
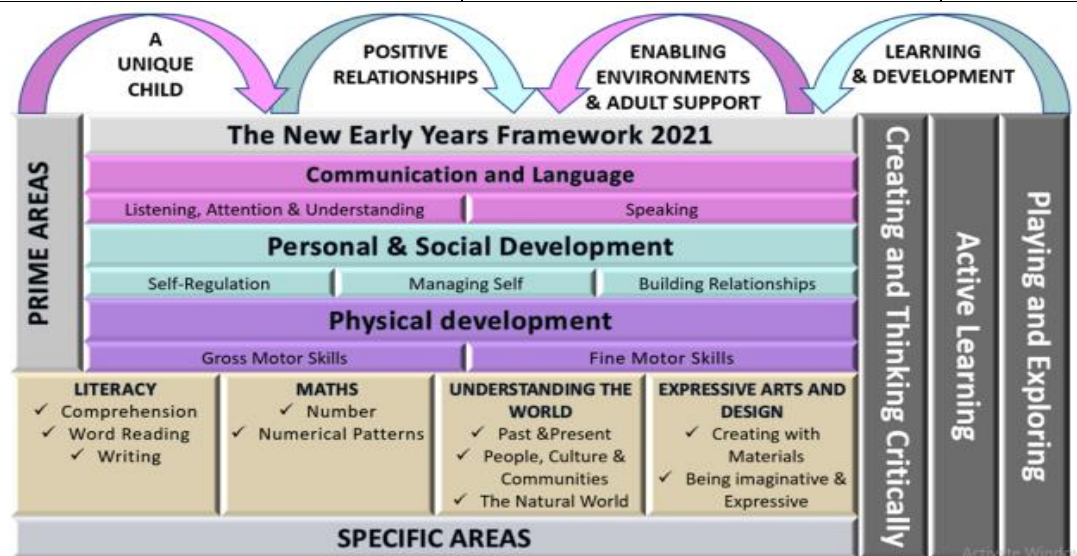


| | | | |
|----------------------------|----------------|------------------|--|
| Curriculum Overview | 2022-23 | Reception |  |
|----------------------------|----------------|------------------|--|



At Crookhill, we strive to provide a rich curriculum that allows children to have a wonder of experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

| Subject | Overview of topic / themes taught | | | | | |
|-----------|--|--|--|---|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topics | Amazing Me | Seasons and Celebrations | Our Body-things we can do to keep healthy | Mini Beasts Animal Magic | Come Outside | Down at the Farm Fun at the Seaside |
| Key Texts | Here We Are Only One You The Colour Monster Elmer Owl Babies Ruby's Worry Meesha Makes Friends Ravi's Roar Tilda Tries Again The See Saw | Little Red Hen A Tree for all Seasons Weather (Jill McDonald) Christmas- Christmas Story Nativity The Gingerbread Man The Enormous Turnip Tiger who came to tea | Handa's Surprise Super TATO Other non fiction texts- | Norman the Slug with the Silly Shell The Bee Book (non-fiction) The Hungry Caterpillar The Bad-Tempered Ladybird | Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk Someone Swallowed Stanley | Farmer Duck Tiddler the Ticky Octopus What the Ladybird heard At the Seaside The Storm Whale |

| | | | | | | |
|---|---|---|--|---|---|--|
| | Perfectly Norman Pumpkin Soup | | | Aghh Spider! Walking Through The Jungle Dear Zoo The Rainbow Fish Sharing a Shell Pets (non fiction text on how to look after them) | | |
| Communication and Language | listening skills Role Play – continual role play – open-ended with enhancements from children’s interests – inside and out; themed role-play where appropriate selection of books throughout the year Daily stories – voting each day for end of the day story Rhymes/poetry Sharing– talking through creations with peers | | | | | |
| Understanding the World Past and Present People, Culture and Communities The Natural World | People, Culture and Communities People – Amazing Me, my family, learning about friends Seasonal changes | The Natural World Bonfire Night celebrations People – learning about new friends’ cultures and celebrations Christmas Celebrations Seasonal changes | The Natural World Rubbish and the environment and what it can do to animals Recycling Seasonal changes | Past and Present Life cycles- frog and butterfly How people lived in the past Comparing creatures/insects/ bugs Making a bug hotel Different habitats and homes Seasonal changes | People, Culture and Communities/The Natural World People who help us Animals and their young Plants/seeds Seasonal changes | |
| Phonics | Read Write Inc. | | | | | |
| Maths | Getting to know you Just like me! It’s me 1, 2, 3! Light and Dark | | Alive in 5! Growing 6, 7, 8 Building 9 and 10 | | To 20 and Beyond First, then, now Find my Pattern On the Move | |
| PSED | Starting School – new teachers/environment and friends, Class rules/ school rules/Understanding emotions | | Setting yourself targets and goals Talking about what we are good at | | Transition into Year 1 Being brave and facing fears | |

| | | | | | |
|----------------------------------|--|---|---|--|--|
| | Personal hygiene Regular physical activity Healthy eating Toothbrushing Good sleep routine | Personal hygiene Regular physical activity Healthy eating Sensible amount of screen time | | Personal hygiene Regular physical activity Healthy eating Being a safe pedestrian | |
| PD | Gross Motor Skills: Large and small – opportunities/resources in provision indoor and outdoor Fine Motor Skills: Daily Handwriting / various daily activities in the provision with varying tools to use | | | | |
| Music | Charanga | | | | |
| PE | Fundamental Skills- spacial awareness | Fundamental Skills | Ball Skills-Throwing and catching | Ball Skills- football skills/basketball | Gymnastics Team Games/athletics/sports day prep |
| Expressive Arts and Design | Creating with materials – manipulating materials/design for a planned effect Colour – mixing Play dough station Being Imaginative and expressive Stories/role-play Kandinsky – concentric circles Christmas Production and Crafts Seasonal Art/changes | | Creating with materials – manipulating materials/design for a planned effect Colour – mixing Play dough station Being Imaginative and expressive Stories/role-play minibeasts/ making homes Easter Crafts Seasonal Art/changes | | Creating with materials – manipulating materials/design for a planned effect Colour – mixing Play dough station Being Imaginative and expressive Stories/role-play |
| Cooking | Skills – ‘bridge’ knife technique with soft foods; using spoons and cups for measuring; sieving flour; kneading, shaping dough; folding, handling and rolling pastry; glazing Other skills – tearing herbs, crumbling, arranging and spreading ingredients; scooping; squeezing, beating and garnishing | | | | |

All of the above is open to change depending on the children’s interests at that time.