

Curriculum Overview EYFS – Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Me and my world	Change and growth	Journeys	Change and growth	Me and my world	Journeys
Possible topic	All about me	Australia	Space	The Wild West	Dinosaurs	A Pirate Adventure
Key skills/knowledge	Listening to and discussing stories, rhymes and songs and learning them Learning different parts of books Focussing attention Looking at non-fiction Being proud of own work Beginning to understand and explain differences between people Developing friendships and turn taking Understanding feelings Ball skills Using apparatus safely Using tripod grip and beginning to write recognisable letters Understanding routines Linking sounds to letters Hearing and writing initial sounds Beginning to blend and segment Counting to 10, linking to numerals, subitising to 5 2d and 3d shapes Patterns Families, events recent and past, differences, members Some historical figures Name body parts and use senses	Listening to and discussing stories, rhymes and songs and learning them Learning different parts of books Focussing attention Looking at non-fiction Being proud of own work Beginning to understand and explain differences between people Developing friendships and turn taking Understanding feelings Ball skills Using apparatus safely Using tripod grip and beginning to write recognisable letters Understanding routines Linking sounds to letters Hearing and writing initial sounds Beginning to blend and segment Counting to 10, linking to numerals, subitising to 5 2d and 3d shapes Patterns Directional language Describing environment Simple mapwork 4 countries of the uk Compare Aylesbury to seaside	Following instructions Re-telling stories Taking part in conversations and discussions Discussing non-fiction Using detail in speech Perseverance, cooperation Understand stories showing friendship and difference Understand own feelings Feel part of school community Independence in dressing/undressing including zip Understand hygiene and healthy eating Ball skills -accuracy, confidence Importance of exercise Increasing control Teamwork Range of apparatus, moving around, under etc.. Fine motor skills developing, good posture, range of tools, accuracy Rhyming string Answering qs about stories Blending cvc	Following instructions Re-telling stories Taking part in conversations and discussions Discussing non-fiction Using detail in speech Perseverance, cooperation Understand stories showing friendship and difference Understand own feelings Feel part of school community Independence in dressing/undressing Explain why it is important to look after teeth Understand dental hygiene, screen time, routines etc... Ball skills -accuracy, confidence Importance of exercise Increasing control Teamwork Range of apparatus, moving around, under etc.. Fine motor skills developing, good posture, range of tools, accuracy including scissors Rhyming string	Attentive listening Language for more complex uses Resilience What makes a good friend? Develop constructive friendships and understand peers Value self Right and wrong Understand hygiene and healthy eating Balance and coordination Combing movements Strength and agility in movements Negotiating space Fair play Road safety Recognisable letters, tripod grip Fluency in reading simple sentences Identify punctuation Write short sentences, CL . Count to 20, subitise to 5 Number bonds to 10 Double facts Comparing quantities Odd and even Days of the week Comparing and measuring	Attentive listening Language for more complex uses Resilience What makes a good friend? Develop constructive friendships and understand peers Value self Right and wrong Understand dental hygiene, screen time, routines etc... Dental hygiene Balance and coordination Combing movements Strength and agility in movements Negotiating space Fair play Road safety Recognisable letters, tripod grip Fluency in reading simple sentences Identify punctuation Write short sentences, CL . Count to 20, subitise to 5 Number bonds to 10 Double facts Comparing quantities Odd and even Days of the week

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	<p>Roles in our community Seasons and weather</p> <p>Range of tools and techniques for art and dt for a purpose Simple songs Colours Using computing resources</p> <p>Road safety</p>	<p>Compare life in UK to elsewhere Name and draw animals and plants Recycling and litter picking RE – events, communities, stories Roles in our community Seasons and weather Simple science testing and questions</p> <p>Range of tools and techniques for art and dt for a purpose Simple songs Colours Using computing resources</p> <p>Road safety Take part in cooking activities</p>	<p>Whole alphabet, some digraphs, exception words, words and phrases, attempt to write a sentence</p> <p>Counting beyond 10 Estimating One more/less Number bonds Basic addition and subtraction, number sentences, problems Count in 2s Properties of shapes Continue and describing patterns Money, sequencing, time</p> <p>Key events in life, understand families Sims and diffs in the past through stories Compare lives of key people in history to own Testing forces Materials Melting and freezing RE – events, communities, stories Roles in our community Seasons and weather Simple science testing and questions</p> <p>Mix colours Move to music Using instruments Role play – complex stories Discuss creations, link to prior knowledge</p>	<p>Answering qs about stories Blending cvc Whole alphabet, some digraphs, exception words, words and phrases, attempt to write a sentence</p> <p>Counting beyond 10 Estimating One more/less Number bonds Basic addition and subtraction, number sentences, problems Count in 2s Properties of shapes Continue and describing patterns Money, sequencing, time</p> <p>Sims and diffs in the past through stories Compare lives of key people in history to own Pictures of the past, sims and diffs Understand own environment and compare to life in other countries Map work – drawing Body parts Observe and test forces Draw and name animals and plants RE – events, communities, stories Roles in our community Seasons and weather</p>	<p>Pictures from the past, sims and diffs Non-fiction books about environment Name and draw animals</p> <p>RE – events, communities, stories Roles in our community Seasons and weather Simple science testing and questions</p> <p>Match pitch and melody Making own music Make own dance Performing rhymes and songs Storylines in role play Safely use range of tools and techniques Road safety</p>	<p>Comparing and measuring</p> <p>Stories from the past, sims and diff Key individuals, compare lives Pictures from the past, sims and diffs Describing environment 4 countries of the uk Difference between Ayles and seaside town Compare UK to other countries Materials -identify and compare Sinking Floating Environmental issues RE – events, communities, stories Roles in our community Seasons and weather Simple science testing and questions</p> <p>Match pitch and melody Making own music Make own dance Performing rhymes and songs Storylines in role play Safely use range of tools and techniques</p>
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			Technology in the home, use range of technology for diff purposes	Simple science testing and questions Mix colours Move to music Using instruments Role play – complex stories Discuss creations, link to prior knowledge Technology in the home, use range of technology for diff purposes		
Suggested texts and rhymes	My Mum and Dad Make me Laugh Funnybones The Very Hungry Caterpillar My Cat Likes to Hide in Boxes Mog and the V.E.T	A koala who can Wombat stew A diary of a wombat All about Australia	The Solar System Living in Space Here come the Aliens One the moon Space poems QPootle 5	Imagine you're a cowboy North American Indians (Marie and Douglas Gorsline) Cowboys (Lucille Recht Penner) Cowboy things to make and do The Brave Cowboy (Joan Walsh Anglund) The gingerbread cowboy Totem tale	Tyrannosaurus Drip Dinosaurs love underpants Aliens love dinopants Dinosaur roar Gigantosaurus The dinosaur who lost his roar	Pirate Poems (David Harmer) Cats Ahoy Pirate Pete Pirate Pete talk like a pirate Jolly Olly Octopus Pirate things to make and do The shark in the dark Pirate stew
Vocabulary		Blend Segment Musical instruments Cultural words Bush fires Aboriginal Climate change Weather words Australian animals/festivals Flag Directions Globe Hemisphere Continent	Non-fiction Teamwork Collaboration Similarities Differences Float Sink Materials Communication Recount Space Roket Planets Asteroid Launch	Mouse Key board Monitor Capital letter Full stop Software 2D shapes More/Less Estimate Measure Height Character Setting Native Americans	Stegosaurus Jurassic Prehistoric Palaeontologist Change Melt Freeze Fragile More Less fewer Dinosaurs Fossils Environment Changes Herbivore	Myth Beebot Instructions Map Binoculars Telescope Sink Float Travel Passport Ship Predict Underwater Coral reef Pollution

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		Country	Aliens	Cowboys Horses Dingoes	Carnivore Omnivore Nocturnal	Collage 3d shape names Add Subtract Patterns Language relating to money and measure Adjectives
Work of Art:	Michael Andrews "Melanie and me swimming" 	clifford possum tjapaltjarri 	Georgia O'Keeffe "Starlight sky " and 'Star' 	Wassily Kandinsky "Red yellow blue " 	Maggie Hambling "Mud dream" 	Sir Terry Frost "Sun and boats" 
Festivals and celebrations	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day Hallowe'en	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday	St Davids day Holi Mothering Sunday St Patricks day Easter Baisakhi	St George's Day May Day	Father's Day Ramadan Eid ul Fitr
Enrichment – Outings/visitors/special events	Family learning Harvest festival Dot day Rugby day Phonics workshop Jobs week Visit from a pet Introduce school pets Come and read Stay and play	Children in need Remembrance day Bonfire night activities Christmas carols Posting a letter to Santa Adult directed Christmas activities	Space alien dress up day (To raise money for chicks?) Science experiment – making rockets Science activities Cake sales (to raise money for chicks?) Grandparents day	Cowboy dancing (barn dancing) Garden club after school	Maypole dancing Gulivers land (external visit)	Treasure hunt Fathers day event End of year disco Garden party

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<p>SMSC/BV/SV</p>	<p>SP – feeling positive about self M – understanding rules and routines S – developing friendships Cult – stories from different cultures BV – respect of other cultures SV – responsibility for environment</p>	<p>SP – understanding religious events M – feeling positive in helping the environment, S – taking turns Cult – stories from different cultures, comparing places, RE lessons BV –tolerance of others SV – inclusion, understanding differences between people</p>	<p>SP – understanding own feelings M – explaining own views and offering reasons, right and wrong of science S – taking turns in conversations Cult – understand the diversity of the school community, RE lessons BV – democracy, vote with friends to make decisions SV - perseverance</p>	<p>SP – feeling part of school community M – feeling positive about belonging S – understanding community Cult – understanding life in different country and time BV – democracy, vote with friends to make decisions, RE lessons SV – respect, for others differences</p>	<p>SP – expressing self through arts M – understanding what makes a good and bad friend, consequences S – understanding what makes a good friend Cult – learning about the environment BV – individual liberty ,making own choices, RE lessons SV – Honesty, being able to express feelings and choices</p>	<p>SP – understanding religious events M – understanding right and wrong S – understanding others feelings through roleplay Cult – understanding a range of places BV – Rule of law fair play in sports, RE lessons SV - collaboration, working with friends, teamwork</p>
<p>CofEL</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves</p>	<p>Playing and exploring – Plan and think ahead about how they will explore or play with objects. Make choices and explore different resources and materials. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that they have been previously taught. Respond to new experiences that you bring to their attention. Bring their own interests and fascinations into early years settings. Active learning – Participate in routines Begin to predict sequences Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves.</p>

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	<p>Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	<p>Begin to correct their mistakes themselves Keep on trying when things are difficult.</p> <p>Creating and thinking critically – Take part in simple pretend play. Sort materials. Solve real problems: Use pretend play to think beyond the 'here and now' and to understand another perspective Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
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