

Reception Curriculum

New EYFS Framework

Reception Curriculum

New EYFS Framework



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

EYFS: Reception

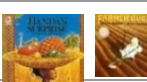
Sequenced Curriculum -Overview and Coverage

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and my friends/ Into the woods	Communities around us	Animal adventures around the world	Can you tell me a story?	In the garden	Explorers!
The Big Question	What's my new school like? Who is in our community? What happens during Autumn?	What happens at night? What do we celebrate in winter?	Where in the world are we? Why do we need to look after the Earth? How many different animals are there?	Can you tell me a story? What happens in a story? What do we know about birds?	What happens in springtime? What might you find in the garden? How do plants grow?	What might we find on the beach? What happens in summer? When did the dinosaurs roam the earth? Did pirates exist?
Key Dates	Rosh Hashanah (11.09) Autumn Equinox (22.09) Harvest Festival (04.10) Black History Month (Oct)	Bonfire Night (05.11) Nursery Rhyme Week (09.11) Diwali (08.11) Remembrance Day (11.11) Anti-Bullying Week (16.11) Children in Need (20.11) Advent (29.11) Christmas Jumper Day (10.12) Winter (21.12) Hanukkah/Christmas (25.12)	Penguin Awareness Day (20.01) RSPB's Big School's Bird watch (29.01) Burns Night (25.01) Lunar New Year (06.02) Ramadan (07.02) Pancake Day (09.02) Valentine's Day (14.02)	St David's Day (01.03) World Book Day (04.03) British Science Week (05.03) Mothers Day (07.03) Eid (9.03) St Patrick's Day (17.03) Holi (22.03) Spring (20.03) Easter (28.03)	Earth Day (22.04) St George's Day (23.04) May Day (01.05)	Dinosaur Day (01.06) World Ocean Day (08.06) Insect Week (20.06) Summer (21.06) Father Day (20.06)
Weekly Themes Nursery rhymes/traditional tales The world around us Our community/traditions	1 st Sept Starting school (settling in) 7 th Sept Starting school/feelings 14 th Sept My family and pets 21 st Sept My friends 28 th Sept Autumn 5 th Oct Harvest (4 th Oct) 12 th Oct In the woods 19 th Oct Black History Week (7 weeks 4 days)	2 nd Nov Bonfire and Fireworks/Diwali 9 th Nov Remembrance Sunday/ Nursery Rhymes 16 th Nov Birthdays 23 rd Nov Space 30 th Nov Light and dark 7 th Dec Christmas 14 th Dec Christmas (7 weeks)	4 th Where are we in the world?/Winter 11 th Africa – Safari 18 th – Frozen world –Penguin day (20 th) Big School 25 th Australia –(26 th Australia Day) Bird Watch (29 th) 1 st Asia and North America Lunar New Year (6 th) 8 th Feb The Jungle –link to South America /Pancake Day (9 th Feb) Valentines Day (14 th Feb) (6 weeks)	22 nd Feb What is a story? 1 st March Castles, dragons, princesses and knights St David's Day (1 st Mar) World Book Day(4 th Mar) Science Week (5 th) Mother's Day (7 th Mar) 8 th March The Gingerbread Man Eid (9 th Mar) 15 th March Can we make a story? St Patrick's Day (17 th Mar) 22 nd March Easter (Holi 22 nd Mar) (Easter 28 th Mar) (4 weeks 4 days)	2 th April Seasons and Spring 9 th April Jack and the Beanstalk Earth Day–22 nd Apr/St George's Day 23 rd) 26 th April Growing and planting 3 rd May Growing and planting 10 th May Minibeasts 17 th May Minibeasts Bee Day 20 th May 24 th May (7 weeks)	7 th June Dinosaurs 14 th June Summer(Father's Day 20 th June) 21 st June The seaside 28 th June Under the sea 5 th July Pirates 12 th July Circus/Explorers 19 th July (3 days) (6 week 3 days)
Key texts (Fiction/Non Fiction)						
'WOW' Moments	Teddy Bear's Picnic	Nativity (in house)	Animal Man (visitor)	Fairytale Ball (in house)	Trip to Botanical Gardens (trip)	Circus Skills (in house)

		why?	Diwali/Christmas		Easter		
	Computing	Play a simple game.	Typing their name	Draw on the IWB	Ipads for photos	Bee bot	Ask a question to Google
EAD Coverage	Music (Kapow)	Large repertoire of songs			Listen to a visitor play a range of instruments and identify similarities and differences. Experiment with different ways of playing instruments.	Tap to a rhythm. Match a pitch.	
	Imaginative play and dance	Developing story lines in play.	Begin to retell familiar stories Join in with dances and begin to perform for others. Watch a pantomime online and discuss.	Join in with a choreographed dance. Create their own performance to show the class.			Act out characters from familiar stories.
	Art	Mixing primary colours	Mold clay —link to Diwali	Learn to draw animals	Create some imaginative drawings.	Observational drawings	3D collage —Look at the work of Alexander Calder
	Drawing Sculpture painting	Draw a person (Explore, use and refine a variety of artistic effects to express their ideas and feelings.)	Draw a setting Look at the work of Picasso Salt dough decorations	Print using familiar objects	Create a 2D collage Mix watercolour paints —link to Gustav Klimt	Look at the work of Henri Matisse—mono print Use oil pastels	Explore a variety of materials to create a sculpture Make different shades of the same colour
	Design and Technology Textiles Cooking Structures Joins	Use glue to join.	Structures Building enclosures Learn how to use tape to make a join	Make a choice between glue/tape to join (Create collaboratively, sharing ideas, resources and skills)	Make the treasury tag join Cooking Planning and making Gingerbread Men	Make the split pin join (Return to and build on their previous learning, refining ideas and developing their ability to represent them.)	Textiles Exploring and naming different materials e.g paper, card, fabric Use a variety of joins
Communication and Language <u>*ongoing throughout the year</u> * Learn new vocabulary. *Use new vocabulary through the day. *Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. *Use new vocabulary in different contexts. *Listen carefully to rhymes and songs, paying attention to how they sound. *Engage in non-fiction books.		<u>Listening, Attention and Understanding</u> Listen carefully to a story. Understand how to listen carefully and why it is important Answer and ask who, what, when and where questions. <u>Speaking</u> Retelling the story 'The Owl Babies. To begin to use and develop social phrases.	<u>Listening, Attention and Understanding</u> Join in with repeated refrains in a story. Identify the main characters in the story and talk about their feelings Answer and ask why questions. <u>Speaking</u> Join in with small group conversations. Describe events taking place	<u>Listening, Attention and Understanding</u> Talk about key events in a story. Answer and ask how questions. <u>Speaking</u> Join in with whole class conversations. Articulate their ideas and thoughts into well-formed sentences.	<u>Listening, Attention and Understanding</u> Talk about the plot and main problem. Suggest rhyming words. <u>Speaking</u> Know a range of connectives to join their ideas. Describe events in detail	<u>Listening, Attention and Understanding</u> Link events in a story to their own experiences. <u>Speaking</u> Speak in whole class scenarios to share their experiences and interests. (ELG) Use talk to help work out problems and organise thinking.	<u>Listening, Attention and Understanding</u> 'Hot seat' characters from a story. <u>Speaking</u> Express ideas using past and present tense. (ELG) Use talk to explain how things work and why they might happen.

*Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		Take part in with l:l conversation with an adult.	in the school routine.	Retell a known poem.			
Phonics coverage (Little Wandle)		Week 1 s a t p Week 2 i n m d Week 3 g o c k is Week 4 ck e u r I Week 5 h b f l the	Week 1 ff ll ss j put* pull* full* as Week 2 v w x y and has his her Week 3 z z qu words with s /s/ added at the end ch go no to into Week 4 sh th ng nk she push he of Week 5 words with s /s/ added at the end we me be *	Week 1 ai ee igh oa Week 2 oo oo ar or was you they Week 3 ur ow oi ear my by all Week 4 air er words with double letters: dd mm lt bb rr gg pp ff are sure pure Week 5 longer words	Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs Week 4 longer words words ending in -ing compound words Week 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Week 1 short vowels CVCC said so have like Week 2 short vowels CVCC CCVC some come love do Week 3 short vowels CCVCC CCVC CCCVCC longer words were here little says Week 4 longer words compound words there when what one Week 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words	Week 1 long vowel sounds CVCC CCVC Review all taught so far Secure spelling Week 2 long vowel sounds CCVC CCCVC CCV CCVCC Week 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Week 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5 root word ending in: -er, -est longer words
Literacy (T4W/Drawing Club)		Talk for Write Fiction Owl Babies (3 weeks)  Poetry I am special (2 weeks)  (7 weeks)	Talk for Write Fiction Whatever Next! (3 weeks)  Poetry Nursery Rhyme -Hey diddle diddle (1 week) Non-fiction Writing a birthday card/Christmas card (2 weeks) (7 weeks)	Talk for Write Non Fiction: - animal description  (2 weeks) Fiction - Handa's Surprise (3 weeks)  Poetry -walking in the Jungle (1 week)  (6 weeks)	Talk for Write Non Fiction  Making a biscuit/gingerbread men (2 week) Fiction The Gingerbread Man (3 weeks) (5 weeks)	Talk for Write Non-fiction -Growing a bean (link-Jack and the Beanstalk) (2 weeks)  Fiction -the Very Hungry Caterpillar (3 weeks)  Non Fiction -fact file (1 weeks)  (6 weeks)	Talk for Write Poetry -sharing a shell/seaside poems (2 weeks)  Non Fiction - Instructions/directions linking to Pirates (2 weeks)  (7 weeks)
Literacy skills							
Literacy Coverage/pr	Comp	Retell a known story.	Identify key events in a known story.	Engage in discussion around non-fiction	Answer questions about a given story.	Use vocabulary in context learned in literacy sessions.	Engage in discussion around poems.

aggression	Word reading	- Read the sounds s, a, t, p, i, n, m, d, g, o, c, k, ck, e, i, r, h, b, f, l - Hear and identify initial sounds in words.	- Read all Au2 sounds - Blend sounds in words orally.	- Blend sounds in words. - Read short sentences based on phonics knowledge. - Know the tricky words:-I, is, the.	- Read all Phase 3 digraphs - Begin to read Phase 3 set 1 books. - Know all Phase 2 and some Phase 3 tricky words.	- Begin to read longer words using phase 2 and phase 3 sounds. - Read Phase 3 (set 1/2) books. - Know Phase 3 tricky words	- Read CCVC/CCVCC/CVCC words. - Begin to read Phase 4 books - Know some Phase 4 tricky words
	Writing	- Write their name. Correctly form the letters in their name - Write initial sounds.	- Use 'segmenting fingers' to sound out CVC words to write. - Correctly form the 'jumper family' - h, b, r, n, m, p, c, a, o, d, g, q.	- Independently write CVC words. - Correctly form the 'down letters' l, t, i, u, l, t, i, u, e, g, j, y, f, k, v, w, x, z	- Write words with digraphs (Au2/Spl). - Write a short phrase. Correctly form the numbers 2, 3, 7, 5, 0, 6, 8, 9, 1, 4	- Write a four word phrase. - Correctly form capital letters. I, L, E, F, H, T, C, O, S, G, Q, D, P, B, R, J, U.	- Correctly form capital letters - Write a short sentence. - Read what they have written to check it makes sense.
Reading Spine							
Pie Corbett's Poetry Spine							
Pie Corbett's Page Turners							
Maths Coverage		(7 1/2 weeks)	(7 weeks)	(6 weeks)	(5 weeks)	(6 weeks)	(7 weeks)
Mastering Number (White Rose Maths)		2. WRM Match, sort and compare Step 1,3,4,5,6 (5 steps) 3. Subitising Subitising within 3 4. Counting, ordinality and cardinality Focus on counting skills 5. Composition Explore how all numbers are made of 1s Focus on composition of 3 and 4 6. Subitising Subitise objects and sounds 7. Comparison Comparison of sets - 'just by looking' Use the language of	1. WRM Circles and triangles (4 steps) 2. Counting, ordinality and cardinality Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 3. Comparison Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number 4. Composition Explore the concept of 'whole' and 'part' 5. Composition Focus on the composition of 3, 4	1. WRM Mass and Capacity 4 steps 2. Subitising Subitise within 5 focusing on die patterns Match numerals to quantities within 5 3. Counting, ordinality and cardinality Counting - focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number 4. Composition Focus on 5 5. Composition Focus on 6 and 7 as '5 and a	1. WRM Explore 3D shape step 1-5 2. Counting, ordinality and cardinality Focus on the 'staircase' pattern and ordering numbers 3. Comparison Focus on ordering of numbers to 8 Use language of less than 4. Composition Focus on 7 5. Composition Doubles - explore how some numbers can be made with 2 equal parts SSM (1 week) *Explore 3D shape steps 6 & 7 every	1. WRM Manipulate, compose and decompose step 1-5 2. Composition Sorting numbers according to attributes - odd and even numbers 3. Counting, ordinality and cardinality Counting - larger sets and things that cannot be seen 4. Subitising Subitising - to 6, including in structured arrangements 5. Composition Composition - '5 and a bit' 6. Composition Composition - of 10	1. Comparison Comparison - linked to ordinality Play track games 2. Subitise to 5 Introduce the rekenrek 3. Automatic recall of bonds to 5 4. Composition of numbers to 10 5. Comparison 6. Number patterns 7. Counting SSM (1 week) Visualise, build and map 11 steps 7 steps week 1-7

	comparison: more than and fewer than) <u>SSM (1 week)</u> (15 sessions in total 21 WRM steps) *Talk about measure and patterns steps 1-5 (5 steps) every Friday from week 3-7	and 5 6. Counting, ordinality and cardinality Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 <u>SSM (2 weeks)</u> *Shapes with 4 sides (4 steps) every Friday from week 2-5.	bit' 6. Composition Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal <u>SSM (1 week)</u> *Length, height and time 6 steps Every Friday from week 1-6	Friday week 2 & 3	WRM Manipulate, compose and decompose step 6-8 week 2-4	
Fine motor (Kinetic Letters)	Making Bodies Stronger.	Correctly form the 'jumper family' – h, b, r, n, m, p. Correctly form the abracadabra letters –c, a, o, d, g, q, s	Correctly form the 'window cleaner letters' –l, t, i, u. Correctly form the special squirter, fisher and slider letters –e, g, j, y, f, k, v, w, x, z	Correctly form the numbers 2, 3, 7, 5, 0, 6, 8, 9, 1, 4	Correctly form the capital letters I, L, E, F, H, T, C, O, S, G, Q, D, P, B, R, J, U.	Correctly form sliding lines group- A, M, N, K, W, V, Z, X, Y
Fine Motor	Use the correct pencil grip and posture for writing. Use two-hole scissors to make snips in paper. Correctly form the letters in their name.	Cut along straight lines using two holed scissors.	Use a knife and fork to cut.	Cut along wavy lines using two-hole scissors.	Cut along zig-zag lines using two-hole scissors.	Cut around various shapes using two-hole scissors.
Gross Motor *Further develop the skills they need to manage the school day successfully: lining up and queuing mealtimes	Hop, skip and jump Move in different ways with ease and fluency both indoors and outdoors.	Pedal a bike with stabilisers Know how to safely use some gym equipment. Confidently and safely use apparatus both indoors and outdoors.	Pedal a bike without stabilisers. Complete various moves as part of a dance routine Be able to use climbing equipment safely.	Kick and pass different sized balls.	Bat and aim different sized balls,	Throw different sized balls.
PE Coverage	Me and Myself	Movement and Development	Dance	Ball Skills	sports day prep	Throwing and catching
PSED (Jigsaw) *Manage their own needs. –personal hygiene	Being Me in my World <u>Self-Regulation</u> See themselves as unique by sharing their hobbies and interests. Know what happy feels like. <u>Managing Self</u> Know how regular exercise is important for their health. Identify the learning zones and what related behaviour looks like for each. <u>Building Relationships</u> Identify their feelings, using books.	Celebrating Differences <u>Self-Regulation</u> Know what sad feels like and how to work through feelings of sadness. <u>Managing Self</u> Know the rules Responsible, Caring and Polite Children will know how to be a safe pedestrian and why this is important <u>Building Relationships</u> Children will share and co-operate with peers.	Dreams and Goals <u>Self-Regulation</u> Know how to make the right choice and the consequences of not doing so. Know what calm feels like and how to work through feelings of worry. <u>Managing Self</u> Know what a sensible amount of screen time is and why this is important for their health <u>Building Relationships</u> How to treat others in our class using the statement 'Kind hands	Healthy Me <u>Self-Regulation</u> Know the effects of their behaviour on others. Know what angry feels like and how to work through feelings of anger. <u>Managing Self</u> . Know how regular teeth brushing is important for their health <u>Building Relationships</u> Describe what makes a good friend; such as listening and sharing.	Relationships <u>Self-Regulation</u> Know to use calming techniques when they are feeling upset/angry. Know what calm feels like and what makes them feel calm. <u>Managing Self</u> Know about the importance of a good sleep routine for their health. <u>Building Relationships</u> Know how to express their opinion and understand it is okay to have a different opinion to their friends.	Changing Me <u>Self-Regulation</u> know how to show perseverance to overcome challenges Know what tired feels like and how to work through feelings of tiredness. <u>Managing Self</u> Know how to be a safe pedestrian and why this is important. <u>Building Relationships</u> Know how to resolve a problem by talking it through with a friend or adult.

	Listen with respect.		and kind words'.			
--	----------------------	--	------------------	--	--	--