



# WELLESBOURNE PRIMARY AND NURSERY SCHOOL

## EYFS Reception Curriculum Overview 2024/2025

'Living to Learn, Learning to Live'



### Reception Curriculum Map—Long Term Curriculum Overview

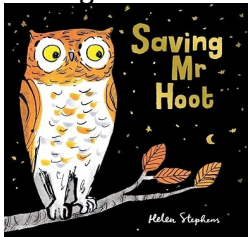
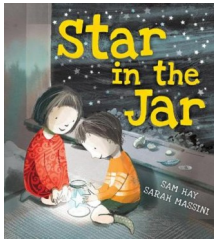
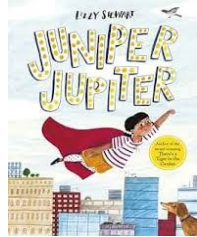
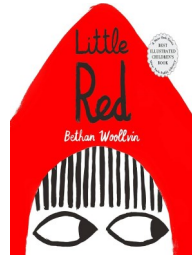
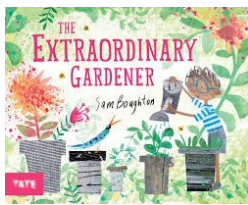
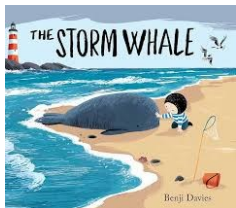
Core Values	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Respect	Effort	Attend	Cooperation	Honest	ALL VALUES
SMSC/PSHE	Relationships		Living in the Wider World		Health and Wellbeing	
Overarching Themes	Friendship and Animals	Light and Dark	Super Space	Houses and Homes	Growing and Change	Under the Sea
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Structured Story Time</b> Our core texts that introduce key language, ideas and themes that pupils need to access the foundational knowledge to support their development and prepare them for success in Key Stage 1 and beyond.	<b>Room on the Broom</b> Funnybones Pattan's Pumpkin The Hairy Toe Owl Babies Hoot Owl The Owl who was Afraid of the Dark Oi Frog Series Super Duper You! Fabulous Frankie Bear Hunt The Gruffalo The Colour Monster Meesha Makes Friends The Leaf Thief Squirrels Autumn Search Hello Autumn The King who Banned the Dark The Rabbit, the Dark and The Biscuit Tin What's Next? <b>After Dark</b> After the Storm Don't Hog the Hedge <b>The Tortoise and the Hare</b> <b>The Magic Porridge Pot.</b>	Old Macdonald had a Phone Ten Little Lights Dipal's Diwali <b>The Best ever Diwali</b> Fox in the Night Little Glow Jesus' Christmas Party Santarella Snowball The Nativity <b>First festivals Diwali</b> <b>Out and About First Book of Poems</b> <b>Poems out Loud</b>	Aliens Love Underpants Supertato Superkid <b>The Skies Above my Eyes</b> <b>Dogs in Space</b> <b>Look Inside Space</b> <b>Busy People Astronaut</b> Look Up The Aliens are Coming The Way Back Home The Smeds and the Smoos Whatever Next Here We Are Meet the Planets I Definitely Don't Like Winter <b>One Day on our Blue Planet</b> Lost and Found <b>China</b> The Great Race <b>Zim Zam Zoom</b>	<b>Change Starts With Us</b> <b>The Three Little Pigs</b> <b>Goldilocks</b> <b>The Gingerbread Man</b> <b>Little Red Riding Hood</b> <b>The Foggy, Foggy Forest</b> The Kiss that Missed Shhh! Into the Forest <b>Each peach pear plum</b> The Princess and the Pea Ten Fat Sausages (decide to escape) Martha maps it out Let's build a house The Bunny who Came to Breakfast	<b>Tadpole to Frog</b> <b>The Very Hungry Caterpillar</b> <b>Jack and the Beanstalk</b> <b>The Ugly Duckling</b> <b>The Enormous Turnip</b> <b>Egg to Chicken</b> The Tiny Seed Jaspers Beanstalk Sam Plants a Sunflower Tad Ten Seeds <b>Stanley's Stick</b> <b>Outside Your Window</b> <b>Anywhere Farm</b> Golden Domes and Silver Lanterns Ramena's Ramadan <b>How Do Flowers Grow?</b> The Tale of a Naughty Little Rabbit	Somebody Swallowed Stanley <b>Commotion in the Ocean</b> The Proudest Blue The Singing Mermaid Tiddler Sharing a Shell The Rainbow Fish Jack and the Flum Flum Tree The Snail and the Whale Bright Stanley <b>Barry the Fish with Fingers</b> <b>Meet the Oceans</b> The big book of blue Look Inside Seas and Oceans The Whale Who Wanted More Pirates Loves Underpants The Pirates Next Door Octopus Shocktopus Clean Up Where's the Starfish? Only One You The River <b>Seaside Poems</b> Rubbish? Don't Throw it Away
<b>Green- Traditional Tales</b> <b>Black- Fiction</b> <b>Blue- Non Fiction</b> <b>Purple- Poetry</b>						
			<b>Respect</b>	<b>Effort</b>	<b>Attend</b>	<b>Cooperate</b>
				<b>Honesty</b>		

## Reception Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Communication and Language</b>	<p><b>Welcome to EYFS</b></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p><b>Tell me a story!</b></p> <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b></p> <p>Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>Talk it through!</b></p> <p>Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p><b>What happened?</b></p> <p>Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b></p> <p>Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<b>Phonics</b>	<p><b>Phase 2:</b> Initial sounds, oral blending, CVC sounds, Use phonic knowledge to start to decode VC, CVC words using the sounds listed below. Read the tricky words: I, the, go, to, into, no Read very simple sentences e.g. I am sad. Use phonic, syntactic and semantic knowledge to understand unfamiliar vocabulary. Phonemes: s, a, t, p, i, n, m, d, g, o, k, ck, e, u, r, h, b, f, ff, ll, ss</p>		<p><b>Phase 3</b> Use phonic knowledge to decode CVC, VCC, CVCC, CCVC, CCCVC and CVCCC words.</p> <ul style="list-style-type: none"> <li>• Read the tricky words: he, she, we, me, be, was, you, are, her, all, they, my.</li> <li>• Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>• Read and understand a sentence with common irregular and phonetically plausible words e.g. 'The cat sat on a mat'.</li> <li>• Phonemes: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er</li> </ul>		<p><b>Phase 3/4</b> Use my phonic knowledge to securely decode CVC, VCC, CVCC, CCCVC, and CVCCC words which contain digraphs such as ch, sh, th and words containing more than 1 syllable.</p> <ul style="list-style-type: none"> <li>• Read the tricky words: said, have, like, so, do, some, come</li> <li>• Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</li> <li>• Read and understand a sentence they have written.</li> <li>• Phonemes: Consolidate knowledge to help the reading and spelling of words which have adjacent</li> </ul>	

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p>Dominant hand, beginning tripod grip, mark making, giving meaning to marks and labelling, Write letters from own name/write own name writing initial sounds and VC, CVC words. Recognise and for all lower case letters of the alphabet Use initial sounds to label characters / images.</p> <p>Continue a rhyming string.</p> <p>To know hand-writing families</p> 	<p>Continue a rhyming string, Beginning to orally rehearse what they want to write.</p> <p>Write letters from own name/write own name.</p> <p>Writing VC CVC words</p> <p>Write the tricky words: I, the, go, to, into, no</p> <p>Beginning to write two words together or a short caption with phase 2 sounds.</p> 	<p>Use some identifiable letters to communicate meaning and use them to write captions, labels and simple sentences. Rehearse sentences orally before writing them down. Use phonic knowledge to write CVC, VCC, CVVC words. Use capital letters and full stops to punctuate sentences. Beginning to use finger spaces between words. Most words written will be spelt phonetically plausibly. Write simple lists, labels</p> 	<p>Write meaningful sentences (e.g. sentence matches the image). Writing some of the tricky words such he, she, you, we, me, be.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Write 2 sentences</p> 	<p>Writing for a purpose in role play using phonetically plausible attempts at words, using finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Story writing-writing sentences using a range of tricky words that are spelt correctly.</p> <p>Independently use full stops, capital letters and finger spaces.</p> 	<p>Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>Write three sentences +</p> <p>Re-read what they have written to check that it makes sense</p> 

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Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Physical Development</b>	<p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing into wellies / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics / Balance</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce  Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in  Gymnastics / Balance</p>
<b>Mathematics</b>	<p>To match and sort To compare amounts To compare size, mass and capacity  To explore pattern To represent, compare and explore composition of 1,2 &amp;3</p>	<p>To represent, compare and explore composition of 1,2 &amp;3 To explore and use positional vocabulary, To explore and learn the properties of circles and triangles To represent numbers to 5 To explore and talk about one more and one less  To explore the properties of shapes with 4 sides To begin to explore time</p>	<p>To compare numbers to 5 To represent, compare and explore composition of 4 &amp; 5, 6,7 &amp; 8.  To combine 2 amounts To compare mass To compare capacity To explore and talk about length and height</p>	<p>To explore and talk about time To make a pair To represent, compare and explore composition of 9 &amp; 10  To compare numbers to 10  To explore and learn number bonds to 10 To explore the properties of 3d shapes To further explore spatial awareness and patterns</p>	<p>To build numbers beyond 10 To explore and know counting patterns beyond 10  To match, rotate and manipulate To add more to number or amount  To take away from a number or amount To compose and decompose patterns and shapes</p>	<p>To double, share and group  To explore and talk about odd and even To visualise and build with shape and pattern  To deepen understanding of patterns and relationships with number</p>

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## Reception Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Understanding of the World</b>	<p>Identify their family and community. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Notice and talk about change in weather/ season and begin to make suggestions to why this happens.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Talk about what they can see.</p>	<p>Talk about what they have done with their families during Christmas' in the past.</p> <p>Talk about Christmas traditions in the past and recall the Nativity story.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p>Talk about the different sources of light and how shadows are made.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Talk about the similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter, and forces.</p> <p>Ask questions and find out information about astronauts by using books and the internet</p> <p>Talk about significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p>Listen to and talk about different cultures versions of famous fairy tales.</p> <p>Describe some environments that are different to the one in which they live.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand that some places are special to members of their community.</p> <p>Talk about their homes and what there is to do near their homes</p> <p>Comment on what their home is like. Draw comparisons between different types of homes and their features.</p> <p>Describe the features of their local environment, explore maps of local area, compare places on Google Earth – how are they similar/different?</p> <p>Similarities and difference between different religious and cultural communities</p> <p>Draw information from a simple map.</p> <p>Use bee-bots on simple maps, use navigational language.</p>	<p>Talk about how we can look after our local environment, and the wider world, including recycling.</p> <p>Talk about what rubbish can do to our environment and animals. Discuss how we care for the natural world around us.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>Know some similarities and differences between familiar situations in the past and now.</p> <p>Discuss the members if the community that help to look after our local environment. What can we do to help?</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Explore and recall a life cycle.</p> <p>Talk about changes in themselves and others.</p> <p>Talk about our snack fruit, where it comes from and what it is like there,</p>	<p>Use non-fiction texts to explore and talk about contrasting environments.</p> <p>Discuss similarities and differences between the natural world around them and contrasting environments</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Draw information from a simple map.</p> <p>Explore and explain how to take care of our oceans and sea creatures, showing an awareness of pollution.</p> <p>Exploring natural processes- floating and sinking</p> <p>Talk about similarities and differences of a locality in the past and present.</p>

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## Nursery Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Expressive Arts</b>	Self portraits. Exploring colours and textures. Singing familiar songs and adding new ones to our repertoire.	Art linked to festivals and experiences. Making Diwali Clay Diva lamps/Rangoli patterns. Linked to Christmas - songs and performances.	Winter art - colours and textures. Linked to Chinese New Year. Ribbon/dragon/lion dancing (Moving in response to music)	Transient Art-Rough and Smooth natural objects and creating spirals Collaborative activity- What shape shall we make the roof? Large scale constructions of different types of buildings linked to interests in Traditional tales Responding to Music and Songs	Printing using reclaimed materials. Observational paintings and drawings using pencil and pencil crayon. Collage-ripping or cutting and joining to create sun-flowers.  Plant Growth Songs, Instruments and Music, creating own rhythms and patterns	Various Artists – Sunset paintings with silhouettes Artists- Anthony Gormley- Another Place, Alma Thomas Transient art- Creating art in trays of sand Collaborative under the sea drawing on a sheet with felt pens and large scale, outdoor weaving.  Colour matching and mixing technique -sand, sea and sunsets What can we design... using these in small groups? challenge.

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