



Reception curriculum overview for 2023-202

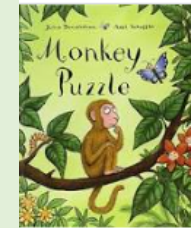
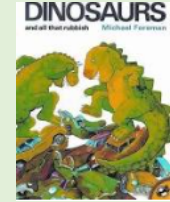
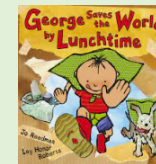
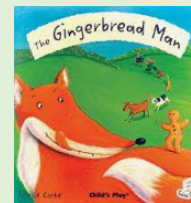
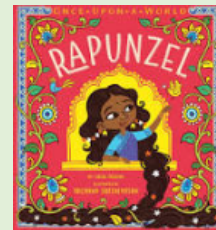
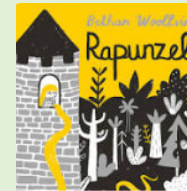
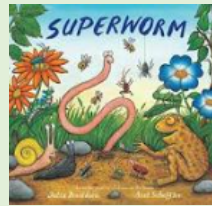
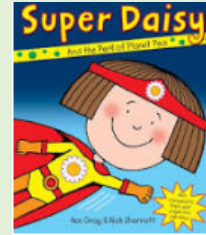
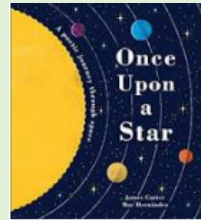
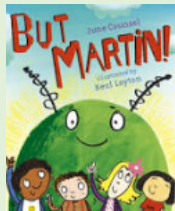
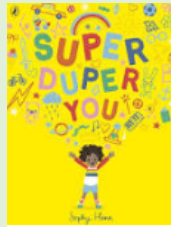
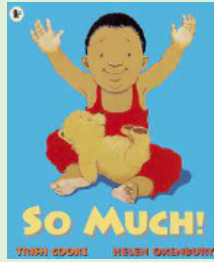
This gives a detailed overview of the experiences your child will have over the course of the year. There are times when teachers may adapt particular topics in response to the interests and needs of each class.

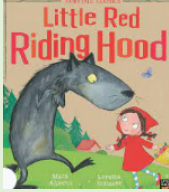
Parents are invited to click on the link, below, for further information regarding the s

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

	Autumn 1	Autumn 2	Spring 1	Spring 2	summer 1	Summer 2
Areas of learning	All about me <i>Including the local area</i>	The world around us	To the Rescue...	Once upon a time...	Nature Detectives... 'Down on the Heath' The Rainforest	
The characteristics of effective teaching and learning	The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.					

	<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					
Possible Enrichment opportunities	<p>local walk to explore different types of housing</p> <p>Walk to the local Library</p> <p>Weekly visits to Rochester Gardens</p>	<p>Parents invited in to talk about celebrations and / or reading stories from home/culture</p> <p>Magic carpet session at the National Gallery</p> <p>Living Nativity at the Zoo</p>	<p>CLC workshop</p> <p>visit Cartoon Gallery</p> <p>Workshop with cartoonist</p>	<p>Discovery Centre</p> <p>Theatre performance?</p> <p>Visit to the Cartoon Museum</p> <p>Workshop with Cartoonist from Cartoon museum to</p>	<p>Visit to Hampstead Heath, Minibeast Hunt</p> <p>visit to Kew</p> <p>Camley Street Nature reserve</p>	<p>London Zoo</p> <p>EcoActive workshop to explore recycling</p>
<p>Stories form the foundation of our curriculum, high quality picture books are carefully selected to support the delivery of the curriculum along with developing children's language development and nurture the desire to read. We have a collection of texts that children revisit throughout the reception year.</p> <p>Please see 'Read Aloud list'</p>						
					 	 



						
	Songs and Rhymes	Songs and Rhymes	Songs and Rhymes	Songs and Rhymes	Songs and Rhymes	Songs and Rhymes
Songs are selected that are linked to the topic and theme.	Happy and you know it Head Shoulders, Knees and toes we use our Hands to Draw and Play Ten Tall fingers	Dreidel, Dreidel, Dreidel. Ten little fireworks standing in a row Twinkle, twinkle, little star The Planet Song Learning songs for the Nativity Performance	How to be a Superhero The Super Hero Parade If I could be a SuperHero song (CBeebies) Five SuperHeroes	I am the Bakers Man Five Currant Buns in a Bakers Shop Mind the Wolf There was princess long ago Chick, chick, chick, lay a little egg for me.	Here is the Beehive There's a Worm at the bottom of the garden The Ants go Marching by There was an Old Lady Who swallowed a Fly Mary, Mary, quite contrary?	Down in the Jungle The noisy animals in the Jungle song Tiger, Tiger, Orange and Black Walking in the Jungle Can you dance like a Tiger?
<p style="text-align: center;">Communication and Language</p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day, in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
Ongoing assessments identify children who, may need additional support, this may be working in a small group-	Becoming familiar with names of children in class and staff and talking about different routines.	Talk about different festivals and how they are celebrated, what are the similarities and differences.	Using language imaginatively when bringing super hero adventure to life. Describing the super hero, they have created	Sequence, retell and re-enact 'Little Red Riding Hood' and other Traditional stories.	Talk about different life cycles describing each stage. Naming and describing a range of mini-beasts,	Who Am I? Describing a wild animal. tasting and describing the e

<p>revisiting key concepts or an intervention programme such as Neli</p> <p>Books are selected to develop key vocabulary and language, teachers plan the vocabulary to be taught each week.</p>	<p>Naming parts of the body.</p> <p>Role-play families.</p> <p>Talking about families and special occasions</p> <p>Following instruction, retelling simple past events in order.</p> <p>building vocabulary</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Preparing questions for visitors.</p> <p>Using different tenses</p> <p>Learning songs for Nativity Performance</p> <p>Retell stories covered this half term.</p> <p>Developing language for negotiating.</p>	<p>Offer explanations of why things happen and making use of nonfiction books</p> <p>Asking how and why questions</p> <p>Reciting poems and songs</p>	<p>Begin to create and plan their own stories, retelling in sequence,</p> <p>Using language from traditional stories, for example, Once upon a time /suddenly etc.</p> <p>Use a range of connectives.</p> <p>Hot-seating, taking on the role of one of the characters.</p>	<p>Asking questions</p> <p>Describe journey to the Heath using positional vocabulary.</p> <p>Making up rhymes based on 'Down in the jungle...'</p> <p>Predict what will happen to the chicks, talking about spring</p> <p>Introducing and using a storyline in their play</p>	<p>fruit in Handa's basket</p> <p>Retelling stories in the correct order</p> <p>Using chronological vocabulary when talking about past experiences and future goals</p>
<p>Communication and Language</p> <p>Early Learning Goal</p>	<p>Listening, Attention and Understanding ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 					

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

	Focus on settling and independence Developing responsibility - caring for one's own belongings. Getting to know friends and adult's names Draw members of the family. Routines and class rules	Learn about different cultural celebrations related to festivals of light Thinking about how to be kind and considerate to each other	Look at learning goals for the year. Look at everyday superheroes - people who help us. Name own heroic qualities, what makes you special Explain how to keep clean and healthy, explain why it is important.	Discussing emotions and behaviour in the context of Traditional Tales - Identify and understand basic feelings and how to express emotions.	Explore and express feelings through stories. Grow and taste new foods. Explain what a healthy diet is. Goals for growing up. Look at different needs of animals e.g. create ideal habitats.	Preparing for and setting goals transition to Yr1 Inc. Visiting a new class and spending time in the playground at lunch time.
Personal, Social and Emotional Development Early learning Goals	Self-Regulation ELG Children at the expected level of development will: - 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; - 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. Managing Self ELG Children at the expected level of development will: - 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. Building Relationships ELG Children at the expected level of development will: - 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.					
Literacy						
EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Comprehension	Daily, planned story time - using core text from 'Read Aloud Curriculum' for reception focused information text Opportunities to join in with familiar rhymes, songs and stories, throughout the day Story table with puppets and other props to retell key text Talk about and reflect on the stories listened to Speech bubbles, what would the characters say? Hot seating a character from key text Role play opportunities linked to key stories,					

	Discuss a range of stories, recalling the setting, main events and characters, reflect on how the characters feel, what was the problem, how was it resolved.					
Early Learning Goal	Comprehension ELG Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate - where appropriate - key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.					
Word Reading	Daily Phonics Little Wandle phase 2 graphemes	Daily Phonics Little Wandle phase 2 graphemes	Daily Phonics Little Wandle phase 3 graphemes	Daily Phonics Little Wandle phase 3 graphemes	Daily Phonics Little Wandle phase 4 graphemes	Daily Phonics Little Wandle phase 4 graphemes
Early Learning Goal	Word Reading ELG Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words					
Writing Literacy activities are planned using high-quality texts to inspire writing The writing area provides children with a wealth of inviting resources to use	Name writing 'What makes me special' books Drawing and labelling 'my family' Dominant hand Explore mark making with a purpose Writing for a purpose in role play areas making lists, labelling, using initial sounds Drawing and Labelling a map of the school. Writing for a purpose, opportunities within the role play area and across the setting.	Writing activities linked to text, Drawing and labelling the characters from the Nativity Writing invitations to the Nativity performance Writing a letter to Father Christmas Question writing for visitors Writing for a purpose, opportunities within the role play area and across the setting. <ul style="list-style-type: none"> List for the Elves Letters 	Writing activities linked to text Producing comic strip to illustrate adventure of a SuperHero Comic-style writing, including speech bubbles and captions. Label and describe Superheroes Design and label a superhero, writing a recipe for super power soup Writing for a purpose, opportunities within the role play area and across the setting.	Writing activities linked to text Book making based on traditional tales Retelling and creating own versions, changing characters and settings. Story maps, labelling characters and writing captions. Writing a character description book making, developing stamina to write your own stories, using a planning frame. Using featured traditional tales as a model for writing own stories beginning to use full stops, capital letters and finger spaces write for school newsletter, recounting trip to Hampstead Heath	Writing activities linked to text Writing seed and plant labels. Label parts of plants, write instructions- how to care for the plant. Keep a bean diary. Write a list of the different things Stanley uses his stick for. Write a postcard from Stanley to Bertie about the holiday to the seaside Story map, writing labels and captions Go on a nature hunt, writing a list of what was found. Writing captions for posters - why we should recycle- display around the school. Writing a recipe for fruit salad Planning and writing own stories writing instructions for how to grow a bean	

	Telephone messages <ul style="list-style-type: none">• Postcards• Letters• Shopping lists	<ul style="list-style-type: none">• Cards• Shopping list• Party invitations	<ul style="list-style-type: none">• Drawing and labelling a map for a super hero• Writing notes for the super hero• Lists• Recipe for super hero potion• Instructions manual lists	Writing for a purpose, opportunities within the role play area and across the setting. <ul style="list-style-type: none">• Recipes• Note books• Book making• Shopping lists• Notes for Grandma• Wanted poster for the wolf	Writing non-fiction texts about mini-beasts Writing 'all about me' books for transition. writing letters to the nursery explaining what to expect in reception Writing opportunities within the role play area <ul style="list-style-type: none">• Instructions for caring for the plants• Writing labels for the Garden centre• Shopping list• Information books• Labels for the mini-beasts• map making
Early Learning Goal	Writing ELG Children at the expected level of development will: - 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; - Write simple phrases and sentences that can be read by others.				
<h3>Mathematics</h3> <p>EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
Mathematics	Reception will be following the 'Power Maths' scheme and implement the daily NCTEM programme				

Early Learning Goals	Number ELG Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG Children at the expected level of development will: 12 - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				
Understanding the World					
EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Past and present Sequence events in own life and use time related vocabulary, Now I'm in reception, when I was a baby. People, culture and communities Talking about families, Walking around the local areas; taking photos of local landmarks and talking about features of local environment Making maps of journey to school and around the local area. Drawing information from maps, describing a journey The Natural World Caring for the outside area, planting bulbs ready for spring.	Past and present using time related vocabulary, link to seasons and the end of the year People, culture and communities Explore and ask questions about winter celebrations, make comparisons between different festivals, Research and prepare questions for Visitors eg a talk on Hanukkah Using a world map, make up a class display of languages spoken and countries visited. Looking at places that are special to members in the community	Past and present New year - personal timeline and goals for the future, using chronological vocabulary. People, culture and communities looking at celebration of Chinese New Year, Spring festivals / Holi/Easter The Natural World Observing the changes in seasons, Visit to Hampstead Heath for a winter Walk	Past and present comparing past and present using traditional stories, comparing clothes for example People, culture and communities Looking at different versions of traditional stories, making comparisons (Rapunzel set in different countries) The Natural World observing growth in bulbs planted - labelling different parts of the plant Workshop in Kew?	Past and present Preparing for transition, reflecting on how they have changed over the year, writing letters for new reception children. what they hope to achieve moving to yr 1 reflect on changing seasons People, culture and communities Make comparisons between Habitats - comparing the Heath to the Rainforest, different features, plants, animals Make comparisons between life in this country and in other countries, using stories and videos The Natural World Caring for nature recognising the impact of human activity on the world. What does it mean to recycle - looking at the impact. recognise some environments are different to the one in which they live Classifying minibeasts, is it an insect? Make comparisons between Habitats, asking questions and finding the answers Safari or zoo visit look at animal in detail - lifecycle of a Tiger

		-including places of worship - The Natural World Collecting natural resources to create Winter Wreath - link to visit to Rochester Gardens			
Cooking		Cooking related to celebration of festivals of Light	Super power soup	Gingerbread people bread making - plaiting loaves	planning and making a healthy snack DT focus - creating snacks in the shape of a minibeast DT focus - rainforest themed snacks
Early Learning Goals	Past and Present ELG Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling; People Culture and Communities ELG Children at the expected level of development will: - 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 countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. The Natural World ELG Children at the expected level of development will: - 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 seasons and changing states of matter.				
RE Curriculum	'Golden rules'	Celebrating birthdays	Story telling Ganesh		Family and community-shabbat Special and Sacred clothes
STEAM activities incorporating the characteristics of effective teaching and learning					
	Making effective use of opportunities within continuous provisions Exploring the changes to materials when cooking		Selecting materials to make superhero costume, in context of superpower, what materials would be waterproof etc How can you rescue Rapunzel? adapting model as required Plan-do-review model		Selecting materials to make a model of mini beasts with moving parts Working in groups to produce a dance- carnival of animals, reviewing what works well and how to improve further
Expressive Arts and Design					
EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of					

what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.						
<p>Expressive Arts and Design</p> <p>Reception have a weekly music session with the specialist music teacher</p>	<p>Self-portraits, Focus on observational drawing. Revisit, colour mixing skin tone, Create Self-portraits in the style of a chosen artist. Family portraits - Explore mixing colours and shading colours Chalk skeleton pictures Workbench resourced and construction kits freely available to allow model making</p>	<p>Singing and dancing to Fireworks - select materials to recreate a Firework sky at night. Looking at the depiction of the Nativity, children create own versions, selecting required materials, Magic Carpet session at National Gallery Nativity performance, singing and dancing. Christmas craft opportunities Christmas and winter solstice Craft</p>	<p>Designing a Superhero model. Selecting appropriate materials What superpowers do they have? Self-portrait in style of Superhero - on clay tiles Designing a vehicle for superhero -using axel and wheel thinking about different joining techniques, matching to purpose, split pins, hole punch and treasury tags, when to use glue gun etc.</p>	<p>Mini topic over the half term. Making puppets based on traditional stories; Working in groups to retell a chosen traditional story and perform to the nursery, creating puppets, backdrop and accompanying music. Sewing Gingerbread man/woman puppet and decorating Constructing Towers for Rapunzel and plaiting wool for her hair. weaving a basket for Red Riding Hood</p>	<p>Creating sculptures of minibeasts using a range of materials Children create dances in the style of mini-beasts, again using instruments to evoke different minibeasts. Observational drawings of minibeasts, Using split pins to create mini-beast with moving parts.</p>	<p>Dance to Carnival of Animals using diff. instruments to evoke different animals. Observational plant drawings. using sticks to paint a picture Observing and selecting materials to recreate animal markings Creating dioramas of the rainforest - selecting materials to decorate backdrop and to make models Using pastels to blend background for pictures based on Handa's Surprise</p>
<p>Role Play Areas are Set up with opportunities to support early writing and language development</p>	<p>Home corner Doctors Surgery Shop role-play</p>	<p>Space station to observe the stars at night Christmas Post Office</p>	<p>Super Hero control Centre</p>	<p>Grandma's Cottage - props for Red Riding Hood</p>	<p>Rain Forest, Explorers camp Garden Centre Minibeast Lab/ Hospital</p>	<p>Rain Forest, Explorers camp</p>
<p>Early Learning Goals</p>	<p>Creating with Materials ELG Children at the expected level of development will: - 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. Being Imaginative and Expressive ELG Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher;</p>					

	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.
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