

Curriculum Overview – Owls Class (Reception)

Cycle A (2024-25; 2026-27...)

Cycle B (2025-26; 2027-28...)

English	<p>Phonics is taught using the DfE-approved scheme of work <i>Supersonic Phonic Friends</i>. Phase 2 – s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ff and ss. Phase 3 – j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo (u), ar, or, ur, ow, oi, er, ure, ear, air.</p> <p><u>Cycle A Topics</u> <i>People who help us</i> Activities based on these books: The Colour Monster, Elmer, The Boy with the Big, Big Feelings, The Jolly Postman.</p> <p><i>Julia Donaldson</i> Activities based on these books: Room on the Broom, The Smartest Giant in Town, Tabby McTat, The Gruffalo’s Child, Stick Man.</p> <p><i>Space</i> Activities based on these Books: Aliens Love Underpants, Beegu, The Darkest Dark, The Way Back Home, The Smeds and the Smoos.</p> <p><i>In the Garden</i> Activities based on these books: Superworm, The Bad Tempered Ladybird, The Giant Jam Sandwich, The Very Hungry Caterpillar, Norman the Slug with the Silly Shell, Betsy Buglove Saves the Bees.</p> <p><i>Safari</i> Activities based on these books: Handa’s Surprise, Giraffe’s Can’t Dance, Rumble in the Jungle, Meercat Mail, Monty’s Magnificent Mane.</p> <p><i>Dinosaurs</i> Activities based on these books: Dinosaurs Love Underpants, Tyrannosaurus Drip, The Dinosaur that Pooped the Bed, Never Ask a Dinosaur to Dinner, Stomp, Chomp, Big Roars! Here Comes the Dinosaurs!</p> <p><u>Cycle B Topics</u> <i>All About Me</i> Activities based on these books: The Colour Monster, Elmer, The Boy with the Big, Big Feelings, The Jolly Postman.</p> <p><i>Farms / Farm Animals</i> Activities based on these books: A Squash and Squeeze, the Ladybird who Heard, non fiction texts</p> <p><i>Fairytales</i> Activities based on a selection of fairytales.</p> <p><i>Under the Sea</i> Activities based on these books: Tiddler, non fiction texts, Sharing a Shell, Rainbow Fish, The Odd Fish.</p> <p><i>Bears</i> Activities based on these books: Non fiction texts, Peace at Last, The Bumble Bear, We’re Going on a Bear Hunt, Paddington Bear.</p> <p><i>Kings and Queens</i> Activities based on these books: The Queen’s Knickers, The King’s Runaway Crown, If I Were King..., The Queen’s Hat.</p>
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<p>Mathematics</p>	<p>We make use of the <i>White Rose Maths</i> scheme of work.</p> <p>Match, sort and compare; Measures and patterns; Numbers 1,2,3; Circles and triangles; Numbers up to 5 (mainly 4 and 5); Shapes with 4 sides; Numbers up to 5 (subitising, one more/one less); Mass and capacity; Numbers 6,7,8; Length, height and time; Numbers 9 and 10; 3D shapes; Numbers up to 20 and beyond; Adding and subtracting; Shapes (manipulating); Sharing and grouping; Position and maps; Deepening understanding.</p>
<p>Understanding the World</p>	<p><i>Cycle A</i> Compare and contrast figures from the past (Florence Nightingale and Mary Seacole); Remembrance Day and Bonfire Night; Comment on images of familiar situations in the past (Looking at Bowness on Solway then and now); Compare and contrast figures from the past (Neil Armstrong and Christopher Colombus); Great Fire of London; Mary Anning.</p> <p><i>Cycle B</i> Comment on images of familiar situations in the past (family history); Remembrance Day and Bonfire Night; Comment on images of familiar situations in the past (how ships have changed); Comment on images of familiar situations in the past (how toys have changed); Compare and contrast figures from the past (two royals).</p> <p>Understanding the body and our senses; Exploring the world around them (materials); Seasons; Plants and life cycles; Animals. Provision areas always accessible.</p> <p>Recognise some environments that are different from the one in which they live (focus on Bowness on Solway); Map work; Recognise some environments that are different from the one in which they live (Bowness on Solway compared to London); Comparing hot and cold places; Recognise some similarities and differences between life in this country and life in other countries.</p> <p>1. What feelings can we talk about? 2. Why do we have Harvest Festivals? 3. Where do I belong? 4. Why do Christians celebrate the birth of Jesus? 5. How did Jesus affect some of the people he met? 6. How can we use our hands? 7. Why do we talk about New Life at Easter? 8. Who helps us? Who can we help? 9. How and why are weddings celebrated? 10. How is light used in celebrations? 11. What are special clothes? 12. How do we feel on a journey?</p>
<p>Physical Development</p>	<p><i>Cycle A</i> Basic skills – Agility, balance and coordination; Gymnastics (balances and stretches); Dance (space focus); Throwing and catching; Gymnastics (equipment); Game to apply skills.</p> <p><i>Cycle B</i> Basic skills – Agility, balance and coordination; Ball skills; Gymnastics (equipment); Throwing and catching; Gymnastics (different equipment, balances and stretches); Game to apply skills.</p>
<p>PSHE</p>	<p>We make use of the <i>KidSafe</i> and <i>Scarf</i> schemes of work.</p> <p>How to look after ourselves – washing hands, brushing our teeth etc. How to look after our world, animals etc. How we are the same/ different. Right and wrong / rules. How to be a good friend. Transition</p>

Expressive Arts and Design	<p><i>Cycle A</i> Junk modelling; Soup; Windmills; Bookmarks; Fruit smoothies; Moving Story book (some activities adapted slightly for Reception).</p> <p><i>Cycle B</i> Junk modelling; Wheels and axels; Puppets; Boats; Fruit salad (some activities adapted slightly for Reception). Provision areas always accessible.</p> <p><i>Cycle A</i> Facial features; Kadinski; Colour Wheels; Mondrian; Space pictures (using skills); Minibeast observational drawings; Animal print patterns; Dinosaur fossils (activities adapted for Reception).</p> <p><i>Cycle B</i> Facial features; Chuck Close; Collages; Colour wheel/ painting; Clay fish; Art using ICT; Observational drawings; portraits; paper crowns. Provision areas always accessible.</p> <p>Learn to sing nursery rhymes and action songs. Explore: growing; homes; colour; toys; how I look; using your imagination; Christmas; Festivals; Fairies; Pirates; Treasure; Superheroes; Let’s Pretend; Once Upon a Time.</p>
Computing	<p>Exploring Technology and Basic Digital Tools Introduction to everyday technology (e.g., tablets, simple apps). Using basic digital tools (e.g., simple games, drawing tools).</p> <p>Using Digital Tools Creatively Using apps to draw, paint, and create. Basic coding concepts through toys or apps (e.g., sequencing).</p> <p>Recording and Sharing Learning Using cameras or tablets to record learning (e.g., taking pictures of their work). Simple coding games to enhance learning.</p>
Provision Available	<p>Writing, Craft, Painting, Maths, Reading, Home corner/ role play, Construction, Small world, Water.</p>