

## Reception Curriculum Map Overview

Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



| TERM                                                                                                                                                                                                                                                          | <b>Term 1</b><br>Monday 2nd Sept- Friday 25 <sup>th</sup> October<br><b>Inset- 2<sup>nd</sup> 3<sup>rd</sup> September</b>                                                         | <b>Term 2</b><br>Monday 4 <sup>th</sup> November – Friday 20 <sup>th</sup> December                                                                                                                                                                                                     | <b>Term 3</b><br>Monday 6 <sup>th</sup> Jan – Friday 14 <sup>th</sup> February                                                                                                                             | <b>Term 4</b><br>Monday 24 <sup>h</sup> February<br>Friday 4 <sup>th</sup> April<br><b>Inset- Friday 4<sup>th</sup> April</b>                                                                                                                                                                                                                              | <b>Term 5</b><br>Tuesday 22 <sup>nd</sup> April- Friday 23 <sup>rd</sup> May<br><b>Bank Hols- 21<sup>st</sup> April 5<sup>th</sup> May</b>                                                                 | <b>Term 6</b><br>Monday 2 <sup>nd</sup> June – Tuesday 22 <sup>nd</sup> July.<br><b>Inset – 21<sup>st</sup> 22<sup>nd</sup> July</b>                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                               | <b>Autumn One</b>                                                                                                                                                                  | <b>Autumn Two</b>                                                                                                                                                                                                                                                                       | <b>Spring One</b>                                                                                                                                                                                          | <b>Spring Two</b>                                                                                                                                                                                                                                                                                                                                          | <b>Summer One</b>                                                                                                                                                                                          | <b>Summer Two</b>                                                                                                                                        |
| <b>Important Dates Possible festivals and celebrations.</b><br><i>We engage in events, festivals, and celebrations throughout the year. There may also be events and experiences we engage in as a result of a fascination or interest within the cohort.</i> | Black History Month – October<br><br>Thursday 10 <sup>th</sup> World Mental Health Day                                                                                             | Diwali 31 <sup>st</sup> – 1 <sup>st</sup> November<br><br>Bonfire Night- 5 <sup>th</sup> November<br><br>Armistice Day = 11 <sup>th</sup> November<br><br>World Nursery Rhyme Week – Mon 11-Fri 15 <sup>th</sup><br><br>World Kindness Day – 13 <sup>th</sup> November<br><br>Christmas | Lunar New year – 29 <sup>th</sup> January – 5 <sup>th</sup> Feb<br><br>NSPCC Number Day 7 <sup>th</sup> February<br><br>Safer Internet Day –11 <sup>th</sup> Feb<br>Valentine’s Day – 14 <sup>th</sup> Feb | Ramadan – 28 <sup>th</sup> Feb – 30 <sup>th</sup> March<br>Pancake Day 4 <sup>th</sup> March<br><br>Red Nose Day - 15 <sup>th</sup> March<br><br>World Book Day – 6 <sup>th</sup> March<br><br>Mother’s Day – 30 <sup>th</sup> March<br><br>Science Week – 7 <sup>th</sup> – 16 <sup>th</sup> March<br><br>Eid – 30 <sup>th</sup> March – 31 <sup>st</sup> | World Oceans Day – 8 <sup>th</sup> June<br>Father’s Day – Sunday 15 <sup>th</sup> June                                                                                                                     |                                                                                                                                                          |
| <b>Topic</b><br><i>These may be adapted at various times to allow for children’s interests and broken down to weekly themes</i>                                                                                                                               | <b>It’s About Me!</b><br>Marvellous Me<br>Friends<br>My Home<br>My Family<br>My Pet<br>School                                                                                      | <b>Celebrate good times!</b><br>Diwali<br>Bonfire Night<br>Christmas<br>Remembrance Day                                                                                                                                                                                                 | <b>Stories, Tales and Pixie Dust!</b><br>Storytelling Week<br>Superheroes<br>Traditional Tales<br>Fairy tales                                                                                              | <b>What a wonderful World.</b><br>Dinosaurs<br>Animals<br>Life Cycles<br>Plants<br>Space<br>People                                                                                                                                                                                                                                                         | <b>Come Outside</b><br>Insects<br>Travel<br>Types of Transport<br>Maps<br>Countries                                                                                                                        | <b>Oh I do like to be beside the seaside</b><br>Local Beach<br>Sun and Sea Safety<br>Looking after our planet<br>Sea Creatures and Habitats              |
| Possible Books that may link to our learning, Be read during story times or related to theme.                                                                                                                                                                 | The Little Red Hen<br>The Three Little Pigs<br>Super Duper You<br>We’re going on a bear hunt<br>The Colour Monster Goes to School<br>In Every House on Every Street<br>Funny Bones | The Gingerbread Man<br>Humpty Dumpty<br>The Best Diwali Ever<br>The Perfect Fit<br><br>The Dark<br>One Snowy Night<br>The Jolly Christmas<br>Postman                                                                                                                                    | The Enormous Turnip<br>Goldilocks and the Three Bears<br>Mixed up Fairy tales<br>Rapunzel<br>Hansel and Gretel<br>Various Fairy tales<br>Ruby’s Chinese New Year<br>The Queens Knickers                    | Jack and the Beanstalk<br>Three Billy Goats Gruff<br>Hello Spring<br>The Dinosaur pooped...<br>Doing the Animal Bop<br>Dear Zoo<br>We’re going on Easter Hunt<br>The Tiny Seed<br>Bob Man on the Moon                                                                                                                                                      | Mr Gumpy’s Motor Car<br>The Very hungry Caterpillar<br>Handas Surprise<br>Greedy Zebra<br>Duck in a Truck<br>No bot the robot with No bottom<br>All are welcome here<br>Meerkat Mail<br>Martha Maps it Out | Somebody Swallowed Stanley<br>Dinosaur Pirates<br>Commotion in the Ocean<br>Who’s Hiding at the seaside<br>The Lighthouse Keepers Lunch<br>Night Pirates |
| <b>EXPERIENCES</b>                                                                                                                                                                                                                                            | Hunt around School<br><br>Soup and Bread Sale – Make soup 1 day, Make bread another day.                                                                                           | Welly walk Fundraiser for Reception Outdoor Resources!<br><br>Celebrations Day – wear best clothes and experiences different aspects from the celebrations.<br><br>Christmas performances<br>Christmas Party Day<br>Panto Trip                                                          | Superhero Day<br><br>Trip to the Library                                                                                                                                                                   | Trip to Farm- Rare Breeds Centre<br><br>Visit from Fire Brigade/Police/Ambulance.<br><br>Frogspawn arriving                                                                                                                                                                                                                                                | Frogspawn continued ...<br><br>Bring your own vehicle to school day<br><br>The Big Draw Event –Large Field.                                                                                                | RNLI visitor<br><br>Trip to the seaside<br><br>Sea Side Sing Song – Parents in to hear some songs we have been learning and to see boats we have made.   |

|                                                     |                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                    |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Personal, Social &amp; Emotional Development</b> | Jigsaw – Being me in my world<br>Class rules<br>Sharing interests<br>Sharing hobbies<br>Understanding feelings<br>Being Gentle<br>Rights and Responsibilities                                                                                                                                                               | Jigsaw – Celebrating differences<br>Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                                                                                                                                                                                                       | Jigsaw – Dreams and Goals<br>Challenges<br>Perseverance<br>Goal –setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals                                                                                                                                                                                             | Jigsaw – Healthy Me<br>Exercising bodies<br>Physical activities<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                                                                           | Jigsaw – Relationships<br>Family life<br>Friendships<br>Breaking friendship<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                                          | Jigsaw – Changing me<br>Bodies<br>Respecting my body<br>Growing up<br>Growth and change<br>Fun and fears<br>Celebrations                                                                                           |
| <b>Communication and Language</b>                   | Listening and attention skills<br><br>Answering and Asking 'what' questions<br><br>1:1 discussions<br><br>Retelling the story, some in exact and some in own words<br><br>Use new vocabulary                                                                                                                                | Joining in with repeated refrains in stories<br><br>Asking and answering 'who' questions'<br><br>1:1 discussions<br><br>Retelling the story, some in exact and some in own words<br><br>Use new vocabulary                                                                                                                                                                | Discussing key events in a story<br><br>Asking and answering 'when' questions<br><br>Small group discussions<br><br>Using present tense.<br><br>Retelling the story, some in exact and some in own words<br><br>Use new vocabulary                                                                                                      | Identifying main characters in a story<br><br>Asking and answering 'where' questions<br><br>Small group discussions<br><br>Using connectives to join ideas<br><br>Retelling the story, some in exact and some in own words<br><br>Use new vocabulary          | Linking events in a story to own experiences<br><br>Asking and answering 'why' questions<br><br>Whole class discussions<br><br>Using past tense<br><br>Use new vocabulary                                                                                                                           | Sequence story/real life events in detail<br><br><br>Whole class discussions<br><br>Using future tense<br><br>Use new vocabulary                                                                                   |
| <b>Physical Development</b>                         | <b>Gross Motor</b><br>PE- Introduction-<br>Different ways of moving<br>Changing speed and direction<br>Throwing, catching, kicking<br>Pushing, patting, rolling<br>Squiggle wiggle<br><br><b>Fine Motor</b><br>Dough Disco<br>Developing Tripod Grip<br>Writing position<br>Using cotton buds/paintbrushes to form patterns | <b>Gross Motor</b><br>PE-GYM- Gymnastics Unit 1<br>Different ways of moving<br>Changing direction<br>Moving in time to music<br>Exploring different ways of moving<br>Squiggle wiggle<br>Balance Bikes with Sports Coach<br><br><b>Fine Motor</b><br>Scissor skills<br>Chopping with a knife<br>Using cotton buds/paintbrushes to form patterns/ letters<br>Doing up zips | <b>Gross Motor</b><br>PE-Multi skills - Infant<br>Agility<br>Balancing<br>Travelling confidently<br>Jumping and landing<br>Squiggle wiggle<br>Balance Bikes with Sports Coach<br><br><b>Fine Motor</b><br>Stacking and balancing<br>Letter formation using progression from Squiggle while you wiggle'<br>Using a knife and fork to cut | <b>Gross Motor</b><br>PE-Dance<br>Throwing and catching<br>Hand-eye co-ordination<br>Balancing an object<br>Squiggle wiggle<br>Balance Bikes with Sports Coach<br><br><b>Fine Motor</b><br>Letter formation using progression from Squiggle while you wiggle' | <b>Gross Motor</b><br>PE-Sports Day Skills<br>Marching/running<br>Throwing overarm/underarm<br>Jumping<br>Squiggle wiggle<br>Balance Bikes with Sports Coach<br><br><b>Fine Motor</b><br>Sewing/ Weaving<br>Pattern making<br>Capital letter formation A-M<br>Using small tools<br>Doing up buttons | <b>Gross Motor</b><br>PE-YEAR GROUP PE<br>Balancing<br>Agility<br>Throwing a ball<br>Squiggle wiggle<br>Balance Bikes with Sports Coach<br><br><b>Fine Motor</b><br>Capital letter formation N-Z<br>Doing up laces |
| <b>Literacy</b>                                     | Introduce LW Phase 2<br>Tricky words<br>Drawing & labelling<br>Ordering letters of my name<br>Initial Sounds<br>Writing my name<br><br><br>The Little Red Hen                                                                                                                                                               | LW sounds Phase 2<br>Identifying initial sounds<br>Tricky words<br>Writing initial sounds<br>Writing my name<br><br><br>Poems                                                                                                                                                                                                                                             | LW sounds Phase 3<br>Tricky words<br>Writing CVC words<br>Writing captions<br>Writing lists<br><br><br>Goldilocks and Three Bears                                                                                                                                                                                                       | LW sounds Phase 3<br>Tricky words<br>Writing CVCC words<br>Reading simple phrases and sentences<br>Tricky words<br>Writing sentences<br>Instructions<br><br><br>Three Billy Goats Gruff                                                                       | LW sounds Phase 4<br>Tricky words<br>Writing phrases/senetnces<br><br>Recount of our Trip                                                                                                                                                                                                           | LW sounds Phase 4<br>Tricky words<br>Writing phrases<br><br><br>Seaside Poems                                                                                                                                      |

|                                                                                             |                                                                                                                                                                                              |                                                                                                                                                                                                              |                                                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                       |                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mathematics</b>                                                                          | <b>White Rose</b><br>Counting out loud<br>Counting in correspondence<br>Matching and sorting<br>Comparing amounts<br>Comparing size, mass and capacity<br>Making simple patterns             | <b>White Rose</b><br>Representing numbers to 5<br>Comparing numbers to 5<br>Composing numbers to 5<br>Identifying 2D shapes<br>Using positional language<br>Identifying one more and one less                | <b>White Rose</b><br>Identifying 0<br>Comparing numbers to 8<br>Composing numbers to 8<br>Comparing mass<br>Comparing capacity<br>Making pairs<br>Combining two groups                       | <b>White Rose</b><br>Length and height<br>Time<br>Comparing numbers to 10<br>Number bonds to 10<br>3D Shapes<br>Repeating patterns                                                                       | <b>White Rose</b><br>Building numbers beyond 10<br>Counting patterns beyond 10<br>Spatial reasoning<br>Adding more<br>Taking away<br>Shape arrangements                               | <b>White Rose</b><br>Doubling<br>Sharing and grouping<br>Even and odd<br>Positioning<br>Patterns<br>Maps and directions                                                              |
| <b>Understanding the world</b><br>(Science, History, Geography, RE)<br><br><b>Computing</b> | How I've changed<br>Families and communities<br>Special Places<br>Special People<br>Famous Artist – Alma Thomas<br>Taking photographs with iPad/ Camera<br>E-Safety                          | Seasons-Autumn<br>Diwali<br>Remembrance Day<br>The Christmas Story<br>BHM- Person of significance<br><br>Using a mouse and trackpad<br><br>E-Safety                                                          | Winter- season changing.<br>Light and Dark<br><br>Songs and Poems about the natural world.<br><br>Using the keyboard<br><br>E-Safety                                                         | Life cycle of a living thing<br>How to care for a plant<br><br>Materials<br>Using magnets<br><br>The Christian Easter Story<br><br>Comparing Animals from the past<br><br>Programming robots<br>E-Safety | The 4 Seasons<br><br>Past and present transport<br><br>Comparing UK and Africa<br>Drawing Maps, Ariel Views<br>Locality and comparing<br><br>Using technology to draw<br><br>E-Safety | Seaside holidays past & present<br><br>Learn about a famous pirate<br><br>Exploring sounds and technology around us<br><br>E-Safety                                                  |
| <b>Expressive arts and design</b>                                                           | Charanga- Me! Nursery rhymes and action songs<br>Mixing colours<br>Self-portraits/Drawing a person<br>Retelling familiar stories in play<br><br>Using glue to secure<br>Using tape to secure | Charanga- My Stories<br>Nursery rhymes and action songs<br>Exploring and engage in music/dance<br><br>Using salt dough<br><br>Christmas Decoration making – natural material<br><br>Treasury tag<br>Tab join | Charanga- Everyone<br>Nursery rhymes and action songs<br><br>Making collages<br><br>Self portraits<br><br>L-brace join<br>Flange join<br><br>Retelling familiar stories in play- using props | Charanga- Our World Nursery rhymes and action songs<br>Playing instruments<br><br>Join in with choreographed dances<br><br>Slot join<br><br>Moulding clay                                                | Charanga- Big Bear Funk<br>Nursery rhymes and action songs<br><br>Matching a pitch<br><br>Mono printing<br><br>Self portraits<br><br>Sewing to join                                   | Charanga- Reflect, Rewind & Replay Consolidate learning from throughout the year<br>Singing nursery rhymes<br>Performing songs and dances<br><br>Mixing shades<br><br>Split pin join |
| <b>Assessment Opportunities</b>                                                             | Informal baseline assessments on entry<br>Reception Baseline Assessments<br>Tapestry Live by full time<br>Parents Evening                                                                    | Baseline analysed for provision/gap and strength analysis<br>Pupil progress meetings<br>Year group moderation and end of Autumn 'check in'<br>Tapestry                                                       | Pupil Progress Meetings<br>Parents Evening                                                                                                                                                   | Pupil Progress Meetings<br>Gap and strength analysis<br>Tapestry data<br>Year group moderation and end of Spring 'check in'                                                                              | Pupil Progress Meetings<br>TELT Moderation<br>Year group moderation 'check in'                                                                                                        | Pupil Progress Meetings<br>EYFS and Year 1 moderation<br>End of Year reports<br>Tapestry data<br>End of Year data                                                                    |
| <b>Parental Involvement</b>                                                                 | Staggered starts<br>Home visits<br>Parent Partnership – Heart<br>Parents Evening<br>Harvest Assembly<br>Tapestry<br>EYFS curriculum Info<br>Afternoon<br>Fundraising Event                   | Nativity<br>Workshops<br>Tapestry<br>Fundraising Event                                                                                                                                                       | Parents evening<br>Tapestry<br>Secret Reader<br>Stay and Read morning<br>Secret Reader Started<br>Parents visiting                                                                           | Tapestry<br>Easter Egg competition<br>Secret Reader                                                                                                                                                      | Tapestry<br>Secret Reader<br>The Big Draw Event                                                                                                                                       | Reports<br>Tapestry<br>Secret Reader<br>Early Years Treasure Hunt<br>Seaside Sing Song! Come and see the children perform seaside songs we have learnt.                              |