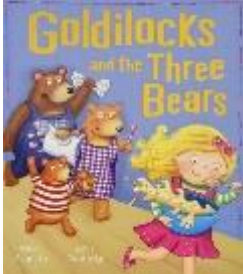
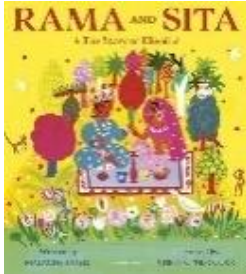
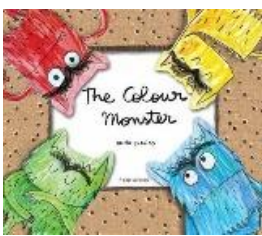
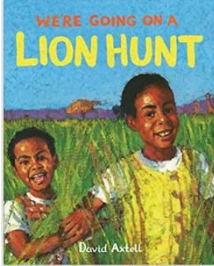
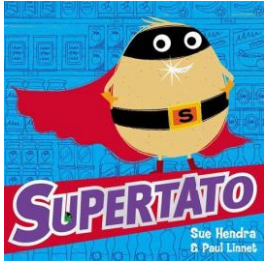
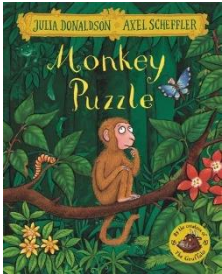




**EYFS Reception Curriculum Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Once Upon a Time	I wonder what's special	I wonder how it feels	I wonder where people live	I wonder what's out of this world	I wonder if everything changes
<b>Possible lines of enquiry</b>	<ul style="list-style-type: none"> <li>Traditional tales</li> </ul>	<ul style="list-style-type: none"> <li>Families</li> <li>Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and emotions</li> <li>Senses</li> <li>Materials</li> </ul>	<ul style="list-style-type: none"> <li>Different countries, cultures and climates</li> </ul>	<ul style="list-style-type: none"> <li>Space</li> <li>Dinosaurs</li> <li>Superheroes</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles</li> <li>Human growth</li> <li>Plants and animals</li> <li>Changing state</li> <li>Transition to Year1</li> </ul>
<p><b>Core texts</b></p> <p>We will use stories to facilitate learning across all of the 7 areas of learning and development.</p>	 <ul style="list-style-type: none"> <li>The Three Little Pigs</li> <li>Goldilocks and the Three Bears</li> </ul>	 <ul style="list-style-type: none"> <li>Bonfire Night Poem by Tony Mitton</li> <li>The Story of Rama and Sita</li> <li>The Best Birthday Present Ever</li> <li>The First Christmas</li> </ul>	 <ul style="list-style-type: none"> <li>The Colour Monster</li> <li>Ruby's Worry</li> </ul>	 <ul style="list-style-type: none"> <li>We're going on a Bear Hunt</li> <li>We're going on a Lion Hunt</li> <li>The Queen's Hat</li> </ul>	 <ul style="list-style-type: none"> <li>Whatever Next (Space)</li> <li>Supertato (Superheroes)</li> <li>Dino-Baby (Dinosaurs)</li> </ul>	 <ul style="list-style-type: none"> <li>The Growing Story</li> <li>Egg to chicken</li> <li>Monkey Puzzle</li> </ul>
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>The Three Billy Goats Gruff</li> <li>The Gingerbread Man</li> </ul>	<ul style="list-style-type: none"> <li>The Great Big Book of Families</li> <li>We Are Family</li> <li>Let's celebrate</li> <li>I'm Special I'm Me</li> <li>Love Makes a Family</li> <li>Brown Paper Bear</li> </ul>	<ul style="list-style-type: none"> <li>Giraffes Can't Dance</li> <li>Owl Babies</li> <li>A Handful of Buttons</li> <li>Worrysaurus</li> <li>Ravi's Roar</li> <li>Perfectly Norman</li> </ul>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Handa's Hen</li> <li>Same, same but different</li> <li>Hats of Faith</li> <li>Peepo</li> <li>The Odd Fish</li> <li>10 Things I Can do to Help My World</li> </ul>	<ul style="list-style-type: none"> <li>First Big Book of Space (Space)</li> <li>The Big Book of Dinosaurs (Dinosaurs)</li> <li>Harry and the Dinosaurs Go Wild (Dinosaurs)</li> <li>Superworm (Superheroes)</li> <li>Super Daisy (Superheroes)</li> </ul>	<ul style="list-style-type: none"> <li>The Tiny Seed</li> <li>The Very Hungry Caterpillar</li> <li>How Does an Egg Hatch?</li> <li>Once There Were Giants</li> </ul>



<p><b>Enrichment</b></p>		<ul style="list-style-type: none"> <li>• Family visits</li> <li>• Festival of light</li> <li>• Diwali presentation from visitor</li> <li>• Local walk to the post office</li> <li>• Christmas pantomime</li> <li>• Nativity</li> </ul>	<ul style="list-style-type: none"> <li>• Lunar New Year Parade</li> <li>• Lunar New Year presentation from visitor</li> </ul>	<ul style="list-style-type: none"> <li>• Food tasting</li> <li>• Local walk</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaur visit and fossil workshop</li> </ul>	<ul style="list-style-type: none"> <li>• Chicks</li> <li>• Caterpillars</li> <li>• Morio worms</li> <li>• Visiting Year1</li> </ul>
<p><b>Celebrations</b></p>	<ul style="list-style-type: none"> <li>• Harvest</li> <li>• Halloween</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Remembrance Day</li> <li>• Diwali</li> <li>• World Nursery Rhyme Week</li> <li>• Children in Need</li> <li>• Hanukah</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• New Year's Day</li> <li>• Pancake Day</li> <li>• Valentine's Day</li> <li>• Chinese New Year</li> <li>• Children's Mental Health Week</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Saint Patrick's Day</li> <li>• Mother's Day</li> <li>• Red Nose Day</li> <li>• World Autism Day</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Earth Day</li> <li>• St George's Day</li> <li>• Eid</li> </ul>	<ul style="list-style-type: none"> <li>• Father's Day</li> </ul>
<p><b>Working in partnership with parents</b></p>	<ul style="list-style-type: none"> <li>• Building relationships and sharing information</li> <li>• Baseline/settling in update</li> <li>• Family event: Developing gross and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>• Parents evening</li> <li>• Family event: Christmas themed bedtime story and songs</li> <li>• Nativity Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Family event: recognising and managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Parents evening</li> <li>• Family event: Easter themed bedtime story and egg hunt</li> <li>• Family Phonics Club</li> </ul>	<ul style="list-style-type: none"> <li>• Family event: Forest School</li> <li>• Family Phonics Club</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaur School graduation</li> <li>• Sports Day</li> <li>• Class Assembly</li> <li>• Open evening</li> </ul>
<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• <b>Listening, Attention and Understanding</b></li> <li>• <b>Speaking</b></li> </ul>	<ul style="list-style-type: none"> <li>• Wellcomm assessments</li> <li>• Developing desired learning behaviours</li> <li>• Introducing new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• We will provide the children with a language rich environment which focuses on developing communication skills and a broad vocabulary</li> <li>• We will use Elklan strategies to support children's language development</li> <li>• We will also use Wellcomm to provide focused intervention for children who would benefit from this</li> </ul>				



<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>• <b>Self-Regulation</b></li> <li>• <b>Managing Self</b></li> <li>• <b>Building Relationships</b></li> </ul>	<p>Me and My Relationships :</p> <ul style="list-style-type: none"> <li>• All about me</li> <li>• What makes me special</li> <li>• Me and my special people</li> <li>• Who can help me?</li> <li>• My feelings</li> </ul> <p>• Dinosaur School: Give me 5</p>	<p>Valuing Differences:</p> <ul style="list-style-type: none"> <li>• I'm special, you're special</li> <li>• Same and different</li> <li>• Same and different families</li> <li>• Same and different homes</li> <li>• Kind and caring</li> </ul> <p>• Dinosaur School: exploring and identifying feelings</p>	<p>Being My Best:</p> <ul style="list-style-type: none"> <li>• Bouncing back when things go wrong</li> <li>• Yes, I can!</li> <li>• Healthy eating</li> <li>• My healthy mind</li> <li>• Move your body</li> <li>• A good night's sleep</li> </ul> <p>• Dinosaur School: finding solutions</p>	<p>Keeping Myself Safe:</p> <ul style="list-style-type: none"> <li>• What's safe to go into my body (including medicines)</li> <li>• Safe indoors and outdoors</li> <li>• Listening to my feelings</li> <li>• Keeping safe online</li> <li>• People who help to keep me safe</li> </ul> <p>• Dinosaur School: positive relationships</p>	<p>Rights and Respect:</p> <ul style="list-style-type: none"> <li>• Looking after my special people</li> <li>• Looking after my friends</li> <li>• Being helpful at home and caring for our classroom</li> <li>• Caring for our world</li> <li>• Looking after money</li> </ul> <p>• Dinosaur School: staying healthy</p>	<p>Growing and Changing:</p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Life stages: plants, animals, humans</li> <li>• Life Stages: Human life stage - who will I be?</li> <li>• Getting bigger</li> <li>• Me and my body</li> <li>• Transition to Year 1</li> </ul> <p>• Dinosaur School: Dina's baby/transition</p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• <b>Gross Motor Skills</b></li> <li>• <b>Fine Motor Skills</b></li> </ul>	<p>Introduction to PE:</p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Moving safely</li> <li>• Running, jumping</li> <li>• Rolling</li> </ul> <p>• Dough disco</p> <p>• Funky finger activities</p>	<p>Ball Skills:</p> <ul style="list-style-type: none"> <li>• Rolling, tracking, bouncing, dribbling, throwing and kicking a ball</li> </ul> <p>• Dough disco</p> <p>• Funky finger activities</p>	<p>Dance:</p> <ul style="list-style-type: none"> <li>• Travelling</li> <li>• Copying and performing actions</li> <li>• Balance and co-ordination</li> </ul> <p>• Dough disco</p> <p>• Funky finger activities</p>	<p>Fundamentals:</p> <ul style="list-style-type: none"> <li>• Hopping, galloping, skipping, sliding, and jumping</li> <li>• Changing direction</li> <li>• Balancing and running</li> </ul> <p>• Dough disco</p> <p>• Funky finger activities</p>	<p>Games:</p> <ul style="list-style-type: none"> <li>• Running</li> <li>• Changing direction</li> <li>• Striking a ball</li> </ul> <p>• Dough disco</p> <p>• Funky finger activities</p>	<p>Gymnastics:</p> <ul style="list-style-type: none"> <li>• Shapes, balances and jumps</li> <li>• Rolls</li> <li>• Travelling</li> </ul> <p>• Dough disco</p> <p>• Dough disco</p> <p>• Funky finger activities</p>



<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension</b></li> <li>• <b>Word Reading</b></li> <li>• <b>Writing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Phase 1/2 phonics</li> <li>• Sequencing stories using pictures</li> <li>• Learning to use sound buttons, 'phonics finger' and 'segmenting fingers'.</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 2 phonics</li> <li>• Creating story maps</li> <li>• Reading and writing: CVC words, labels and captions</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3 phonics</li> <li>• Creating story maps and retelling stories</li> <li>• Reading and writing: CVC words, labels and captions, simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3 phonics</li> <li>• Creating story maps and retelling stories</li> <li>• Becoming more independent at reading and writing: labels, captions and simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 3/4 phonics</li> <li>• Creating story maps and retelling stories</li> <li>• Becoming increasingly independent at reading and writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Phase 4 phonics</li> <li>• Creating story maps and retelling stories</li> <li>• Independently reading sentences and retaining meaning</li> <li>• Independently writing sentences that they can read</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• <b>Number</b></li> <li>• <b>Numerical Patterns</b></li> </ul>	<ul style="list-style-type: none"> <li>• Developing mathematical vocabulary</li> <li>• Counting forwards and backwards</li> <li>• Matching, comparing and sorting amounts</li> <li>• Developing strategies for accurate 1:1 counting</li> <li>• Developing cardinality</li> <li>• Perceptually subitising within 3</li> <li>• Identifying sub-groups in larger arrangements</li> <li>• Representing amounts</li> <li>• Exploring the composition of numbers 1 to 4</li> <li>• Developing positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Perceptually and conceptually subitising within 5</li> <li>• Recognising numerals</li> <li>• Exploring the concept of 'wholes' and 'parts'</li> <li>• Exploring the composition of numbers within 5</li> <li>• Matching, comparing and sorting amounts</li> <li>• Developing positional language</li> <li>• Understanding everyday language in relation to time and money</li> <li>• Exploring 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Subitising within 5</li> <li>• Exploring numerical patterns including '1 more'</li> <li>• Developing accurate counting skills</li> <li>• Ordering numbers</li> <li>• Recognising numerals</li> <li>• Explore the composition of 5 and 6</li> <li>• Understanding that numbers within 10 can be composed of '5 and a bit'.</li> <li>• Exploring and creating repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring doubles</li> <li>• Counting beyond 20</li> <li>• Exploring the composition of odd and even numbers</li> <li>• Exploring the composition of numbers within 10</li> <li>• Comparing numbers and developing reasoning skills</li> <li>• Exploring length and height</li> </ul>	<ul style="list-style-type: none"> <li>• Subitising structures and unstructured patterns, including doubles</li> <li>• Counting beyond 20 from different starting points</li> <li>• Exploring the composition of 10</li> <li>• Ordering objects and numerals</li> <li>• Exploring weight and capacity</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>



<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Past and Present</li> <li>• People, Culture and Communities</li> <li>• The Natural World</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn walk</li> <li>• Creating maps of our classroom</li> <li>• RE: Which stories are special and why?</li> <li>• Forest School: exploring and managing risks</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the school grounds</li> <li>• Creating simple maps of the school</li> <li>• Diwali</li> <li>• Looking at toys from the past and how toys have changed (Brown Paper Bear)</li> <li>• RE: Which people are special and why?</li> <li>• Forest School: hibernation, seasonal changes</li> </ul>	<ul style="list-style-type: none"> <li>• Winter walk</li> <li>• RE: Which places are special and why?</li> <li>• Chinese New Year</li> <li>• Forest School: seasonal changes, managing risks, building shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Local walk</li> <li>• Creating simple maps of our walk</li> <li>• Using Oddizzi to contact a school in a contrasting location</li> <li>• Planting seeds</li> <li>• RE: Which times are special and why?</li> <li>• Forest School: seasonal changes, managing risks, bug hunts</li> <li>• Developing an understanding of the importance of recycling and what we can do to help our planet</li> </ul>	<ul style="list-style-type: none"> <li>• Spring walk</li> <li>• Eid</li> <li>• RE: Where do we belong?</li> <li>• Forest School: seasonal changes, managing risks, creating natural art</li> </ul>	<ul style="list-style-type: none"> <li>• Summer walk</li> <li>• Life cycles</li> <li>• RE: What is special about our world?</li> <li>• Forest School: seasonal changes, managing risks, exploring life cycles</li> </ul>
<p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"> <li>• Creating with Materials</li> <li>• Being Imaginative and Expressive</li> </ul>	<ul style="list-style-type: none"> <li>• Experimenting with colours</li> <li>• Preparing pumpkin soup</li> <li>• Charanga Unit 1: Me</li> </ul>	<ul style="list-style-type: none"> <li>• Artist study: Gustav Klimt - The Tree of Life Skills: drawing, colour, print, texture, form, print</li> <li>• Making Divas</li> <li>• Charanga Unit 2: My Stories</li> <li>• Nativity performance</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different textures and materials</li> <li>• Exploring properties of materials</li> <li>• Designing and making musical instruments</li> <li>• Charanga Unit 3: Everyone!</li> </ul>	<ul style="list-style-type: none"> <li>• Artist study: Richard Shilling - Land Art Skills: drawing, print, texture, form, pattern</li> <li>• Charanga Unit 4: Our World</li> </ul>	<ul style="list-style-type: none"> <li>• Junk modelling project – vehicles</li> <li>• Charanga Unit 5: Big Bear Funk</li> </ul>	<ul style="list-style-type: none"> <li>• Artist study: Eric Carle - collage Skills: drawing, colour, print, texture, form, pattern</li> <li>• Charanga Unit 6: Reflect, Rewind, Replay</li> </ul>