



## Curriculum overview Reception

### Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the programme that the Government sets for all Early Years providers (0-5 years) to make sure that all children learn and develop well and are kept healthy and safe. The learning and development requirements are informed by the best available evidence on how children learn and reflect the broad range of skills, knowledge and attitudes children need as foundations for good future progress.

The EYFS learning and development requirements comprise:

- the characteristics of effective learning
- the seven areas of learning and development and the educational programmes
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

### The Characteristics of Effective Learning

#### Playing and exploring

Is about finding out and exploring, playing with what they know and being willing to 'have a go'.

#### Active Learning

Is about being involved and concentrating, persevering and enjoying achieving, what they set out to do.

#### Creating and thinking critically

Is about having their own ideas, making links and choosing ways to do things



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The Seven Areas of Learning			
Prime Areas			
<p><b>Personal, Social and Emotional Development</b> This area prioritises the relationships children have with those around them, as well as themselves. Children will learn about their emotions and how to manage them – not forgetting the self-awareness to recognise the emotions of others. Children learn to set themselves simple goals and be confident in their own abilities.</p>	<p><b>Communication and Language</b> Communication and language is universally relevant throughout the Early Years Foundation stage. The aim of this area is to give children an environment in which they can communicate and express themselves. They can develop their language by both talking and listening.</p>	<p><b>Physical Development</b> Lessons based on physical development will enable children to pursue happy, healthy and active lives. Good gross and fine motor skills will enable children to grasp a pencil correctly and be able to form letters.</p>	
Specific Areas			
<p><b>Literacy</b> To aid communication, literacy development is another area of priority. Literacy development is vital in helping children begin reading and writing. Phonemic awareness (the ability to hear and identify a range of words and sounds) is absolutely crucial to development.</p>	<p><b>Mathematics</b> Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Mathematics encourages the ability to work with numbers and calculations not only within a maths session but throughout other areas of learning. It also provides rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</p>	<p><b>Knowledge and Understanding of the World</b> Understanding the world involves guiding children to make sense of their physical world and their community. We do this through a wide range of experiences such as visits to the shops, a nature walk, meeting important members of society such as police officers, nurses and firefighters. All of this will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</p>	<p><b>Expressive Arts and Design</b> The aim here is to encourage full expression from children, so activities like painting, drawing, and playing with instruments are all important. It encourages creative learning and the ability to express themselves in various ways.</p>



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### Early Years Foundation Stage Assessment

The Reception Baseline Assessment ([RBA](#)) is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

In order to identify and plan for children's successful learning and development, staff observe children throughout the day to identify their interests, how they learn, and their progress in each area of learning and development.

Staff use Early Years Outcomes to inform understanding of child development through the early years and work closely with [parents](#) to build successful home-school partnerships.

Staff report the results of the early years profile ([EYP](#)) to parents at the end of the reception year.

A learning journal is also maintained for each child and is shared with parents and carers. It is widely recognised the vital role that parents have in supporting their children's learning and development.

Parents need to know what to expect in relation to their child's development.

### Special Educational needs and Disability SEND

Each child with additional SEND needs is allocated their own key person who will know them best and will plan for their needs, working closely with parents when doing so. SEND children are observed closely and their achievements are celebrated in their Learning Journal and planning documents. This information is then used to tailor the curriculum to meet the interests and enthusiasms of each child using methods of delivery that are appropriate to their needs. They will also be supported by the SENDCo to ensure staff have received appropriate training to support each child effectively.



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### Planning for the Early Years Foundation Stage

We plan to deliver a broad and balanced curriculum that encompasses all aspects of the [Statutory Framework](#) programmes of study. We also use [Development Matters](#) to help us plan appropriate learning opportunities throughout the year. Planning is also based on the observations of children's play and what their interests are. We plan themes and topics on a rolling 2 year programme. This ensures that the children have new learning experiences during their second year in Sunnyhurst class. There are many opportunities to explore a variety of topics and themes suggested by the children.

### Reception and year 1 topics 2021 – 2022 Cycle A

Autumn		Spring		Summer	
Marvellous Me!	Grandad's Toys	Magnificent things	Fruit Surprise!	Beauty	The wheels on the bus
<p>This topic encourages the children to talk about themselves and their loved ones. Through this topic we will be learning about each other and concentrating on our physical, social and emotional development. The children will be settling in this half term and learning our rules and routines. This term helps us learn all about the children and their likes and dislikes to help us plan exciting and creative areas within the classroom.</p>	<p>We will be looking at toys the past and present as well as toys from around the world. We will be encouraging children to bring toys in and discussing the purpose of them and the mechanisms used. There will be opportunities for the children to take apart toys and put them back together using tools and simple sticking techniques. We will be making our own toy using our woodwork area. The topic will also lead into Christmas celebrations.</p>	<p>This topic explores the materials that things are made of. We will use traditional tales to help us to explore the properties of materials and become investigators. We will explore what happens when the Gingerbread Man gets wet and investigate which liquid helps him to keep solid. We will learn how materials can be changed through heat, squashing and squeezing. Using heat we melt chocolate for a tasty treat.</p>	<p>During this topic we will take a journey to Africa and compare an area of Africa to the UK. We will read Handa's Surprise and explore the animals and the fruit in the story. This will lead into making our own fruit kebabs or fruit salad. We will create our own African safari in our small world area. The story Handa's Hen will complete this topic and lead nicely into exploring Easter celebrations.</p>	<p>Beauty explores the wonder of all things that live and grow in the garden. This is a great opportunity to explore changes overtime and watch our own flowers and vegetables grow. They get to experience first-hand how to care for living things. Together, we will be developing our growing area. We will be designing, building and planting with the children to create a vegetable patch and sensory garden.</p>	<p>This topic explores travel and we will learn all about the countries of the united kingdom. We will explore with Naught Bus and go on our own bus journey. The children will plan and design their own journey maps and we will send postcards home learning our name and address. Hopefully the postman will come and collect all of our postcards.</p>



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Reception Yearly Overview Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Personal, social and emotional	<p>Settling children in Setting up classroom rules and establishing routines - timetable Modelling play, desired behaviour and tidy up routines Building on children's independence and confidence – selecting resources safely. Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe. Talk about how to keep their bodies healthy and safe. Name ways to stay safe around medicines. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities. Understand that they can make a difference. Identify how they can care for their home, school and special people. Talk about how they can make an impact on the natural world. Talk about similarities and differences between themselves. Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning. Name and discuss different types of feelings and emotions. Learn and use strategies or skills in approaching challenges. Understand that they can make healthy choices. Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing. Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary when naming the different parts of the body. Know how to keep themselves safe.</p>
Communication and language	<p>Role play – home corner Small world play Snack time Helicopter Stories Show and Tell Circle time Key person time Talking and thinking floorbook sessions</p>	<p>Christmas performance Role play – Toy/Elves' workshop Small world play Show and Tell Helicopter Stories Circle time Key person time Talking and thinking floorbook sessions</p>	<p>Role play – Chinese restaurant Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>	<p>Role play – Handa's Surprise Small world play Show and Tell Helicopter Stories Circle time Key person time Spring music festival Talking and thinking floorbook sessions</p>	<p>Role play – Jack and the beanstalk Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>	<p>Summer performance Role play – Post Office Small world play Show and Tell Helicopter Stories Circle time Key person time Class assembly Talking and thinking floorbook sessions</p>



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Physical development	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Games / parachute Ball skills rolling Forest Friday</p>	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Games / Dance Ball skills under arm throw Forest Friday</p>	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Games / Dance Ball skills over arm throw Forest Friday</p>	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Gymnastics Throwing, catching, bouncing Forest Friday</p>	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Gymnastics Ball skills kicking Forest Friday</p>	<p>Changing before and after PE Fine motor skills activities Dough disco Funky fingers Using scissors correctly Letter and number formation Developing balance and control in the outdoor area Athletics Sports day Forest Friday</p>
Literacy	<p>Phase 1 &amp; 2 phonics. Recognising letter sounds. Oral blending and segmenting cvc words. Speaking and Listening Focus Introduce new children. Building children's understanding. Focus on early reading skills. Pencil control and name writing.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading HF and tricky words. Retelling and sequencing stories, instructions etc. Imperative verbs. Using adjectives to write character descriptions. Writing letters, cards and lists.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Reading sentences. Continue a rhyming string. Exploring features of a non-fiction book. Understanding that information can be found in books and on the internet. Non-fiction writing about the gingerbread man</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences. Writing a Recount of something we have done Practice writing sentences and the features that need to be included.</p>	<p>Phase 4 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words. Reading and writing HF and tricky words. Constructing sentences using conjunctions. Writing an ending to a well known story Jack and the beanstalk. Writing a poem about Spiders using adjectives.</p>	<p>Phase 4 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words and polysyllabic words Reading and writing HF and tricky words. Constructing sentences using conjunctions. Plan and write own story. Postcards Wanted poster.</p>



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Mathematics	<p><u>Getting to know you.</u> Take this time to get to know the children and what they know.</p> <p><u>Just like me</u> Matching and sorting, comparing amounts. Compare size, capacity, Explore pattern</p>	<p><u>It's me 1 2 3</u> Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Circles and triangles Positional language</p> <p><u>Light and dark</u> Numbers to 5 1 more, 1 less Shapes with 4 sides Time</p>	<p><u>Alive in 5</u> Introducing zero Comparing 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p><u>Growing 6 7 8</u> Making pairs Combining groups</p>	<p><u>Growing 6 7 8</u> Length and height Time</p> <p><u>Building 9 and 10</u> Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p><u>To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning, match, rotate, manipulate</p> <p><u>First then now</u> Adding more Take away Spatial reasoning compose and decompose</p>	<p><u>Find my pattern</u> Doubling, sharing even and odd spatial reasoning building</p> <p><u>On the move</u> Deepening understanding Pattern and relationships Spatial reasoning mapping</p>
Understanding the world	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Senses Signs of Autumn The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories and songs through the use of the computer. E-Safety Gain a sense of time and the past. Compare toys now to toys a long time ago.</p>		<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning about the Chinese culture and the New Year festival Chinese meal Making - pancakes Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals and living / decaying things. Begin to learn about the wider world and places beyond our country. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p>		<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer A range of ICT equipment will be used through focused activities and independent play. The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles, tadpoles, butterflies, chicks or ducklings.</p>	



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Expressive art and design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Firework pictures and models. use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a minibeast Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples ,over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, Coffee Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
Religious education	<p>Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas why Jesus is believed to be a special baby</p>		<p>New life Chinese New year Shrove Tuesday Easter Mother’s Day</p>		<p>Birthdays- Growth and transition Father’s day Eid</p>	





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### Reception and year 1 topics 2022 – 2023 Cycle B

Autumn		Spring		Summer	
Enchanted Wood!	Friends	Lost and Found	Dinosaurs	How does your garden grow?	Rock pools
<p>This topic explores the great outdoors. Children explore woodland animals and changes that they notice in the autumn. The children will be settling in this half term and learning our rules and routines. This term helps us learn all about the children and their likes and dislikes to help us plan exciting and creative areas within the classroom and outdoors.</p>	<p>We will be exploring friendship through lots of lovely stories. There will be opportunities to talk about the characters in stories and understand what makes them a good friend. We will also explore celebrations such as Harvest and Diwali. There will be lots of opportunities to explore different foods and make some sweet and savoury dishes, This will lead into Christmas celebrations.</p>	<p>This topic explores hot and cold places and the animals that live there. We will explore the polar regions and the equator. We will explore seasonal and daily weather patterns in the UK. There will be many creative opportunities to make our own windsocks, chimes, and icy suncatchers.</p>	<p>This topic explores Dinosaurs in all shapes and sizes. We will discover a mysterious egg in our outdoor environment. The children will learn about habitats and how they provide for the basic needs of things that live there. We will learn about basic food chains. Eggs are a key focus through this unit and we will hopefully hatch our own chicks or ducklings.</p>	<p>We will explore the wonder of all things that live and grow in the garden. This is a great opportunity to explore changes overtime and watch our own flowers and vegetables grow. They get to experience first-hand how to care for living things. Together, we will be developing our growing area. We will be designing, building and planting with the children to create a vegetable patch and sensory garden.</p>	<p>This is a lovely seaside theme. We will investigate a seaside town and learn all about beaches, cliffs, sand dunes and rockpools. The children explore sand and what we can do with it, sand art, mix cement to make a pebble mosaic, sand collage. We will create our own seaside area. WE hope to visit a local seaside town and sealife centre. Children will study the variety of animals that live in rockpools.</p>



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Reception Yearly Overview Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, social and emotional	<p>Settling children in</p> <p>Setting up classroom rules and establishing routines - timetable</p> <p>Modelling play, desired behaviour and tidy up routines</p> <p>Building on children's independence and confidence – selecting resources safely.</p> <p>Circle time – Talking about our emotions and what makes us special and different to others.</p>	<p>Valuing difference. Be sensitive towards others and celebrate what makes each person unique.</p> <p>Recognise that we can have things in common with others.</p> <p>Use speaking and listening skills to learn about the lives of their peers.</p> <p>Know the importance of showing care and kindness towards others.</p> <p>Demonstrate skills in building friendships and cooperation.</p>	<p>Keeping myself safe.</p> <p>Talk about how to keep their bodies healthy and safe.</p> <p>Name ways to stay safe around medicines.</p> <p>Know how to stay safe in their home, classroom and outside.</p> <p>Know age-appropriate ways to stay safe online.</p> <p>Name adults in their lives and those in their community who keep them safe.</p>	<p>Rights and responsibilities.</p> <p>Understand that they can make a difference.</p> <p>Identify how they can care for their home, school and special people.</p> <p>Talk about how they can make an impact on the natural world.</p> <p>Talk about similarities and differences between themselves.</p> <p>Demonstrate building relationships with friends.</p>	<p>Being my best. Feel resilient and confident in their learning.</p> <p>Name and discuss different types of feelings and emotions.</p> <p>Learn and use strategies or skills in approaching challenges.</p> <p>Understand that they can make healthy choices.</p> <p>Name and recognise how healthy choices can keep us well.</p>	<p>Growing and changing.</p> <p>Understand that there are changes in nature and humans.</p> <p>Name the different stages in childhood and growing up.</p> <p>Understand that babies are made by a man and a woman.</p> <p>Use the correct vocabulary when naming the different parts of the body.</p> <p>Know how to keep themselves safe.</p>
Communication and language	<p>Role play – home corner</p> <p>Small world play</p> <p>Fairies and magical creatures</p> <p>Snack time</p> <p>Helicopter Stories</p> <p>Show and Tell</p> <p>Circle time</p> <p>Key person time</p> <p>Talking and thinking floorbook sessions</p>	<p>Christmas performance</p> <p>Role play – Toy/Elves' workshop</p> <p>Small world play</p> <p>Woodland animals</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Lost and Found</p> <p>Small world play</p> <p>Arctic/Antarctica</p> <p>Safari</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Dinosaurs</p> <p>Small world play</p> <p>Bog Baby, amphibians</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Spring music festival</p> <p>Talking and thinking floorbook sessions</p>	<p>Role play – Darden centre</p> <p>Small world play</p> <p>Minibeasts</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>	<p>Summer performance</p> <p>Role play – Seaside café</p> <p>Small world play</p> <p>Rock pools</p> <p>Show and Tell</p> <p>Helicopter Stories</p> <p>Circle time</p> <p>Key person time</p> <p>Class assembly</p> <p>Talking and thinking floorbook sessions</p>



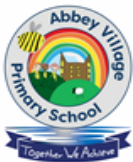
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Physical development	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / parachute</p> <p>Ball skills rolling</p> <p>Forest Friday</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills under arm throw</p> <p>Forest Friday</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Games / Dance</p> <p>Ball skills over arm throw</p> <p>Forest Friday</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Throwing, catching, bouncing</p> <p>Forest Friday</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Gymnastics</p> <p>Ball skills kicking</p> <p>Forest Friday</p>	<p>Changing before and after PE</p> <p>Fine motor skills activities</p> <p>Dough disco</p> <p>Funky fingers</p> <p>Using scissors correctly</p> <p>Letter and number formation</p> <p>Developing balance and control in the outdoor area</p> <p>Athletics</p> <p>Sports day</p> <p>Forest Friday</p>
Literacy	<p>Phase 1 &amp; 2 phonics. Recognising letter sounds.</p> <p>Oral blending and segmenting cvc words.</p> <p>Speaking and Listening Focus</p> <p>Introduce new children. Building children's understanding.</p> <p>Focus on early reading skills.</p> <p>Pencil control and name writing.</p>	<p>Phase 3 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words.</p> <p>Reading HF and tricky words.</p> <p>Retelling and sequencing stories, instructions etc.</p> <p>Imperative verbs.</p> <p>Using adjectives to write character descriptions.</p> <p>Writing letters, cards and lists.</p>	<p>Phase 3 phonics. Recognising letter sounds.</p> <p>Oral blending and segmenting cvc and cvcc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Reading sentences.</p> <p>Continue a rhyming string.</p> <p>Exploring features of a non-fiction book.</p> <p>Understanding that information can be found in books and on the internet. Non-fiction writing linked to theme</p>	<p>Phase 3 phonics. Recognising letter sounds.</p> <p>Oral blending and segmenting cvc and cvcc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences.</p> <p>Writing a Recount of something we have done</p> <p>Practice writing sentences and the features that need to be included.</p>	<p>Phase 4 phonics. Recognising letter sounds.</p> <p>Oral blending and segmenting cvc and cvcc words.</p> <p>Reading and writing HF and tricky words.</p> <p>Constructing sentences using conjunctions.</p> <p>Writing an ending to a well known story Jack and the beanstalk.</p> <p>Writing a poem linked to theme .</p>	<p>Phase 4 phonics. Recognising letter sounds. Oral blending and segmenting cvc and cvcc words and polysyllabic words</p> <p>Reading and writing HF and tricky words. Constructing sentences using conjunctions.</p> <p>Plan and write own story.</p> <p>Postcards from the seaside.</p> <p>Information about a rockpool animal</p>



## Curriculum overview Reception

Mathematics	<p><u>Getting to know you.</u> Take this time to get to know the children and what they know.</p> <p><u>Just like me</u> Matching and sorting, comparing amounts. Compare size, capacity, Explore pattern</p>	<p><u>It's me 1 2 3</u> Representing 1 2 3 Comparing 1 2 3 Composition of 1 2 3 Circles and triangles Positional language</p> <p><u>Light and dark</u> Numbers to 5 1 more, 1 less Shapes with 4 sides Time</p>	<p><u>Alive in 5</u> Introducing zero Comparing 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p><u>Growing 6 7 8</u> Making pairs Combining groups</p>	<p><u>Growing 6 7 8</u> Length and height Time</p> <p><u>Building 9 and 10</u> Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p><u>To 20 and beyond</u> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning, match, rotate, manipulate</p> <p><u>First then now</u> Adding more Take away Spatial reasoning compose and decompose</p>	<p><u>Find my pattern</u> Doubling, sharing even and odd spatial reasoning building</p> <p><u>On the move</u> Deepening understanding Pattern and relationships Spatial reasoning mapping</p>
Understanding the world	<p>School environment inside and outside Meeting people who help us in our school Show interest in the different jobs people do Talking about the lives of people who are familiar to them and sharing news. Learning that we are all different in our school, but that we are all special Looking at where I live My journey to school Caring for my environment Signs of Autumn</p> <p>The children will be introduced to the computer and begin to name the parts of it e.g. mouse, Interactive whiteboard. The children will learn new games, stories and songs through the use of the computer. E-Safety</p> <p>Gain a sense of time and the past, Christmas through the ages.</p>		<p>Knowing some ways to keep safe. Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. Name adults in their lives and those in their community who keep them safe. Talk about their impact on the natural world. Learning that we all enjoy different activities and that's what makes us unique. Signs of Spring Observing plants, animals and living / decaying things. Begin to learn about the wider world and places beyond our country. Explore the wonder of the natural world and observe changes over time, chicks or ducklings. A range of ICT will be used e.g. Interactive whiteboards, electronic toys. ICT will also be incorporated into role play through playing with old telephones, cameras etc. E-Safety</p>		<p>Challenging stereotypes and negative attitudes promoting a positive attitude to difference Reflecting on the past year and their achievements and looking forward to new challenges Signs of Summer A range of ICT equipment will be used through focused activities and independent play. The children will continue to develop their skills using the interactive whiteboard, listening station and electronic toys. Explore the wonder of the natural world and observe changes over time, plants growing, animal life cycles.</p>	



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Expressive art and design	<p>Portrait painting, mixing skin colours Free exploration of junk resources. Accessing resources independently and safely. Skin coloured playdough – manipulate for a purpose. Explore colour mixing. Diwali lamps. Digitally manipulate images of self.</p>	<p>Firework pictures and models. use a range of materials including wood to make things. Music and movement. Create salt dough and make impressions. Leaf rubbings Christmas food. Plan a party with decorations. Design an advent calendar</p>	<p>Explore paint, mixing colours, adding texture to paint, using powder paint. Free exploration of junk resources. Accessing resources independently and safely Create own music and movement phrases</p>	<p>Easter activities Hammered flower press Whittling Free exploration of junk resources. Accessing resources independently and safely</p>	<p>Colour fabrics using a range of techniques e.g. fabric paints, printing, painting Design a minibeast Cut out shapes which have been created by drawing round a template onto the fabric Join fabrics by using running stitch, glue, staples, over sewing, tape Decorate fabrics with buttons, beads, sequins, braids, ribbons</p>	<p>shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration Colour Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, Coffee Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel</p>
Religious education	<p>Festivals from around the world. Harvest festival. Light festivals; Diwali Hanukkah Christmas why Jesus is believed to be a special baby</p>		<p>New life Chinese New year Shrove Tuesday Easter Mother's Day</p>		<p>Birthdays- Growth and transition Father's day Eid</p>	