

EYFS – Reception - Long Term Curriculum Overview

		1	2	3	4	5	6
Learning Unit		Tell me a Story (6 weeks)	Superheroes (6 weeks)	Around the World (6 weeks)	Animal Adventure (6 weeks)	Marvellous Minibeasts (6 weeks)	Under the Sea (6 weeks)
Experience		Two transition days at the start of term – Play and Stay and Key Person meeting Forest School	Visits from local superheroes (fire department / nurses /dentist...) Local Post Office visit – Post letter to Santa Forest School	Wing Wah – Celebrate Chinese New Year and taste Chinese cuisine Forest School	Visit from Animal Ark – Animal experience for children Forest School	Conkers Visit Forest School	Seaside day (Turn reception into a day at the seaside with water play and ice-cream) Forest School
Suggested Texts		Three little pigs Goldilocks and the three bears Gingerbread Man Little Red riding hood	Superworm A superhero like you Millies day as a superhero Jolly Christmas postman	My Granny went to Market Wombat goes Walkabout Monkey: A Trickster Tale from India Lin Yi’s Lantern The Magic Paintbrush Dragon Dance Non fiction: Lanterns and Firecrackers A Day in India	We’re going on a bear hunt Dear Zoo Animal poems Twinkl recycling story (Under the sea cleaning spree)	The Very Hungry Caterpillar Bug hotel Frog life cycle Caterpillar life cycle	Commotion in the Ocean Sharing a Shell Pirate Post
PRIME AREAS	Communication and language	Understand how to listen and follow instructions Engage in conversations about family Retell familiar fairy tales	Engage in discussions about our local superheroes. Ask our local superheroes questions.	Listen and talk about non-fiction text ‘A day in India’ Ask questions to further understanding.	Engage in Bear hunt story time. Create and act out their own stories based ‘Were going on a bear hunt’.	Hold a conversation in small group using recently introduce vocabulary regarding their insects (bug hunt).	Use full sentences to present information about a chosen animal to the rest of the class. Children will research the animal for homework.
	Personal Social and Emotional	Being Me in My World ‘Who am I and how do I fit?’ Help others to feel welcome Think about everyone’s right to learn Care about other people’s feelings Work well with others Learning golden rules and school values	Celebrating Difference Accept that everyone is different Include others when working and playing Use kind words Know how to give and receive compliments Learning to share	Dreams and Goals Stay motivated when doing something challenging Keep trying even when it is difficult Have a positive attitude Help others to achieve their goals	Healthy Me Have made a healthy choice Have eaten a healthy, balanced diet Know how to be a good friend and enjoy healthy friendships Know how to keep calm and deal with difficult situations	Relationships Try to solve friendship problems when they occur Help others to feel part of a group Show respect in how they treat others Know and show what makes a good relationship	Changing Me Can express how they feel when change happens Understand and respect the changes that they see in themselves Know who to ask for help if they are worried about change Are looking forward to change
	Physical development including PE	Power of PE: Autumn Wellbeing	Dance: Nativity dances Superheroes	Power of PE: Transport	Power of PE: The Jungle	Power of PE: Mini beasts	Athletics and Sports Day
		EYFS PE is focused on children gaining a secure foundation within: AGILITY (how to run and stop effectively, change direction maintaining) BALANCE, CATCHING AND THROWING (throwing for accuracy). Children have opportunities to practice, develop, revisit and refine their technique over the academic year through fa range of fun games, activities and movement (Power of PE)					

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SPECIFIC AREAS OF LEARNING	English <i>Literacy</i>	<p>Phonics</p> <p>Teaching set 1 RWI sounds alongside reading and writing set 1 initial sounds.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p> <p>Discussing and retell a variety of fairy tales.</p>	<p>Phonics</p> <p>Set 1/2 RWI sounds read and write set cvc and cvcc words.</p> <p>Children split into ability groups once set 1 sounds have been taught.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p>	<p>Phonics/ guided writing</p> <p>Use Set 1 and 2 sounds to read and write simple sentences.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p>	<p>Phonics/ guided writing</p> <p>Use Set 1 and 2 sounds to read and write complex words.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p>	<p>Phonics/ guided writing</p> <p>Use Set 1 and 2 sounds to read and write complex sentences.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p>	<p>Phonics/ guided writing</p> <p>Use Set 1 and 2 sounds to read and write complex sentences.</p> <p>Children will be encouraged to use this skill in the continuous provision based on their own interests.</p>
	Maths <i>Mathematics</i>	<p>Matching</p> <p>Sorting</p> <p>Making comparisons</p> <p>Pattern</p> <p>Number representations for 1, 2 and 3</p>	<p>Composition of number 1, 2 and 3</p> <p>Geometry</p> <p>positional language</p> <p>subitise numbers 1, 2, 3, 4 and 5</p> <p>Composition of number 4 and 5</p> <p>Time</p>	<p>Number bonds to 5</p> <p>Addition and subtraction to 5</p> <p>Missing number to 5</p> <p>Comparing weight and capacity</p> <p>Representations for number 6,7 and 8</p>	<p>Addition and subtraction of 6, 7 and 8</p> <p>Length and height</p> <p>Time</p> <p>Representation and composition 9 and 10</p> <p>Number bonds to 10</p>	<p>Number to bonds 10</p> <p>Building number beyond 10</p> <p>Counting patterns beyond 10</p> <p>Special reasoning</p>	<p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p>
	Geography <i>Understanding the world</i>	<p>Our school</p> <p>Our local community- pictures of Co-op, post office, swan, River Trent, park, shops, school</p> <p>Place Knowledge</p> <ul style="list-style-type: none"> Explore the school grounds and know how to get to the places they need: toilets, dining hall, outdoor area, classroom <p>Locational Knowledge</p> <ul style="list-style-type: none"> Know the name of their school and class and talk about where it is located i.e. “My school is Violet Way Academy and it is on a hill” / “My class is Squirrels and it is near to the Badgers class” <p>Human and physical geography</p> <ul style="list-style-type: none"> Comment on what they notice about the school grounds and their local environment where they live i.e. recognising buildings, parks, roads, shops and open space 		<p>Around the world</p> <p>Compare the countries Australia, China and India – Look at the countries on map and google earth. How are they similar / different?</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos, story books and non-fiction books. Recognise some environments that are different to the one in which they live <p>Human and physical geography</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community i.e. places of worship Recognise some similarities and differences between life in this country and life in other countries talk about how children’s lives in other countries may be similar or different i.e. how they travel to school, what they eat, where they live Understand the effect of changing seasons on the natural world around them 			<p>Maps</p> <p>Make own treasure maps.</p> <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Draw maps for play i.e. road for cars on large paper, maps to doll house Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with

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Science <i>Understanding the world</i>	<p>All about me</p> <p>Draw pictures of self and family. Sing nursery rhymes</p> <p>Animals including Humans</p> <ul style="list-style-type: none"> • Know body songs ‘Head Shoulders, Knees and Toes’, ‘One Finger, One Thumb’ • Talk about and draw pictures of facial features – eyes, nose, mouth, ears <p>Everyday Materials</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Families / fairy tales</p> <p>(Bring in picture of families and houses)</p> <p>Exploring different materials.</p> <p>Explore the materials of the three little pigs houses.</p>			<p>Animals</p> <p>Compare habitats for the different animals. And discuss how they have adapted.</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences in relation to living things <p>Dinosaurs – Ask and answer questions - What was their habitats and why did a long neck dinosaur have a long neck? What do their teeth look like?</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Know some similarities and differences in relation to living things. 	<p>Mini beasts and classification</p> <p>Find Minibeast in natural habitats, make observational drawings and sort Minibeasts.</p> <p>Animals including humans</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. Have own mini beasts in classroom to observe. <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Know some similarities and differences in relation to living things <p>Plants</p> <ul style="list-style-type: none"> • How to plant a plant – what do plants need? • Explore the natural world around them, making observations and drawing pictures of animals and plants • Notice some differences between different plants and animals they experience 	<p>Changing state of matter</p> <p>Conduct a few experiments with children showing changing states.</p> <p>Everyday materials</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including changing states of matter • Offer explanations for why things might happen, making use of recently introduced vocabulary • Science day
	Forest School sessions (all year)					
RE <i>Understanding the world</i>	<p>Discovery RE</p> <p>Theme: Special People</p> <p>Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p>Discovery RE</p> <p>Theme: Christmas</p> <p>Key Question: What is Christmas? Religion: Christianity</p> <p>Local superheroes</p> <p>Learning about people within our communities. Visits from: Police, nurse, grandma/grandad, post man</p>	<p>Discovery RE</p> <p>Theme: Celebrations</p> <p>Key Question: How do people celebrate? Religions: Hinduism</p> <p>Around the world (China, India and Australia)</p> <p>To look at other people’s cultures, places of worships and traditions</p>	<p>Discovery RE</p> <p>Theme: Easter</p> <p>Key Question: What is Easter? Religion: Christianity</p>	<p>Discovery RE</p> <p>Theme: Stories</p> <p>Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p>Discovery RE</p> <p>Theme: Special Places</p> <p>Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p>

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	<p style="text-align: center;">History <i>Understanding the world</i></p>	<p style="text-align: center;">Timeline</p> <p>Timeline of our school day (picture timelines)</p> <p>Talk about events that are familiar to them i.e. birthdays.</p> <p>Daily visual timetable.</p> <p style="text-align: center;">Chronological understanding</p> <ul style="list-style-type: none"> To talk about their own past and compare to now To begin to make sense of their own life-story and family history (<i>i.e. own birthday, birthdays of family members, family experiences and special events/celebrations</i>) 	<p style="text-align: center;">Old Toys (First week)</p> <p>Look at toys that grandmas and grandads played with in the past.</p> <p style="text-align: center;">Chronological understanding</p> <ul style="list-style-type: none"> To use vocabulary and phrases related to time: now, next, then, later, today, yesterday, new, old, when I was a baby. To talk about the lives of people in their own families (<i>siblings, parents, grandparents</i>). <p style="text-align: center;">Knowledge and interpretation</p> <ul style="list-style-type: none"> To talk about some similarities and differences between things in the past and now (<i>in their own lives and the lives of their family</i>) <p style="text-align: center;">Historical enquiry</p> <ul style="list-style-type: none"> To compare photos from the past and the present. (grandparents bring in old photos) 		<p>Dinosaurs – recognise that dinosaurs lived a very long time ago. Place on timeline</p> <p style="text-align: center;">Knowledge and Interpretation</p> <ul style="list-style-type: none"> To comment on images and stories from the past, based on familiar situations they have experienced in the present. To compare characters and events in stories, including from the past. To demonstrate their understanding of the past through talk and play, drawing on events, experiences and what has been read in class (<i>i.e. settings, characters</i>). 		<p>Pirates from the past/present</p> <p style="text-align: center;">Historical enquiry Pirate picnic and finding out about old pirates.</p> <ul style="list-style-type: none"> To begin to ask questions about the past To spot old and new objects in pictures from the books that have been read in class To compare photos from the past and the present
	<p style="text-align: center;">Art <i>Expressive art and design</i></p>	<p style="text-align: center;">Colour</p> <p>Prime colours to be on table children paint and mix using only those colours.</p> <ul style="list-style-type: none"> Name and experiment with using primary colours Explore colour mixing (not formal) Use a range of tools/materials to make coloured marks on paper 	<p style="text-align: center;">Create Christmas cards</p>	<p style="text-align: center;">Create own magic carpet (Grannie market) by weaving paper.</p> <ul style="list-style-type: none"> Weave with different materials: ribbon, paper, string. <p style="text-align: center;">Aboriginal art (dot painting and printing)</p> <ul style="list-style-type: none"> Explore printing with hands, fingers, feet in paint. Notice and explore patterns when printing. Explore printing with different materials or tools in paint (blocks, bricks, Lego, vegetables, nuts and bolts, potato masher) 	<p style="text-align: center;">Mother's day cards</p> <p style="text-align: center;">Drawing animals</p> <ul style="list-style-type: none"> Investigate and explore with different lines. Discuss tones and shades. Choose thick and thin drawing materials for different purposes. 	<p style="text-align: center;">Manipulating materials</p> <p>Use clay to make Minibeasts</p> <ul style="list-style-type: none"> Explore and respond to sensory experiences. Use a range of materials to construct, build and destroy <p style="text-align: center;">Drawing animals</p> <ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story Investigate and explore with different lines Choose thick and thin drawing materials for different purposes Create drawings of people 	<p style="text-align: center;">Fathers day cards</p> <p style="text-align: center;">Water colours</p> <p>Paint under the sea scenes</p> <ul style="list-style-type: none"> Use a range of tools/materials to make coloured marks on paper <p style="text-align: center;">Oil pastels</p> <ul style="list-style-type: none"> Oil pastel pirate maps
	<p style="text-align: center;">DT <i>Expressive art and design</i></p>	<p style="text-align: center;">To make a pig's house (Three little pig)</p> <p>Research – discuss which house is stronger and why Explain my own understanding</p> <ul style="list-style-type: none"> Ask questions and use talk to organise, sequence and clarify thinking and ideas <p>Make – Make house in chosen material</p>	<p style="text-align: center;">To make a Superhero mask</p> <p>Research/design – Discuss what a superhero will need. What should it be made out of and why. Children will be required to design on paper.</p> <ul style="list-style-type: none"> Explain my own understanding Ask questions and use talk to organise, sequence and clarify thinking and ideas 	<p style="text-align: center;">Independent construction following previous taught skills</p> <p style="text-align: center;">Cooking and nutrition</p> <p style="text-align: center;">Healthy me is also covered in PSHE</p> <p style="text-align: center;">Food</p> <ul style="list-style-type: none"> Taste a range of foods 		<p style="text-align: center;">To make an minibeast habitat</p> <p>Research/design – discuss what an animal will need. What should it be made from and why. Children will be required to design on paper.</p> <ul style="list-style-type: none"> Explain my own understanding Ask questions and use talk to organise, sequence and clarify thinking and ideas 	<p style="text-align: center;">Independent construction following previous taught skills</p> <p style="text-align: center;">Cooking and nutrition</p> <p>Decide foods that would be suitable for a Pirate Picnic and use tools to prepare some foods for the picnic</p>

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		<ul style="list-style-type: none"> Manipulate materials to achieve a planned effect Construct purposefully using a variety of resources Use simple tools and techniques competently and appropriately Select appropriate resources for my designs 	<ul style="list-style-type: none"> Design my own models (including construction, malleable materials) <p>Make – Make prop/house in chosen material</p> <ul style="list-style-type: none"> Manipulate materials to achieve a planned effect Construct purposefully using a variety of resources Use simple tools and techniques competently and appropriately Select appropriate resources for my designs <p>Evaluate – Present to class and explain their product.</p> <p>Explain my own knowledge and understanding of what I have made</p> <p>Cooking and healthy eating</p> <p>Children to be exposed to a variety of foods around the world.</p> <ul style="list-style-type: none"> Begin to understand some of the tools, techniques and processes involved in food preparation Develop a basic hygiene awareness (i.e. washing hands before eating snack) <ul style="list-style-type: none"> Make healthy choices (snack and lunch) 			<ul style="list-style-type: none"> Explain how some technology works by exploring parts by pressing, lifting, twisting to say how it works Design my own models (including construction, malleable materials) <p>Make – Make habitat in chosen material</p> <ul style="list-style-type: none"> Manipulate materials to achieve a planned effect Construct purposefully using a variety of resources Use simple tools and techniques competently and appropriately Select appropriate resources for my designs <p>Evaluate/ improve– Present to class and explain their product. Improve on product question “How can you make it better?”</p> <ul style="list-style-type: none"> Adapt my work where necessary. <p>Explain my own knowledge and understanding of what I have made</p>	
	Music <i>Expressive art and design</i>	Harvest Performance Nursery rhymes Recreate fairy tales in small world and roleplay. Rock it!	Learning and performing song – Nursery rhyme box always in CP Nativity Performance Rock it!	Music around the world Rock it!	Creating own songs such as old McDonald had a zoo. Rock it!	Bug ball – children use skills learnt to create own bug ball music and dances. May day Performance Rock it!	Rock it performance Rock it!
Computing	Our Reception Computing Curriculum is designed to enable our youngest pupils to develop a familiarity with, and a foundational knowledge of, technology, digital equipment and vocabulary. The Purple Mash Scheme of Work for Reception is planned across all seven areas of learning (Communication and Language; Personal, Social and Emotional Development; Physical Development; Literacy; Mathematics; Understanding the World; and Expressive Art and Design). It is a flexible approach to meet the needs and interests of the children and provides teachers with lots of lesson ideas that support children’s development of knowledge, skills and understanding and provides them with an introduction to some of the Purple Mash programmes and features. Teachers will include computing within planning.						

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PSHE	Being Me in My World Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Celebrating Difference Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Changing Me Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
	Taught through our Jigsaw Curriculum and Discovery RE (refer to schemes): Social, Moral, Spiritual and Cultural development and British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect, Tolerance) Emotional Literacy - self-awareness, social skills, empathy, motivation and managing feelings					
Special Events Celebrations to be aware of	<ul style="list-style-type: none"> September – Harvest Festival (Christianity) October – Diwali (Hinduism) October – Sukkot (Jewish) 	<ul style="list-style-type: none"> November – Remembrance Sunday November – Kindness day UK December – Christmas (Christianity) December – Hanukah (Jewish) 	<ul style="list-style-type: none"> January – New Year Jan/Feb – Chinese New Year February – Children’s mental health week February – Safer Internet Day 	<ul style="list-style-type: none"> Feb/Mar – Shrove Tuesday (Christianity) March – Holi (Hinduism) March – World Book Day, Mother’s Day, World Poetry Day, World Down Syndrome Day, Autism Awareness week April - Easter Sunday (Christianity) Eid (Islam) 	<ul style="list-style-type: none"> May – Ramadan (Islam) May - Eid al Fitr (Islam) May – World Cultural Diversity Day, Walk to school week 	<ul style="list-style-type: none"> June – World Environment Day, Father’s Day July – Eid al Adha (Islam)