plasticine, clay. Outcome: Clay tile	3d Art – Junk modelling, natural sculptures, papier mache. Outcome: 3d Sea Creature. Textiles: Weaving
	Music	I've got a grumpy face Singing and expression, creating lyrics The Sorcerer's Apprentice Music and storytelling, tempo and dynamics.	Witch, witch Accompaniments, percussion, call and response. Row, row, row your boat Sing, steps and leaps, steady beat, lyrics.	Bird spotting: Cuckoo Polka Vocal play, pulse/beat, movement to music. Shake my sillies out Changes in tempo, percussion, sound stories.	Up and down Lyrics, actions, singing, changes in pitch. Five fine bumblebees Improvise vocal/movement soundscape, call and response, tuned percussion.	Down there under the sea Lyrics, singing, call and response. It's oh so quiet! Improvise, following conductor, instrumental playing.	Slap, clap, clap Body percussion, 3 time, percussion. Bow, bow, bow, Belinda Singing with actions, two note accompaniments.