



Reception Curriculum Map

Our curriculum planning rational in the EYFS



We plan to ensure every child develops to their full potential, in an environment where language is vital.	Careful sequencing helps children to build their learning over time.	Planning is driven by children's interests and as such is flexible.	We understand that young children's development is not linear but more a spiders web with many strands. (Julian Grenier)	We believe depth in learning is much more important than covering lots of things in a superficial way.	Play is an essential part of our curriculum. We provide extended periods of child-led time, inside and out. Play is sensitively supported and extended by adults.
Our planning cycle...	Gather Key info The big picture! What we want our children to know and be able to do. We incorporate the children's interests to build on their learning.	Consider and think We notice what children do, link it to what we want them to learn next and introduce new ideas and rich cultural experiences.	Plan To ensure children learn, we interact with children in our provision, extending their vocabulary and scaffolding with open-ended questions to develop their thinking.	Act We organise equipment and activities to maximise learning, continually checking that the children understand and can do what we intended.	Review Children are given plenty of time to revisit, practise and repeat. Adults understand that some children need extra support to keep up and other additional experiences to deepen understanding.

Our long term overview incorporates some themes and topics such as seasonal change, festivals and celebrations. It also allows for child-led themes based around their interests and is completely flexible!

Throughout the themes enhancements will be added to continuous provision as per the children's interests.

Autumn	Spring	Summer
<ul style="list-style-type: none"> All about me! The Colour Monster The big book of families The Everywhere bear Funny bones Elmer Owl Babies Rainbow Fish Everything is changing! (Harvest/Autumn) One stormy night Percy the park-keeper – one stormy night, the hedgehogs balloon 	<ul style="list-style-type: none"> It's cold out there! (Winter, ice and cold places) Jack Frost DK Antarctica Geronimo Let's celebrate again! (Mother's day, Pancake day, Chinese New Year) Mr Wolf's pancakes Lanterns and firecrackers 	<ul style="list-style-type: none"> How does it grow? (life cycles – plant and animal) The very Hungry Caterpillar The bad tempered ladybird Super worm Jack and the beanstalk Life cycles non-fiction collection The tiny Seed Oliver's vegetables Jaspers Beanstalk Eid
<ul style="list-style-type: none"> Once upon a time... Choose a fairy tale following children's interests Nursery Rhyme Week Let's Celebrate! (Diwali/Christmas) A selection of Christmas books – fact and fiction Plus the Nativity story (+Rama and Sita Guy Fawkes Remembrance day) 	<ul style="list-style-type: none"> Real life superheroes (Special People where I live and in the past, firefighter visit and The Great Fire of London)) Little People, big ideas People who help us series Real life superheroes Supatato Springing into life! (spring/Easter) When will it be Spring? Eggs 	<ul style="list-style-type: none"> Footsteps through time! (dinosaurs) Dinosaur Roar Dinosaurs and all that rubbish Dinosaurs love underpants Tyrannosaurus drip Megabeast poetry Life on a farm and in the city! (summer) What the ladybird heard (farming and Thornton visit) What the ladybird heard on holiday (VB goes to London)

*possible texts

Key Learning across The Reception Year						ELG
Prime areas	Communication and language	Listening, attention and understanding	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop story phrases. Engage in story times. Listen to and talk about stories to build familiarity.			Listening, attention and understanding - 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. Speaking - 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.
		Speaking	Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. Use new vocabulary in new contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, songs and poems. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.			
		Key activities	Autumn	Spring	Summer	
			This area of learning underpins everything we do! Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions			
			Specific activities... <ul style="list-style-type: none">• Show and tell• Daily story vote• Story rich classroom• Rhyme time• Role play areas and enhancements• Talk partners• Reading garden filled with quality fiction, non-fiction and poetry books + Establish rules for listening and an environment where children feel safe to ask questions, talk, share ideas	 + World book day Start guided reading Weekend News	 + Library visit	

Physical Development

*see progression in handwriting doc

Gross Motor	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve good posture when sitting at a table or on the floor. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing, mealtimes, personal hygiene		Gross Motor Skills - 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.
Fine Motor			Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.
*Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.			
Key activities	First half of the year	Second half of the year	
	Gross Motor Skills: Revise and refine the fundamental movement skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, and climbing). Progress towards a more fluent style of moving, developing control and grace. Develop overall body strength, co-ordination, balance and agility. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus. Further develop and refine a range of ball skills (throwing, catching, kicking, passing, batting and aiming). Develop confidence, precision and accuracy when engaging in activities that involve a ball. Fine Motor Skills: Develop small motor skills to use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient e.g. letter formation, pencil grip. Know and talk about the different factors that support their overall health and wellbeing. Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and mealtimes.	Gross Motor Skills: 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. Use core muscle strength to achieve good posture Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing	

	Personal, Social and emotional development	Self-regulation	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>	<p>Self-regulation</p> <ul style="list-style-type: none"> - 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	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p>	
		Relationships	<p>Manage their own needs.</p> <p><i>*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.</i></p>	
		Key activities	<p>All areas of PSED permeate the ethos in our environment all day, every day. Adults model, encourage and where necessary, teach, all objectives all of the time.</p> <p>See school PSHRE scheme:</p> <ol style="list-style-type: none"> 1. Becoming an active citizen (summer 1) 2. Keeping myself safe (autumn 2) 3. Me and my relationships (autumn 1) 4. Healthy lifestyles (spring 2) 5. Emotional health and wellbeing (spring 1) 6. Me and my future (summer 2) <p>*Extra weeks/units as appropriate due to current needs in class</p>	
				<p>Managing self</p> <ul style="list-style-type: none"> - 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>Relationships</p> <ul style="list-style-type: none"> - 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.

Specific areas	Literacy	*see progression in phonics doc	Comprehension	Read individual letters by saying the sound for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each say one sound and say sounds for them. Read a few CEW matched to the school’s phonics programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. RE-read books to build up confidence in word reading, their fluency and their understanding and enjoyment. Form lower case and capital letters correctly.			Comprehension - 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 - 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 - 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.
			Word reading	Spell words by identifying the sounds and then writing the sounds with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. RE-read what they have written to check that it makes sense. <i>*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)</i>			
			Writing				
			Key activities	Autumn	Spring	Summer	
				Phase 1 phonics (2-3 wks) Phase 2 phonics Begin phase 3 phonics Start with picture only books. As soon as children know enough GPC’s move to phonically matched reading books Begin to read and spell simple words – labels, captions Fine motor development – dough disco Pencil grip for writing – moving towards a tripod grasp Individual reading Guided reading	Complete phase 3 phonics Start guided reading Begin to read and write simple sentences with known GPCs Letter formation: Long Ladder Letters One-armed robot letters Numerals 1-5 Start Monday WC/group write Join library and have subsequent return trips.	Revisit and consolidate phase 3 phonics, through phase 4, and begin phase 5 with those solid at phases 3/4. (phase 2 intervention) More independent reading opportunities Read, write (also re reading to check) sentences with a widening selection of GPC’s including di/tri graphs and CEW/special words. Letter formation: Curly Caterpillars Zigzag monsters Numerals 6-10 (+0) Full stop and Capital	

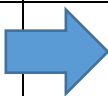
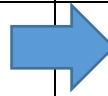
Mathematics

*see LT Maths overview

Number				Number - 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				
Key activities	Autumn	Spring	Summer	Numerical patterns - 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.
	Focus on numbers 1-5 Recognise numerals Compare numbers More/less + = symbols Counting forwards and back to 10+ 5 frame Circle/triangle/square 1-5 0'clock Partition Recombine Subitise to 5 Sequence numbers to 5 1p, 2p, 5p Introduce part-part-whole Compare quantities – more/less/fewer One more/one less Taller/shorter	Focus on numbers 6-10 Introduce 0 as the absence of something Number bonds to 5 6-10 – meet numbers, equivalent representations, factors, partition and recombine within 6-10 Doubling – 1 2 4 8 Square numbers 4 and 9 (cubes) +/- ½ (- symbol) 10 as a two digit number Odd and even Counting forwards to 30 and back from 10. Count in tens/twos Tens frames Further develop part-part-whole	Embed numbers to 10 and then beyond Greater/less than Combine and partition 11-19 as 1 ten and a number of extra ones Arrays and rectangular numbers Rectangles Doubling and halving as inverse operations Sharing into equal groups Lots of - x Counting in 5s = as a balancing bridge Introduce 20 as two tens and no extra ones. Weight and capacity Time 1-12 0'clock Money to 10p Difference	

Understanding the World

Past and present	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.			Past and present - 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 - 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 - 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.
People, Culture and Communities	Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.			
The Natural World	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.			
Key activities	Autumn	Spring	Summer	
	Begin to make sense of their own life and family history. Familiar situation in the past. Special places in the community. Explore different beliefs and celebrations Explore the natural world. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons (continuous) Know some similarities and differences between different religious and cultural communities	Special people from the past. 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. Know some similarities and differences between different religious and cultural communities	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.	

	Expressive arts and design	Creating with materials	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>			<p>Creating with Materials</p> <ul style="list-style-type: none"> - 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				
		Key activities	Autumn	Spring	Summer	<p>Being imaginative and expressive-</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <ul style="list-style-type: none"> - Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
			<p>Making area – Adults model how to use tools/techniques</p> <p>Dance session – SR</p> <p>Role-play area</p> <p>Home corner</p> <p>Weekly music sessions</p> <p>Sound wall</p> <p>Outside stage and instrument box</p> <p>Dressing up</p> <p>Construction and small world areas</p> <p>Large parts outdoors</p> <p>Join in with songs</p> <p>Begin to mix colours</p> <p>Join in with role play games and use resources available for props</p> <p>Build models using construction equipment.</p> <p>Sing call-and-response songs</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed</p> <p>Tapping out of simple rhythms.</p> <p>Keeping a steady beat</p> <p>Provide opportunities to work together to develop and realise creative ideas</p> <p>Listen to music and make their own dances in response.</p>			

The Characteristics of effective learning that will help us on our way...

<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’.</p> <p>Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p>	<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Reach for and accept objects. Make choices and explore different resources and materials. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” • Make independent choices. • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention.
<p>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.</p>	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. For example, turn a storage box upside down so they can stand on it and reach up for an object. • Use a range of strategies to reach a goal they have set themselves. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult.
<p>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.</p>	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

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. We must be aware of children who need greater support than others.

At Water Street School, we strike a balance between whole class teaching, adult led activities with groups and individuals and child initiated ‘play’.

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.

How it all fits together!

