

# Barnfields Primary School



Reception  
**Curriculum Outline**  
**2024-2025**

**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		Christmas Trip		Rainforest adventure		Punch and Judy show
Learning Celebrations		Scarecrow Making day	Emperor Penguin hatching	Explorer Day	Hatching butterflies	
Local Links	PCSO visit to school		Dentist to school		Doctor to school	
Focus Texts						

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Phonics (using Little Wandle)	<p><b>Learn the phase 2 graphemes:</b> s a t p i n m d g o c k c k e u r h b f l</p> <p><b>Learn the tricky words:</b> is I the</p>	<p><b>Learn the phase 2 graphemes:</b> f ll ss j v w x y z zz qu ch sh th ng nk</p> <ul style="list-style-type: none"> <li>• words with –s /s/ added at the end (hats sits)</li> <li>• words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</li> </ul> <p><b>Learn the tricky words:</b> as and has his her go no to into she push* he of we me be</p>	<p><b>Learn the phase 3 graphemes:</b> ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p><b>Learn the tricky words:</b> was you they my by all are sure pure</p>	<p><b>Review Phase 3</b></p> <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul> <p><b>Review all tricky words so far.</b></p>	<p><b>Phase 4</b> Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> </ul> <p><b>Learn the tricky words:</b> said so have like some come love do were here little says there when what one out today</p>	<p><b>Phase 4</b> Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words</li> </ul> <p><b>Review all tricky words so far.</b></p>
Mathematics (White Rose)	<p><b>Number:</b> Match and sort Compare amounts</p> <p><b>Measure, Shape and Spatial thinking:</b> Talk about measure and patterns</p>	<p><b>Number:</b> Representing 1,2 &amp; 3 Comparing 1,2, &amp; 3 Composition of 1, 2 &amp; 3</p> <p>Representing numbers to 5 One more and less</p> <p><b>Measure, Shape and Spatial thinking:</b> Circles and triangles Shapes with 4 sides</p>	<p><b>Number:</b> Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 6, 7 &amp; 8 Making pairs Combining 2 groups</p> <p><b>Measure, Shape and Spatial thinking:</b> Compare mass (2) Compare capacity (2) Length and height Time</p>	<p><b>Number:</b> 9 &amp; 10 Comparing numbers to 10 Bonds to 10</p> <p><b>Measure, Shape and Spatial thinking:</b> 3D shape</p>	<p><b>Number:</b> Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away</p> <p><b>Measure, Shape and Spatial thinking:</b> Spatial reasoning (1) Match, rotate, manipulate Spatial reasoning (2) Compose and decompose.</p>	<p><b>Number:</b> <b>Doubling</b> Sharing and grouping Even and odd Deepening understanding Patterns and relationships</p> <p><b>Measure, Shape and Spatial thinking:</b> Spatial reasoning (3) Visualise and build Spatial reasoning (4) Mapping</p>

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Mastering Number	<p><b>Subitising:</b> Conceptual subitising within 3</p> <p><b>Cardinality, ordinality and counting:</b> Develop 1-1 correspondence</p> <p><b>Composition:</b> See that all numbers can be made of 1s</p> <p><b>Comparison:</b> understand that sets can be compared according to a range of attributes, including by their numerosity.</p>	<p><b>Subitising:</b> subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p><b>Cardinality, ordinality and counting:</b> explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</p> <p><b>Composition:</b> explore the concept of 'wholes' and 'parts'</p> <p><b>Comparison:</b> compare sets by matching.</p>	<p><b>Subitising:</b> explore patterns of some numbers greater than 5, including patterns in which 5 is a clear part</p> <p><b>Cardinality, ordinality and counting:</b> link counting to cardinality using their fingers to represent quantities between 5 and 10</p> <p><b>Composition:</b> explore the composition of 5 and recalling 'missing' or 'hidden' parts for 5</p> <p><b>Comparison:</b> continue to compare sets by matching, identifying when sets are equal.</p>	<p><b>Subitising:</b> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p><b>Cardinality, ordinality and counting:</b> become more familiar with the counting pattern beyond 20.</p> <p><b>Composition:</b> explore the composition of odd and even numbers, looking at the 'shape' of these numbers.</p> <p><b>Comparison:</b> compare numbers, reasoning about which is more.</p>	<p><b>Subitising:</b> use subitising skills to enable them to identify when patterns show the same number but in a different arrangement.</p> <p><b>Cardinality, ordinality and counting:</b> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p> <p><b>Composition:</b> explore the composition of 10.</p> <p><b>Comparison:</b> order sets of objects, linking this to their understanding of the ordinal number system.</p>	<p>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.</p>
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	<p>Self-portraits in different mediums.</p> <p>Explore painting, collage, junk modelling.</p>	Printing with leaves, building hedgehog houses, performing Christmas plays-music and dance.	<p><b>Artist Focus: David McEown</b></p> <p>Antarctic art with watercolours.</p> <p>Igloo sculptures.</p>	<p>Making Jungle masks, painting animal skin patterns</p> <p><b>Artist Focus: Vincent van Gogh</b></p>	<p><b>Artist Focus: Wassily Kandinski</b></p> <p>Concentric circles. Use printing to create the painting.</p>	<p>Make colour shades. Plan and create joint sculpture made from natural materials.</p> <p><b>Artist Focus: Andy Goldsworthy</b></p>

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				Draw sunflowers from observation.		
Computing (Kapow Primary)	Not covered in the first half term	<b>Computing systems and networks 1:</b> Using a computer	<b>Programming 1:</b> All about instructions.	<b>Computing systems and networks 2:</b> Exploring hardware	<b>Programming 2:</b> Programming BeeBots	<b>Data Handling:</b> Introduction to data
Music Following Cheranga	<b>Me!</b>	<b>My Stories</b>	<b>Everyone!</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, rewind and replay</b>
Physical Education	Gymnastics and Dance		Ball Skills		Athletics	
Relationships, Sex and Health Education (Jigsaw PSHE)	<b>Being Me</b> Who am I and how do I fit?	<b>Celebrating Difference</b> Respect for similarity and difference. Anti-bullying and being unique.	<b>Dreams and Goals</b> Aspirations, how to achieve goals and understanding the emotions that go with this.	<b>Healthy Me</b> Being and keeping safe and healthy.	<b>Relationships</b> Building positive, healthy relationships.	<b>Changing Me</b> Coping positively with change.
Religious Education (Staffordshire Agreed Syllabus)	<b>Special People</b> Christianity/Judaism  What makes me special?	<b>Christmas</b> Christianity  What is Christmas?	<b>Celebrations</b> Hinduism  How do people celebrate?	<b>Easter</b> Christianity  What is Easter?	<b>Stories</b> Hinduism/Sikhism  What can we learn from stories?	<b>Special Places</b> Christianity/Islam/Judaism  What makes places special?

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