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EYFS (Reception) Curriculum Overview/Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme				Once upon a time ... 	 all Creatures great and small	
Focused topic	Smooth transitions Starting school New Beginning Ourselves My body How have I changed? What am I good at? My family Birthdays Harvest Autumn days	Celebrations Light and Dark Autumn Space	Winter Polar regions Climates Contrasting environments Hibernation Where do you live?	The little Red Hen The Magic porridge pot Signs of Spring Fantasy creatures The great outdoors Recycling	Farm Healthy eating Growing life cycles Animals around the world Animal patterns Habitats	Travel Underwater worlds
key events	Transition Birthdays Harvest Autumn days	Remembrance Day Halloween Diwali World space week Nativity Christmas Christmas party Santa visit Church visit	Winter walks Valentine's Day Pancake Day Chinese New Year Food tasting - different cultures	World book day Mother's day Easter St George's Day Internet safety day Easter egg hunt	Farm visit Caterpillars transformation	Pirate fun day Transition Healthy eating week World environment day Sports day
Talk through stories Texts	The Rainbow Fish Perfectly Norman Ruby's worry	Mog and Meg Room on a broom Alien's love underpants Stick Man	Lost and found Burglar Bill Supertato	George and the Dragon Six dinner Sid A little bit brave	Farmer Duck Anna Hibiscus' song Slow Samson	What a wonderful world Billy's bucket Tiddler A giant jam sandwich Commotion in the ocean



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Other key texts	Brown Bear The colour monster Dogger Cottonwool Colin My monster and me Elmer Five minutes Peace	Owl Babies Funnybones stories Rama and Sita The Jolly Christmas Postman Christmas stories/ Nativity	Can't you sleep little bear The wolf's pancakes	The tiny seed Oliver's vegetables One plastic bag Jaspers beanstalk Titch Billy and the dragon After the fall	The very hungry caterpillar Argh Spider Diary of a wombat What the ladybird heard Click clack moo	The snail and the whale How to be a Viking Hugless Douglas Handa's surprise Handa's hen We went on safari
Literacy comprehension	Daily Little Wandle discrete phonics sessions. Guided reading sessions Mon, Tues and Wed. Listening to stories Joining in with rhymes and showing and interest with repeated refrains, Environment print Having favourite story or rhyme. Understanding the five concepts about print - print has meaning - print can have different purposes - we read from left to right and from top to bottom - the names of the different parts of a book.	Daily Little Wandle discrete phonics sessions Guided reading Beginning to retell stories. Retell stories related to events through acting/role play Retelling stories using images. Story maps and orally retelling new stories Sequencing story - use vocabulary of beginning, middle and end. Enjoy an increasing range of books	Daily Little Wandle discrete phonics sessions Guided reading Retelling stories with the recently introduced vocabulary Making up stories Recording stories through pictures, drawing/marks. Retelling stories with the recent introduced vocabulary Creating and recording stories using their phonic knowledge.	Daily Little Wandle discrete phonics sessions Guided reading Building fluency and understanding, Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experience of books. Develop own narratives and explanations by connecting ideas or events.	Daily Little Wandle discrete phonics sessions Guided reading Explain the stories they have listened to or have read themselves. Recall a story with actions or prompts as part of a group. Use story language when acting out a narrative.	Daily Little Wandle discrete phonics sessions Guided reading Demonstrating understanding of what has been read to them by retelling stories using their own words and new vocab, Listen to stories accurately, anticipating key event & respond to what they hear with relevant comments, questions and reactions. Make predictions Fiction & Non-fiction. Begin to understand that non-fiction text give us information and facts.



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	Sequencing familiar stories through the use of pictures to tell the story. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.					
Literacy word reading	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.	Daily Little Wandle discrete phonics sessions Guided reading sessions Mon, Tue and Wed.
Literacy writing	Finger gym challenges Dominant hand, tripod grip, mark making, giving meaning to marks and simple labelling. Writing initial sounds and simple captions. Writing names and labels. Practising correct letter formation.	Using phonics knowledge to write cvc words. Name writing Labelling, using initial sounds Story scribing Retelling stories Sequencing a story Practising correct letter formation	Caption writing and tricky words Writing cvc words Guided writing Create story board Practising correct letter formation	Begin to write simple sentences Creating story maps, writing captions and labels, writing simple sentences.	Writing simple sentences Writing for a purpose in role play Using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.	Writing simple sentences and phrases that can be read by themselves and others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Write character descriptions.



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						Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Mathematics	<p>White Rose maths - Getting to know you Just like me! Numberblocks Mission Maths</p> <p>Matching and sorting Compare amounts Compare size, mass &amp; capacity Exploring pattern</p>	<p>White Rose maths - It's me 1 2 3! Light and dark Numberblocks Mission Maths</p> <p>Representing 1 2 &amp; 3 Comparing 1 2 &amp; 3 Composition of 1 2 &amp; 3 Circles and triangles Positional language Representing numbers to 5 One more/less Shapes with 4 sides Time</p>	<p>White Rose maths - Alive in 5! Growing 6 7 8 Numberblocks Mission Maths</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5 6 7 &amp; 8 Making pairs Combining 2 groups Compare Mass Compare Capacity Length &amp; height Time</p>	<p>White Rose maths Building 9 and 10 Numberblocks Mission Maths</p> <p>Counting to 9 &amp; 10 Comparing numbers to 10 Number bonds to 10 Length &amp; Height Time 3D shape Patterns Spatial awareness</p>	<p>White Rose maths To 20 and beyond First Then Now Numberblocks Mission Maths</p> <p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Spatial reasoning Compose and decompose</p>	<p>White Rose Maths Find my pattern On the move Numberblocks Mission Maths</p> <p>Deepening understanding Patterns &amp; relationships Spatial mapping Mapping</p>
Communication & language	<p><b>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language intervention, assemblies and weekly interventions.</b></p>					
	Smooth transitions, settling in activities. Rhymes and songs					



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<p>Physical Development</p>	<p>Fine motor skills - dough disco, finger gym challenges. Gross Motor - weekly PE large apparatus, climbing, traveling. Cooperation games i.e. parachute games. Support good personal hygiene, provide regular reminders about handwashing and toileting. Tooth brushing</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Controlling own feeling and behaviours. Able to concentrate on a task. Applying personalised strategies to return to a state of calm. Able to ignore distractions. Thinking before acting. Able to curb impulsive behaviours. Behaving in ways that are socially acceptable. The ability to persist and persevere.</p>		<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>				



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<p>Personal, Social &amp; Emotional Development</p>	<p><b>Managing Self: New Beginnings.</b>  See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p><b>Managing Self:</b>  Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p><b>Managing Self:</b>  Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p><b>Managing Self:</b>  Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p><b>Managing Self:</b>  Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day. Winning and losing. Changing me - Look how far I've come! Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>PSE</p>	<p><b>Building Relationships:</b> Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p>			<p>Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>		
	<p>JIGSAW: Being Me in My World Piece 1 - Who...Me? Piece 2 - How Am I Feeling Today? Piece 3 -</p>	<p>JIGSAW: Celebrating Differences Piece 1 - What I Am Good At Piece 2 -</p>	<p>JIGSAW: Dreams and Goals Piece 1 - Challenge Piece 2 - Never Giving Up Piece 3 -</p>	<p>JIGSAW: Healthy Me Piece 1 - Everybody's Body! Piece 2 - We Like to Move It, Move it! Piece 3 -</p>	<p>JIGSAW: Relationships Piece 1 - My Family and Me! Piece 2 -</p>	<p>JIGSAW: Changing Me Piece 1 - My Body Piece 2 - Respecting My Body Piece 3 -</p>



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	<p>Being at School Piece 4 - Gentle Hands Piece 5 - Our Rights Piece 6 - Our Responsibilities</p>	<p>I'm Special, I'm Me! Piece 3 - Families Piece 4 - Houses and Homes Piece 5 - Making Friends Piece 6 - S Standing Up For Yourself</p>	<p>Setting a Goal Piece 4 - Obstacles and Support Piece 5 - Flight to the Future Piece 6 - Award Ceremony</p>	<p>Food Glorious Food Piece 4 - Sweet Dreams Piece 5 -Keeping Clean Piece 6 -Stranger Danger</p>	<p>Make Friends, Never Ever Break Friends! Part 1 Piece 3 - Make Friends, Never Ever Break Friends! Part 2 Piece 4 - Falling Out and Bullying Part 1 Piece 5 - Falling Out and Bullying Part 2 Piece 6 - Being the Best Friend We Can Be</p>	<p>Growing Up Piece 4 - Fun and Fears Piece 5 - Fun and Fears Piece 6 - Celebration</p>
<p>Understanding the world</p>	<p><b>People, Culture and Communities</b> Describing their environment around them. Can they locate their home on google maps? Exploring what makes a family. The varying members of a family unit.</p>	<p><b>People, Culture and Communities</b> Links to festivals: Bonfire night Diwali Christmas Role play - Christmas home scene. Cultural Events - Halloween (Trick or Treat), Bonfire Night, Remembrance Sunday, Christmas, Diwali.</p>	<p><b>People, Culture and Communities</b> Chinese New Year - how is it celebrated? How is it different to New Year here? Celebrating our differences. Significant cultural events: Pancake Day Easter Mother's Day</p>	<p><b>People, Culture and Communities</b> Maps of the farmyard and developing maps of the local area.</p>	<p><b>People, Culture and Communities</b> Describing their local habitat and a contrasting country. What are the similarities and differences? Exploring Africa</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other</p>



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						countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Understanding the world	<b>The Natural World</b> Seasons - Autumn - differences and changes over time - weather, animals and plants.	<b>The Natural World</b> Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Nocturnal animals - making sense of habitats. Which animals are nocturnal?	<b>The Natural World</b> Seasons - Winter - differences and changes over time - weather, animals and plants. Melting ice experiments. Non fiction arctic environment and animals. Comparing the Arctic to their local environment.	The Natural World Seasons - Spring - differences and changes over time - weather, animals and plants. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.	The Natural World Care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars.	The Natural World Seasons - Spring - differences and changes over time - weather, animals and plants. Exploring the differences between land and water. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the



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						seasons and changing states of matter.
Expressive Arts and Design	<p>Creating with Materials: Self portraits Use of the continuous provision and how to use the paint and workshop areas. Autumn craft &amp; pictures .Mixing colours and exploring textures.</p>	<p>Creating with Materials: Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, Christmas cards, calendars, Divas.</p>	<p>Creating with Materials: Winter pictures and scenes. Chinese New Year - tasting Chinese food and creating dragons, lanterns, &amp; cards</p>	<p>Creating with Materials: Spring pictures. Andy Goldsworthy Flower artwork.</p>	<p>Creating with Materials: Sculptures, Farm pictures Healthy Eating collages. African Art</p>	<p>Creating with Materials: Summer pictures. Marine life pictures. Paper plate jellyfish. Making passports. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
Expressive Arts and Designs	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs - Harvest songs. Role-play - home corner. Small world play</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs - Christmas songs. Performing the Nativity. Role-play - home corner (enhanced with Christmas)</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs - Winter songs. Role-play - the arctic. Small world - arctic explorer. Chinese New Year songs.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs - Easter songs. Role-play - home scene. Small world - Castles and Dragons.</p>	<p>Being Imaginative and Expressive: Singing songs and learning some familiar songs - Spring songs. Role-play - farm shop/garden centre. Small world play - farmyards.</p>	<p>Being Imaginative and Expressive: Singing song, It's a wonderful world by Louis Armstrong and learning some familiar songs - Seaside/Sea songs. Role-play - under the sea. Invent, adapt and recount</p>



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						narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.
SMSC Spiritual, Moral, Social and Cultural development	Mutual respect. We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.	Mutual Tolerance. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law. We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty. We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy. We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	British Values. Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment	National Reception Baseline Assessment (RBA) Mission maths assessments	Observations on Seesaw Mission maths assessments Insight data updated Pupil progress	Observations on Seesaw Mission maths assessment Insight data updated Pupil progress	GLD predictions Observations on Seesaw assessment Insight data updated Pupil progress meetings In-house	Observations on Seesaw Mission maths assessment Insight data updated Pupil progress	Observations on Seesaw Insight data updated End of Year Data submitted End of year Report to parents.



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	Observations on Seesaw Baseline on insight Parent/pupil consultations - settling in.	meetings In-house moderation EYFS cluster meetings	meetings In-house moderation EYFS team meetings Parent/pupil consultations	moderation EYFS cluster team meetings	meetings In-house moderation EYFS cluster meetings	
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