

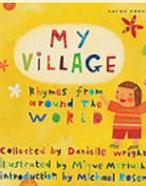
EYFS Reception Curriculum Overview

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Planned Themes	Marvellous Me Homes and Communities PSED CAL PD	Festivals Home and Around the World Do all children celebrate the same things? PSED CAL PD UW	Traditional Tales Let's become storytellers and authors. CAL LITERACY MATHS EAD	Minibeasts, Life-cycles, Change and Growth CAL UW MATHS	Let's Journey Around Our World habitats Oceans, Rainforests Deserts and Space! PD UW CAL	All about Me! What have I learnt? What do I need to help me in Y1? Celebrating achievements CAL EAD
Enrichment Activities Trips	Meet the Gruffalo-Launch Bedtime Stories Smile Team [29th Sept] Dentist British Food Fortnight 18th - 6th Oct Recycling 20th -26th Black History Month October Poetry Day 6th Oct World Mental Health Day [10th October] Harvest Celebration 10th - 12th Oct Diwali [24th Oct]	Halloween [31st Oct] Bonfire Night [5 th November] Remembrance Day [11 th November] Solider / Veteran Visit Road Awareness Week [14th - 18th Nov] Michael to talk to the children - Crossing the road outside school Anti-Bullying Week [14th - 18th November] Children in Need [18th November] Hanukkah [18th -26th November] Christmas Jumper Day[9th Dec] Christmas Sing along	Make your dreams come true day [13th Jan] RSPB Big Garden Bird Watch [27th Jan] Luna New Year [22nd -25th Jan] Debbie Yuen to talk about Luna New Year National Story Telling Week [30th Jan – 6th Feb] Time to talk day [2nd Feb] Valentine's Day [14 th February] Random Acts of Kindness [17th February] Shrove Tuesday [22nd Feb] Fairtrade 23rd Feb -5th March Easter Bunny (Peter Rabbit)	World Book Day [2nd March] International Women's Day [8th March] Science Week [10th - 17th March] World Poetry Day [21st March] Mother's Day [19th March] Start of Ramadan [22nd March] Keep Britain Tidy [March]	Easter [9th April] Eid [21st April] Queen's Birthday [21st April] Earth Day [22nd April] International Dance Day (29th April) Sir David Attenborough's Birthday [8th May] Florence Nightingale's Birthday and International Nurses Day [12th May] Walk to School Week [22nd May] Compost Awareness Week [29th May]	Summer Pride World Environment Day [5th June] Child Safety Week [June] World Oceans Day [8th June] Father's Day [18th June] World Music Day [21st June] Armed Forces Day {24th June} World Chocolate Day [7th July] Wimbledon 3rd - 16th July

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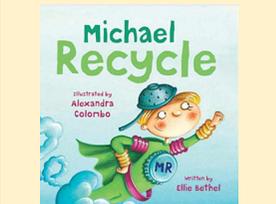
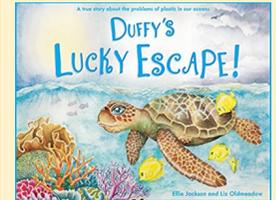
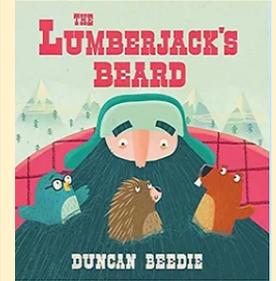
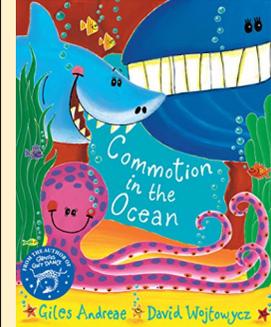
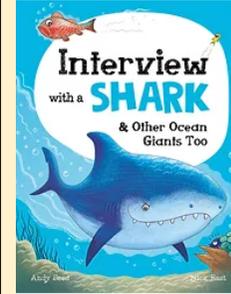
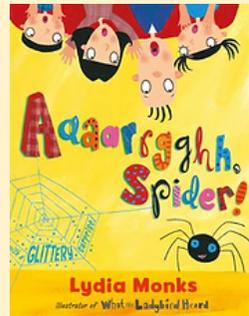
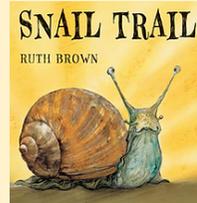
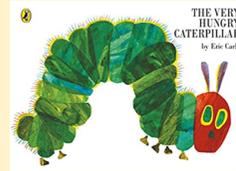
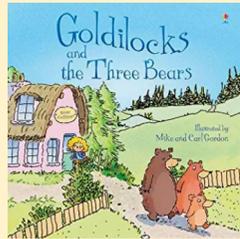
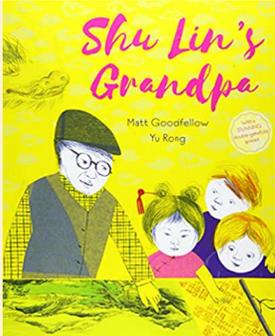
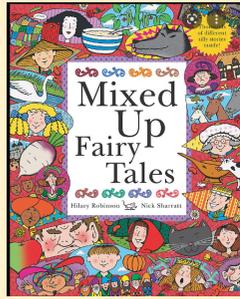
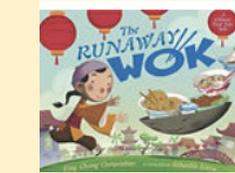
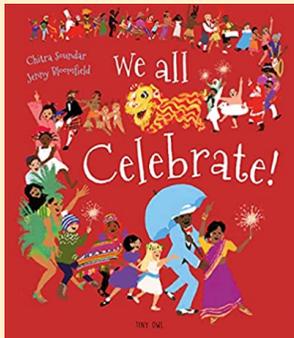
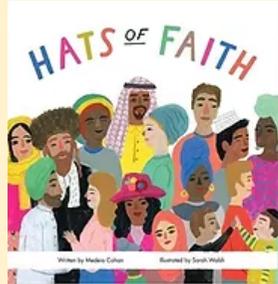
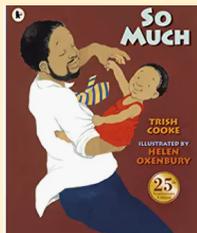
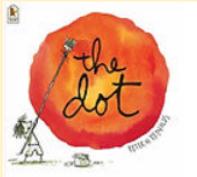
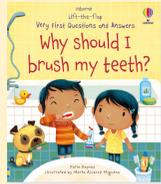
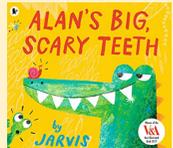
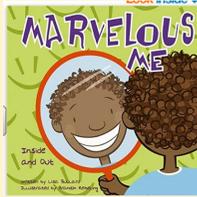
		EYFS Visit Cockfields Farm to see Father Christmas / Christmas Experience				
Careers Related Learning	Dentist -Adam /Smile Team Baby visit Hairdresser - Jennie and Beckie /beautician - Marc	Builder / Bricklayer Chef - Debbie Michael - School Crossing Patrol	Firefighter - Elliott Fire Engine Police Officer - Stephen Police Car PSCO -	Nurse - Mavis and Vartan - School Nurse Physiotherapist - Louise and Karolina Tour of the school	Cabin Crew -Kayleigh Train Driver - Chef - Holly	Farmer - Ian /Will Tractor visit
Personal, Social and Emotional Development	Build constructive and respectful relationships Manage own needs	Begin to see themselves as valuable individuals Express feelings and consider feelings of others	Identify and moderate own feelings Work and play co-operatively and take turns	Begin to show resilience in the face of challenge Think about perspective of others Positive attachments	Regulate own behaviour and work towards own goals Focused attention	Confident to try new things and show independence, resilience and perseverance in the face of challenge
Communication and Language	<p>In order to support Communication and Language we:</p> <p>Allow for the children to engage in numerous high quality conversations with their peers and with adults each day</p> <p>Provide a language rich environment</p> <p>Build language effectively through noticing, commenting and echoing back to children on what they are interested in</p> <p>Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words</p> <p>Promote story telling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures</p>					
Communication and Language Wellcomm assessments and interventions to support development of CAL blank levels Elklan strategies	Model listening and attention and build these skills. Engage in story times Develop social phrases Talk about familiar topic of self and family	Continue to develop vocabulary and provide opportunities to use new words. Encourage chn to ask questions. Chn begin to articulate ideas and thoughts and use talk to organise thinking. Listen to rhymes and songs paying attention to how they sound	Listen to and talk about stories to build understanding. Retell stories and gain deep familiarity with texts using exact repetition and some in own words. Help to create traditional tale story maps and make own	Learn rhymes, poems and songs Engage in non-fiction books about minibeasts Develop topic specific vocab Use new vocab in different contexts Describe events in some detail connecting ideas or actions using a range of connectives	Listen to and talk about selected non- fiction to develop a deep familiarity with new knowledge and vocabulary Develop topic specific vocab linked to journeys around the world	Articulate ideas and thoughts in well-formed sentences Use new vocabulary throughout the day. Ask questions to find out more Use talk to work out problems and organise thinking. Explain how things work and why they happen Curriculum Bonanza to act as an opportunity

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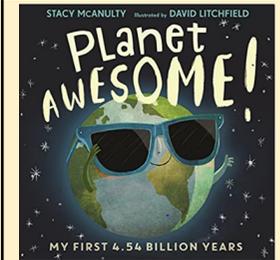
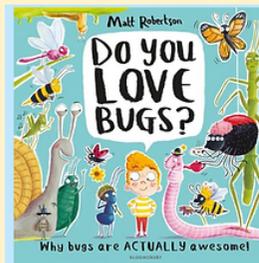
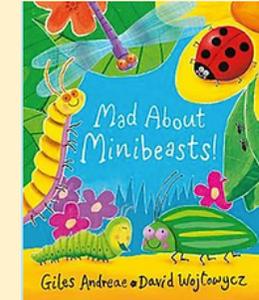
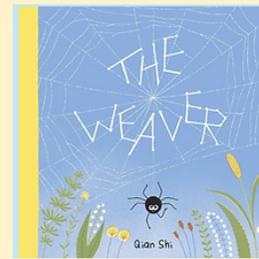
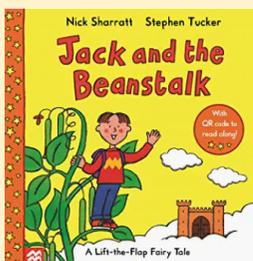
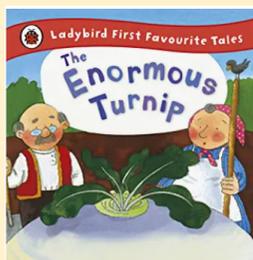
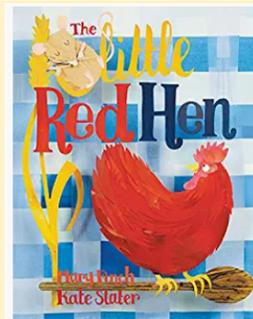
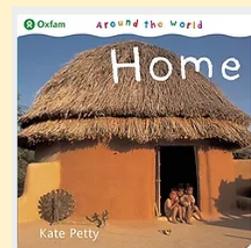
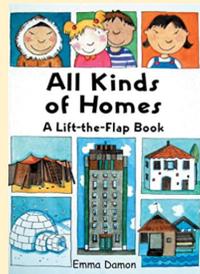
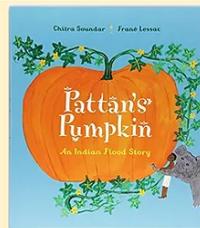
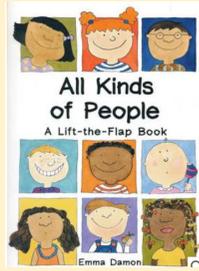
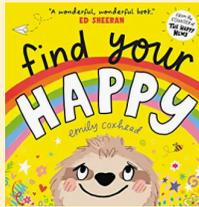
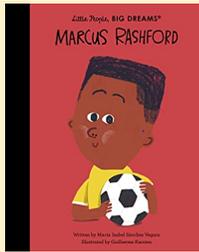
		Children to use broadening range of vocab around broadening understanding of the world				for chn to showcase achievement of ELGs
Rhymes	Incy Wincy Spider Twinkle Twinkle Little Star Hey Diddle Diddle Humpty Dumpty Row Row your Boat	Bonfire Night! Baa Baa Black Sheep I'm a Little Teapot Ring-a-Ring O' Roses If You're Happy and You Know It When Santa got Stuck up the Chimney Jingle Bells	1, 2, 3, 4, 5 Once I Caught a Fish Alive Pitter Patter Rainbows Five Little Men in a Flying Saucer Five Little Monkeys Horsie Horsie Two Little Dickie Birds	Hot Cross Buns Little Bo Peep Little Miss Muffet Mary, Mary... Miss Polly had a Dolly Old McDonald Five Little Ducks Five Little Speckled Frogs	Oranges and Lemons One, Two Buckle my Shoe Pat-a-cake Polly put the Kettle on Round and Round the Garden	Ten Green Bottles The Grand Old Duke of York Little Peter Rabbit I Hear Thunder Doctor Foster Share our favourites!
Poems   	Chop Chop Cup of tea Pointy Hat Falling Apples A basket of apples 5 Little Pumpkins	Leaves are falling Breezy Weather Who has seen the wind? Wise Old Owl Mice Shoes	Popcorn A Little House Hungry Birdies Mrs Bluebird Let's put on our mittens I can build a snowman Carrot Nose	Pancakes Spring Winds Furry Furry Squirrel A Little Seed Stepping Stones	I have a little frog Dance Pitter Patter Sliced Bread A Little Shell 5 Little Peas	The Fox The Monkey Babies Thunderstorm 5 Little Owls If I was so very small Under a stone
Phonics See prog plan Little Wandle						

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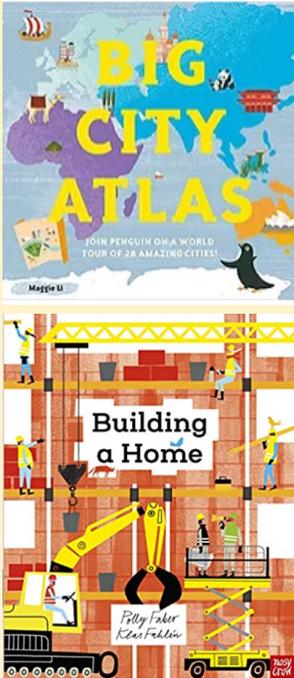
Literacy Core Texts



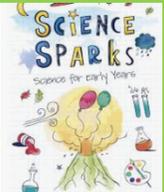
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<p>Maths White Rose Hub Reception Guidance See med term plan for detail</p>	<p>Phase 1 Match and sort Making comparisons Exploring pattern Phase 2 123 Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Geometry and Spatial Thinking Circles and triangles Phase 3 Numbers to 5 Geometry and Spatial Thinking</p>	<p>Phase 4 Alive in 5 Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity Phase 5 Growing 6, 7, 8 Making Pairs Combining 2 groups Length and Height Time Phase 6</p>			<p>Phase 7 Building numbers and counting patterns beyond 10 Spatial Reasoning Match Rotate Manipulate Phase 8 Adding More and Taking Away Spatial Reasoning Compose and Decompose Phase 9 Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning</p>	

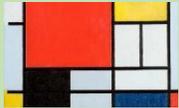
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	Shapes with 4 sides Measurement Time	Building 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern			Visualise and Build Phase 10 Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping	
Science What an EYFS Scientist needs to understand	That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of Scientific equipment to help them develop their lines of enquiry. How science is used to help us.					
Science and DT See woodwork area plan Cooking area in provision supports independent application of skills  	Investigation Science Sparks How to keep our teeth healthy Introducing making a cake for birthdays Introduce making playdough Apple crumble Vegetable soup Introducing making salt dough - Diva Lamps Seasonal change Autumn	Investigation Magnets Making a poppy wreath to put on the local cenotaph Making Christmas cards Christmas natural orange and cloves decoration Constructing a christmas wreath for our homes Mince Pies Seasonal change Autumn to Winter Xmas Elf STEM challenges	Investigation Freezing and melting Making bird feeders Peppermint creams Stir fry Science Sparks Trad Tales link Seasonal change Winter	Investigation Materials Germination in a bag Making Mother's Day cards Science Sparks Make a shelter for Incy Wincy Spider Charles Macintosh Sticky Webs Seasonal change Spring	Investigation Eid sweets A card for the Queen's birthday A card for Sir David Attenborough's birthday Eugenie Clark Shark Lady	Investigation Shadows Making Father's Day cards Science Sparks Super Shadows Seasonal change Summer Revisit key learning in our floor book
Geography	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					

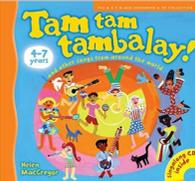
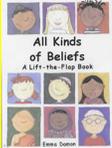
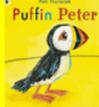
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<p>What an EYFS Geographer needs to understand</p>	<p style="text-align: center;"> Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. </p>					
<p>Geography</p>  <p>Map of the world - Connections to that child.</p> <p>Add postcards throughout the year from Paddington</p>	<p>My World Where do I live? Who lives near to me?</p> <p>Introduce Paddington Bear Send Paddington Bear off on his journey and await his postcards back from the countries he will visit.</p> <p>Postcard 1 - London</p> <p>Postcard 2 - Sudan</p> <p>Diwali</p>	<p>How do we get to Manchester town centre? Route to Moston Brook Map and key Festivals and celebrations around the world</p>	<p>Maps</p> <p>Luna New Year</p> <p>Draw maps of characters' journeys eg Corner Shop, Year 1, Forest School, Bakery</p> <p>Story maps</p>	<p>Which minibeasts can we find in our local area? Explore school, and Moston Brook Contrast to minibeasts found around the world</p> <p>What is the world's largest spider?</p>	<p>The Wider World Locate 'shark hotspots'</p> <p>Life of a child in different countries (see Paddington Postcards)</p> <p>Using maps and globes Drawing own maps Google Earth</p>	<p>Revisit key Geography learning through floor books</p> <p>Revisit key vocabulary Where have we been and who have we met?</p> <p>Links to current sporting events or world news</p>
<p>History What an EYFS Historian needs to understand</p>	<p style="text-align: center;"> Develop a sense of now and in the past That there are key words/vocabulary associated with the passage of time; That the passage of time changes us all; That the passage of time changes the world around us; We need to change what we do/wear in response to the passage of time; That events/celebrations take place at specific points of the year. </p>					
<p>History History Association EYFS schemes of work</p>	<p>How have I changed since I was a baby? Historical enquiry Days of the week</p>	<p>What are our favourite celebrations each year? Historical enquiry Bonfire Night Remembrance</p>	<p>Why do we wear different clothes during the year? Historical enquiry</p>	<p>What Time is it Mr Wolf? Passing of seasons - Spring</p>	<p>Who were the great explorers? Mae Jemison</p> <p>Old / New Transport</p>	<p>We can do anything! Discuss achievements of Figures from the past Celebration of women</p>

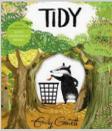
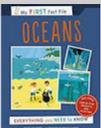
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<p>available to link into key learning</p>	<p>Visual Timetables Yesterday, today, tomorrow, next week etc Wall calendar Birthdays Diwali</p> <p>Sharing News - VIP</p> <p>Do dinosaurs still roam the earth?</p>	<p style="text-align: center;">Christmas</p> <p>VIP - Special events - Floor Book Who is 5? Timeline - From birth to current day. Teachers - baby / toddler /child/teenager /adult / old age</p> <p>Did anything happen before I was born?</p>	<p style="text-align: center;">Weather</p>		<p>Look at new and old</p> <p>Local area Now and Then</p> <p>Golf Course - Before School</p> <p>Cottons Mills</p> <p>Has the railway always been there?</p>	<p>Draw a timeline of our time in YR What have we learned? Celebration Day!</p>
<p>Art Workshop in provision supports independent application of skills</p>	<p>Art Week Self portraits for Observational drawing of Autumn objects Leaf rubbings Andy Goldsworthy  Kandinsky </p>	<p>Bonfire and fireworks Jackson Pollock  Rangoli patterns Outdoor large scale patterns Printing and pattern wrapping paper design Colour mixing Changing colours</p>	<p>Story maps Story sticks Puppets and sets Observational drawing fruit Forest printing  Winter trees </p>	<p>Observational drawings of insects and plants and flowers 3D insects Create own lifecycles</p> <p>Matisse – The Snail </p>	<p>Observational drawings of land and sea animals Sea life Beach life Collage, pastels and chalks  Piet Mondrian - Primary Colours </p>	<p>Children use skills learned to confidently draw, paint, sculpt, collage independently in the provision</p> <p>Observational drawings of sunflowers Van Gogh  Antarctica Art Display for hall</p>
<p>Music</p>	<p>Charanga Me! Nursery Rhymes</p>	<p>Charanga My Stories Christmas` Songs Songs linked to topic</p>	<p>Charanga Everyone! Music linked to Trad Tales</p>	<p>Charanga Our World Musical instruments to represent insects</p>	<p>Charanga Big Bear Funk Songs and dances linked to topic</p>	<p>Charanga Reflect Rewind and Replay</p>

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	<p>Autumn and All About Me themed songs Number songs</p>		<p>There was a Princess Long Ago Golilocks went to the house of the bears Music Circle – Peter and the Wolf</p>	<p>Ugly Bug Ball Begin to look at composers, musicians and singers</p>	<p>Musical instruments to match different wild animals</p>	<p>Music dance and role play focus of topic Performing for an audience</p> <p style="text-align: center;">Talent Show</p>
<p>Physical Development</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, hammers, hacksaws, glue gun, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>						
<p>See Long Term Fine Motor Skills</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Set up Funky Finger activities to develop fine motor Pencil grip and scissor skills</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, Climbing. Continue to develop fine motor skills Plan for skill development in the classroom areas</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>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>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus independently indoors and outside and in a group.</p> <p>Plan activities where chn showcase skills learnt. Teach Nursery children how to use tools etc Transition</p>
<p>Religious Education PSED link</p>	<p>All About Me We are One Family Which stories are special and why?</p>  <p>Diwali Harvest</p>	<p>Celebrations</p>  <p>Which people are special and why? Hanukkah Christmas</p>	<p>The Importance of Belonging Which places are special and why?</p>  <p>Luna New Year</p>	<p>Stories from the Bible Which times are special and why? Jonah and the Whale David and Goliath Noahs Ark</p>	<p>Me and My Friends Where do we belong?</p> 	<p>Moving On What is special about our world?</p>

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<p>Active Citizenship How can we be good citizens?</p> <p>Maya Angelou Emmeline Pankhurst Florence Nightingale</p> <p>LPBD- Series</p>	<p>Looking after our local area Litter Picking in our local area</p>  	<p>Caring for our community Visit Local St Mary's Residential home to sing for residents</p> <p>Set up Pen Pals with residents</p>	<p>Caring for our community Retell our favourite stories to residents at St Mary's Residential Home</p>	<p>Showing concern for living things Protect creatures in our locality</p> <p>Make bird feeders, hedgehog homes, bee homes and bug hotels</p> <p>Plant things that birds and bees like</p> <p>Make feeders etc look at local wildlife</p>	<p>Showing concern for living things Link to litter picking – visit local stream look for litter/pollution Link to wider world Plastic pollution in our oceans – what can we do? Endangered animals David Attenborough Climate Change</p>    	<p>Recycle and Reuse Global Changes /Impact Learn about ways to recycle and reuse and teach our families and friends how to do the same</p> <p>Caring for our Community Share our curriculum journey with Holly Court</p> 
<p>British Values</p> 	<p>Democracy: making decisions together:</p> <ul style="list-style-type: none"> ✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. ✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. <p>Rule of law: understanding rules matter</p> <ul style="list-style-type: none"> ✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up <p>Individual liberty: freedom for all</p> <ul style="list-style-type: none"> ✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks. ✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. <p>Mutual respect and tolerance: treat others as you want to be treated</p> <ul style="list-style-type: none"> ✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences ✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions <p>Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					

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<p>Parental Involvement</p>	<p>Workshop: How can I support my child with reading at home?</p> <p>Phonics and Early Reading Stay and Play: phonics games and opportunity to read with child</p>	<p>Workshop: How can I support my child with maths at home?</p> <p>Early Maths Discussion around six main areas of maths and how parents can help at home Stay and Play Opportunity to play with children using manipulatives and representations</p> <p>Christmas Sing A - long</p>	<p>Workshop: How can I support my child's language at home?</p> <p>Communication and Language Sharing ideas from Elklan Stay and Play Opportunity to come in and play with children using Elklan strategies</p>	<p>Workshop: How can I use books to teach knowledge of the world?</p> <p>Understanding of the World/Literacy How to spot learning opportunities in books and how to use children's interests Stay and Play: parents come in and help to make bird feeders and bug hotels</p> <p>Mother's Day Tea Party Mum/ Grandma/ Nanna to come into class for an afternoon tea.</p>	<p>To be planned for the needs of parents. Google forms sent out to ask parents.</p> <p>Father's Day Tea Party Dad/Grandad/ Uncle to come into class for football, board games and Pizza.</p>	<p>Celebration Day Parents come and watch take part and celebrate their child's achievements</p> <ul style="list-style-type: none"> ● Mini Sports Day
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