
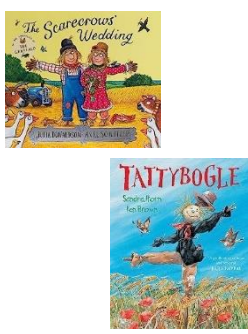
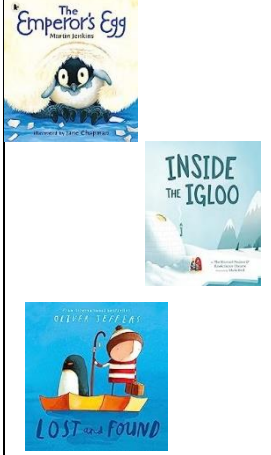

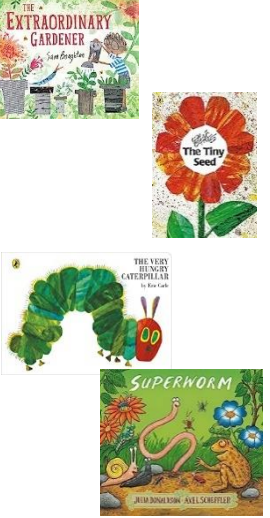



Barnfields Primary School



Reception Curriculum Outline 2023-2024

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
School Value	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Visits/Visitors		Farm visit to pick pumpkins		Animal Expert		Seaside Workshop
Learning Celebrations	Superhero Day		Emperor Penguin hatching	Explorer Day	Hatching butterflies	Seaside Day
Local Links	Local Farm Visit		Animals in our environment			
Focus Texts						
Writing Stimuli	Writing to Entertain Short/Images from Toy Story Narrative – Character Description	Writing to Entertain Pinocchio by Carlo Collodi Narrative – Fairy Tale Writing to Entertain	Writing to Entertain Man on the Moon by Simon Bartram Narrative – Adventure Story	Writing to Entertain The Something by Rebecca Cobb Narrative – Mystery Story	Writing to Entertain The Queen's Hat by Steve Antony Narrative – Adventure Story	Writing to Entertain George and the Dragon by Chris Wormell Narrative – Fantasy Story

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	<p>Writing to Entertain Lost at the Toy Museum by David Lucas Narrative – Mystery Story</p> <p>Writing to Entertain The Enormous Potato by Aubrey Davies Narrative – Folktale</p>	<p>The Bog Baby by Jeanne Willis Narrative – Adventure Story</p> <p>Writing to Inform Letter to Santa</p>	<p>Writing to Entertain Whatever Next! by Jill Murphy Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p>	<p>Writing to Entertain Partly Cloudy (Pixar Short Film) Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p>	<p>Writing to Entertain The Egg by M.P. Robertson Narrative – Fantasy Story</p> <p>Writing to Inform Recount based on real experience</p>	<p>Writing to Entertain The Kiss That Missed by David Melling Narrative – Adventure Story</p> <p>Writing to Inform Recount based on real experience</p>
Phonics (using Little Wandle)	<p>Learn the phase 2 graphemes: s a t p i n m d g o c k c k e u r h b f l</p> <p>Learn the tricky words: is l the</p>	<p>Learn the phase 2 graphemes: f l l s s j v w x y z z z q u c h s h t h n g n k</p> <ul style="list-style-type: none"> • 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) <p>Learn the tricky words: as and has his her go no to into she push* he of we me be</p>	<p>Learn the phase 3 graphemes: a i e e i g h o a o o o o a r o r u r o w o i e a r a i r e r</p> <ul style="list-style-type: none"> • words with double letters • longer words <p>Learn the tricky words: was you they my by all are sure pure</p>	<p>Review Phase 3</p> <ul style="list-style-type: none"> • 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 <p>Review all tricky words so far.</p>	<p>Phase 4 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>Learn the tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Phase 4 Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCCVC • longer words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words <p>Review all tricky words so far.</p>
Mathematics (White Rose)	<p>Number: Match and sort Compare amounts</p>	<p>Number: Representing 1,2 & 3 Comparing 1,2, & 3</p>	<p>Number: Introducing zero</p>	<p>Number: 9 & 10</p>	<p>Number: Building numbers beyond 10</p>	<p>Number: Doubling Sharing and grouping</p>

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	Measure, Shape and Spatial thinking: Compare size, mass and capacity Exploring pattern	Composition of 1, 2 & 3 Representing numbers to 5 One more and less Measure, Shape and Spatial thinking: Circles and triangles Positional language Shapes with 4 sides Time	Comparing numbers to 5 Composition of 4 & 5 6, 7 & 8 Making pairs Combining 2 groups Measure, Shape and Spatial thinking: Compare mass (2) Compare capacity (2) Length and height Time	Comparing numbers to 10 Bonds to 10 Measure, Shape and Spatial thinking: 3D shape Pattern (2)	Counting patterns beyond 10 Adding more Taking away Measure, Shape and Spatial thinking: Spatial reasoning (1) Match, rotate, manipulate Spatial reasoning (2) Compose and decompose	Even and odd Deepening understanding Patterns and relationships Measure, Shape and Spatial thinking: Spatial reasoning (3) Visualise and build Spatial reasoning (4) Mapping
Mastering Number	Subitising: Conceptual subitising within 3 Cardinality, ordinality and counting: Develop 1-1 correspondence Composition: See that all numbers can be made of 1s Comparison: understand that sets can be compared according to a range of attributes, including by their numerosity.	Subitising: subitise within 5, perceptually and conceptually, depending on the arrangements. Cardinality, ordinality and counting: explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand Composition: explore the concept of 'wholes' and 'parts' Comparison: compare sets by matching.	Subitising: explore patterns of some numbers greater than 5, including patterns in which 5 is a clear part Cardinality, ordinality and counting: link counting to cardinality using their fingers to represent quantities between 5 and 10 Composition: explore the composition of 5 and recalling 'missing' or 'hidden' parts for 5 Comparison: continue to compare sets by matching,	Subitising: explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. Cardinality, ordinality and counting: become more familiar with the counting pattern beyond 20. Composition: explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Comparison: compare numbers, reasoning about which is more.	Subitising: use subitising skills to enable them to identify when patterns show the same number but in a different arrangement. Cardinality, ordinality and counting: continue to develop verbal counting to 20 and beyond, including counting from different starting numbers. Composition: explore the composition of 10. Comparison: order sets of objects, linking this to their	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.

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			identifying when sets are equal.		understanding of the ordinal number system.	
Understanding the world	Our family, our homes, our school, ourselves in the past	Signs of Autumn, weather, Diwali	Animals, climate, maps, explorers from the past	Animals, climate, maps, den building	Plants, animals, growing seeds, lifecycles, habitats.	Coast, animals, maps, seashores in the past
Expressive Art and Design	Self-portraits in different mediums. Explore painting, collage, junk modelling.	Printing with leaves, building hedgehog houses, performing Christmas plays-music and dance.	Artist Focus: David McEown Antarctic art with watercolours. Igloo sculptures.	Making Jungle masks, painting animal skin patterns Artist Focus: Vincent van Gogh Draw sunflowers from observation.	Artist Focus: Wassily Kandinski Concentric circles. Use printing to create the painting.	Make colour shades. Plan and create joint artwork - Under the sea.
Computing (Kapow Primary)	Not covered in the first half term	Computing systems and networks 1: Using a computer	Programming 1: All about instructions.	Computing systems and networks 2: Exploring hardware	Programming 2: Programming BeeBots	Data Handling: Introduction to data
Music Following Cheranga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, rewind and replay
Physical Education	Gymnastics and Dance		Ball Skills		Athletics	
Relationships, Sex and Health Education (Jigsaw PSHE)	Being Me in My World Who am I and how do I fit?	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy Me Being and keeping safe and healthy.	Relationships Building positive, healthy relationships.	Changing Me Coping positively with change.
Religious Education (Staffordshire Agreed Syllabus)	Special People Christianity/Judaism What makes me special?	Christmas Christianity What is Christmas?	Celebrations Hinduism How do people celebrate?	Easter Christianity What is Easter?	Stories Hinduism/Sikhism What can we learn from stories?	Special Places Christianity/Islam/Judaism What makes places special?

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