

Reception: 2022-23						
TERM	AUTUMN		SPRING		SUMMER	
Whole School Theme	Relationships - Respect		Living in a wider world – Responsibility– Ambition and Citizenship		Our Dreams – Our Future	
Core Value(s) Focus	Respect and Responsibility		Curiosity and Creativity		Courage	
Topic Theme	Autumn 1 Getting to Know You	Autumn 2 Dark Days, Cosy Nights.	Spring 1 Traditional Tales	Spring 2 Pirates and Ocean Explorers.	Summer 1 Living things	Summer 2 Ticket to ride
Child Led focus and Coverage	Starting school; Us and our world. Sharing self, my family, our community and settling in to school; (Mapping where in Plymouth we live etc) Routines and learning behaviours Where is it? Understanding our space. How do I use it? Slow introduction of resources, modelling	Changing Seasons, light, dark and celebrations, exploring 'Cold'.	Need for experience of traditional tales and poetry.	Plymouth as an "Ocean City" and Pirates.	Seeds, growth, insects and animals	Trains, story characters, settings and magical adventures
Love of Reading and Rhyme	Poetry; Daily Traditional Nursery Rhymes from a 'Special Book' Storytellers; Weekly Storytelling from Tiny Tales from The Theatre Royal. Singing; Daily singing of Nursery Rhymes and children's favourites. Vocabulary immersion; Talk through Stories; Ruth Miskin					
Key Texts	; The Rainbow Fish By Marcus Pfister Ravi's Roar By Tom Percival Room on the Broom By Julia Donaldson	Can't You Sleep Little Bear? By Martin Waddell Owl Babies By Martin Waddell Stickman By Julia Donaldson	The Three Little Pigs Jack and the Beanstalk. Goldilocks and the Three Bears. Suddenly By Colin McNaughton The 3 Billy Goats Gruff	Lost and Found By Oliver Jeffers Never Mess with a Pirate Princess; By Holly Ryan (Possible Author Visit) Puffin Peter By Petr Horacek	Yucky Worms By Vivian French The Hungry Caterpillar By Eric Carle The Extraordinary Gardiner By Sam Boughton.	This is Our World; Isa Gilland The Magic Train Ride By Sally Crabtree Oh the Places You'll Go By Dr Seuss The Wonder By Faye Hanson

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	<p>I Like Myself! By Karen Beaumont.</p> <p>You Choose By Nick Sherratt and Pippa Goodhart</p> <p>Our House By Emma and Paul Rogers</p>	<p>A Great Big Cuddle By Michael Rosen</p> <p>Dasher By Matt Tavares</p> <p>Moon By Patricia Hegarty</p>	<p>Pattans Pumpkin By Chittin Soundar</p>	<p>Julian is a Mermaid By Jessica Love</p> <p>Tiddler By Julia Donaldson</p> <p>This is Not My Hat By Jon Klassen</p>	<p>The Lion and the Mouse By Jerry Pinkney</p> <p>Diary of a Wombat By Jackie French</p> <p>Polar Bear, Polar Bear, What do you Hear? and Brown Bear, Brown Bear what do you see? Both by Eric Carle</p>	<p>Katie Morag By Mairi Hedderwick</p> <p>Coming to England By Floella Benjamin</p>
Fine and Gross Motor; Behaviours for Writing	<p>Make snips in paper, pour drinks, use zips and buttons to do up coats and dress independently.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Fine motor; Self register; who is here today? Find my name card, trace/ write below and post into the box.</p> <p>Name recognition; Sticks for Fab 30.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Preference for a dominant hand.</p> <p>Fluent Styles of moving; Developing control and grace; Movement for Christmas performance</p>	<p>Anticlockwise movements and correct pencil grip.</p> <p>Small Scoops and careful pouring.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce</p> <p>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination and agility.</p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><i>Develop the foundations of a handwriting style which is fast, accurate and efficient.</i></p>

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	Scooping, large clockwise and anticlockwise movements.		and carts are all good options.			
Language for Literacy; Vocabulary Development	<p>Learn rhymes, poems and songs.</p> <p>Story telling; Start Vocabulary wall. Role play focus; vocabulary into role play.</p>	<p>Repeat and memorise poems using intonation; then sing for the winter performance</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Use new vocabulary through the day</p> <p>Connect one idea or action to another using a range of connectives</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>
Self-care and Social Development	<p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Understand gradually how others might be feeling.</p>	<p>Use a knife and fork independently to eat lunch.</p> <p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>Manage their own personal hygiene.</p>	<p>Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries.</p>	<p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian</p>

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Quality Independent Learning; COEL	<p>Participate in routines; Model early use of each space; ‘Lets take. Walk around Reception” Model Daily each activity; Model how purposeful mark making, and where appropriate maths, is used in this area through play.</p> <p>Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</p>	<p>Make independent choices.</p> <p>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>Keep on trying when things are difficult.</p> <p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup</p>	<p>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></p>	<p>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.</p>	<p>Plan and think ahead about how they will explore or play with objects.</p>
	<p>Role Play, small world, and Play, Play, Play.</p> <p>Focus on engaging children in high quality immersive play, interact with play, engage with play, ask blank level questions; get children talking with quality from the start.</p>	<p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.”</p>	<p>Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.”</p>	<p>Develop their sense of responsibility and membership of a community</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p>	<p>Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions</p>	<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p>

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Maths	Number Sense Units 1-7 Daily Provision; Self-Register 10's Frame; How many? people are here today	Meticulous Maths Number Units 8-14	Meticulous Maths Units 15-20	Meticulous Maths Units 21-27	Meticulous Maths Units 28-34	Meticulous Maths Units 35-39
RE- DATAS	Why is the word 'God' Special to Christians?	Why is Christmas special to Christians?	Why is Easter special for Christians?	Being special- Where do we belong?	Which spaces are special and why?	Which stories are special and why?
PSHE – PSHE Association	PSHE Association	PSHE Association	PSHE Association	PSHE Association	PSHE Association	PSHE Association
Music – Charanga	Charanga- Me!	Charanga- My Stories	Charanga- Everyone!	Charanga- Our World	Charanga- Big Bear Funk	Charanga- Reflect, Rewind and Replay
PE: Cambridge Scheme	Dance	Gymnastics	Games	Dance	Gymnastics	Gymnastics and Sports Day Games.
Expressive arts and design.	Construction; Purposeful making, Clay. Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Christmas Performance.	Play instruments with increasing control to express their feelings and ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Parent Event; Summer performance.	Develop storylines in their pretend play. Create collaboratively, sharing ideas, resources and skills
Important Dates and Celebrations.	Autumn 1 7th Sept- 21st October Sept; Harvest Festival; 23rd	Autumn 2 31st October- 16th Dec Bonfire Night 5th	Spring 1 4th Jan- 10th Feb. January	Spring 2 20th Feb –31st March February Shrove Tuesday 21st	Summer 1 17th April – 26th May April	Summer 2 5th June – 21st July

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	Rosh Hashanah 25th-27th Ganesh Chaturthi 31st October; Yom Kippur 4th-5th Sukkot 9th-16th Diwali 24th Halloween 31st.	Remembrance Day 11th World Nursery Rhyme Week 14th-18th Anti-Bullying Week 14th-18th World Cup 2022 21st-18th Dec St Andrews Day (30th) December Hanukah 18th-26th Christmas Day 25th New-Years' Eve 31st Reception Nativity	Epiphany 6th Chinese New Year 22nd Burns Night 25th National Storytelling Week 30th-6th Children's Mental Health Week 6-12th Safer internet Day and Valentines Day 14th.	Ash Wednesday 22nd March St Davids Day 1st World Book Day 2nd International Women's Day 8th Holi 8th St Patrick's Day 17th Mothers Day 19th Ramadan 22-21st April Book Event (Whole School) Science Week	Stress Awareness Month. Ramadan ongoing til 21st April. 1st day of Passover; 5th Easter Sunday 9th Queens Birthday 21st Eid-al-Fitr 21st-22nd St George's Day 23rd May Vesak 5th Mental Health Awareness Week 13th-20th Walk to School Week 15th-19th	June Healthy Eating Week 12th-16th Fathers-Day 18th Eid-al-Adha 28th-2nd