




WELLESBOURNE PRIMARY AND NURSERY SCHOOL

EYFS Reception Curriculum Overview 2025/2026

'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	Superheroes	Houses and Homes	Growing and Change	Under the Sea
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Structured Story Time</p> <p>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.</p> <p>Green- Traditional Tales Black- Fiction Blue- Non Fiction Purple- Poetry</p>	<p>Room on the Broom</p> <p>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? After Dark After the Storm Don't Hog the Hedge The Tortoise and the Hare The Magic Porridge Pot.</p>	<p>Old Macdonald had a Phone Ten Little Lights Dipal's Diwali The Best ever Diwali Fox in the Night Little Glow Jesus' Christmas Party Santarella Snowball The Nativity First festivals Diwali Out and About First Book of Poems Poems out Loud</p>	<p>Aliens Love Underpants Supertato Superkid The Skies Above my Eyes Dogs in Space Look Inside Space Busy People Astronaut 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 One Day on our Blue Planet Lost and Found China The Great Race Zim Zam Zoom</p>	<p>Change Starts With Us The Three Little Pigs Goldilocks The Gingerbread Man Little Red Riding Hood The Foggy, Foggy Forest The Kiss that Missed Shhh! Into the Forest Each peach pear plum 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 The Ghanaian goldilocks</p>	<p>Tadpole to Frog The Very Hungry Caterpillar Jack and the Beanstalk The Ugly Duckling The Enormous Turnip Egg to Chicken The Tiny Seed Jaspers Beanstalk Sam Plants a Sunflower Tad Ten Seeds Stanley's Stick Outside Your Window Anywhere Farm Golden Domes and Silver Lanterns Ramena's Ramadan How Do Flowers Grow? The Tale of a Naughty Little Rabbit</p>	<p>Somebody Swallowed Stanley Commotion in the Ocean 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 Barry the Fish with Fingers Meet the Oceans 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 Seaside Poems Rubbish? Don't Throw it Away Seaside holidays then and now The lighthouse keepers lunch</p>

Characteristics of Effective Learning



Overarching Principles



Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.


Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Learning through play: At Wellesbourne Primary School, 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.

We ensure that all children learn and develop well and are kept healthy and safe at ALL times.


Reception Curriculum Map—Long Term Curriculum Overview

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**.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 Personal, Social and Emotional Development	<p>Begin to see themselves as a valuable individual.</p> <p>Begin to build constructive and respectful relationships.</p> <p>Begin to express their feelings and consider the feelings of others</p> <p>Begin to show resilience and perseverance in the face of challenge.</p> <p>Begin to identify their own feelings.</p> <p>Begin to think about the perspectives of others.</p> <p>Begin to manage their own needs.</p>	<p>Begin to see themselves as a valuable individual.</p> <p>Begin to build constructive and respectful relationships.</p> <p>Begin to express their feelings and consider the feelings of others</p> <p>Begin to show resilience and perseverance in the face of challenge.</p> <p>Begin to identify their own feelings.</p> <p>Begin to think about the perspectives of others.</p> <p>Begin to manage their own needs.</p>	<p>See themselves as a valuable individual.</p> <p>Begin to build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Begin to identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>	<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>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> <p>Manage their own needs.</p>	<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>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> <p>Manage their own needs.</p>	<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>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> <p>Manage their own needs.</p>

Reception Curriculum Map—Long Term Curriculum Overview

Communication and Language- 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** is 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, story-telling 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**.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Communication and Language</p>	<p>Begin to understand how to listen carefully and why listening is important.</p> <p>Begin to learn new vocabulary.</p> <p>Begin to use new vocabulary through the day.</p> <p>Begin to engage in non-fiction books.</p> <p>Learn rhymes.</p> <p>Listen carefully to rhymes and songs.</p> <p>Begin to engage in story times.</p> <p>Begin to describe simple events.</p> <p>Begins to ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Begin to articulate simple ideas and thoughts in well-formed sentences.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes and songs.</p> <p>Engage in story times.</p> <p>Describe simple events.</p> <p>Begins to ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Articulate simple ideas and thoughts in well-formed sentences.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Engage in non-fiction books.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe simple events in some detail.</p> <p>Ask simple questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences .</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Describe simple events in some detail.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail .</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Develop social phrases.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p>

Communication and Language



<p>Begin to connect one idea or action to another beginning to use a range of connectives with support.</p> <p>Begin to use talk to help work out problems and organise thinking and activities with support</p>	<p>Begin to connect one idea or action to another beginning using a range of connectives.</p> <p>Begin to use talk to help work out problems and organise thinking and activities and to begin to explain how things work and why they might happen with support</p>	<p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Begin to use talk to help work out problems and organise thinking and activities to begin to explain how things work and why they might happen.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen .</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p>
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The ShREC Approach– Planned High quality interactions.

The approach is a powerful way to establish connections. It ensures high quality interactions between adults and children. It explicitly develops knowledge, vocabulary and oracy.

Planned interactions in groups daily.


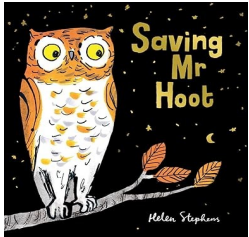
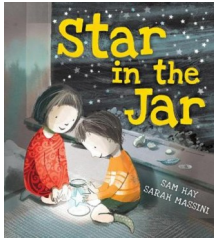
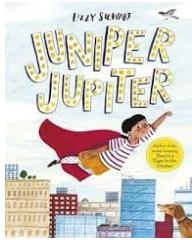
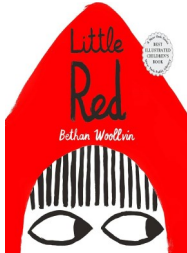

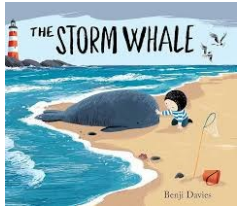
Reception Curriculum Map—Long Term Curriculum Overview

Physical Development—Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.


Area of Learning	Autumn 1	Spring 2	Summer 2
<p>Physical Development</p>  <p>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p>	<p>Foundation PE: Unit 1: Games :Best of Balls Unit 2: Dance :Dinosaurs</p> <p>Gross Motor Skills Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Engage in and develop confidence in actions. Begin to develop overall body-strength, balance, co-ordination and agility. ▪ Use above actions, within obstacle courses ... balance, obstacle, spatial, ▪ Set own physical challenge ... challenge, goal .Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... straight, upright, flat Begin to combine different movements with ease and fluency. Begin to use different travelling actions whilst following a path. ▪ Change movements / directions quickly. Begin to work cooperatively and play as a group. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p> <p>Practise large motor movements to engage shoulder and wrist muscles.</p> <p>Begin to practise Locomotor skills: (e.g., running, jumping, galloping, skipping). Stability skills: (e.g., twisting, balancing, dodging, static balance) and Manipulative skills (e.g., throwing, catching, kicking, striking with a bat, dribbling).</p> <p>Fine Motor Skills Use a comfortable grip with increasing control when holding pens and pencils • Support and model tripod grip. Continue to develop 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 • Ensure regular engagement and develop confidence in use of tools... grip, steady, snip, twist, curve, straight. Strengthen fingers ready for writing through dough disco and fine motor pincer activities. Begin to develop pre writing shapes using a range of different media .</p> <p>• <i>To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. • To use throwing skills in a small sided game. • To be able to use a bat or racket to move and control an object. • To develop the ability catch and bounce a ball. • To develop the ability to kick a ball.</i></p>	<p>Foundation PE: Unit 3: Gymnastics: Jumping Jacks and Rock n Roll Unit 4: Games: The Olympics</p> <p>Gross Motor Skills Continue to refine the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Begin to progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Daily modelling and support. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside. Further develop and refine a range of ball skills including: throwing, passing kicking, batting and aiming</p> <p>Continue to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Work with others cooperatively.</p> <p>Continue to practise Locomotor skills: (e.g., running, jumping, galloping, skipping). Stability skills: (e.g., twisting, balancing, dodging, static balance) and Manipulative skills (e.g., throwing, catching, kicking, striking with a bat, dribbling).</p> <p>Fine Motor Skills Develop 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. ▪ Fine Motor opportunities, Pegs to Paper. Begin to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating: ▪ Model effective pencil grip. ▪ Encourage correct letter formation ▪ Attempt to form all letters correctly Consolidate pre writing shapes using a range of different media .</p> <p>• <i>To develop the ability to jump in a range of ways from one space to another. • To control my body when jumping and balancing. • To create a sequence using a jump and a balance. • To develop the ability to roll in a range of ways. • To control my body when rolling in a range of ways. • To perform a sequence with confidence and control. • To develop the ability to throw an object. • To develop the ability to move at speed. • To adapt the body when moving at speed. • To learn how to jump safely. • To develop the ability to jump in different ways.</i></p>	<p>Foundation PE: Unit 5: Dance: Dance till you drop Unit 6: Gymnastics: Gym in the jungle</p> <p>Gross Motor Skills Begin to show greater confidence and independence in the fundamental movement skills they have already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Model and support safety. Demonstrate strength, balance and coordination when playing • Use a range of wheeled resources to navigate space. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To work co-operatively with a partner.</p> <p>Develop competence with Locomotor skills: (e.g., running, jumping, galloping, skipping). Stability skills: (e.g., twisting, balancing, dodging, static balance) and Manipulative skills (e.g., throwing, catching, kicking, striking with a bat, dribbling).</p> <p>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. • Fine motor activities Begin to show accuracy and care when drawing. • Encourage effective grip and accuracy. Continue to attempt to form all letters correctly</p> <p>• <i>To develop the ability to adapt a known dance. • To develop the ability to share my ideas about how to adapt a dance. • To develop the ability to change movements and adapt a simple dance. • To share opinions and give my own ideas about how to adapt and alter a simple dance.</i></p> <p>• <i>To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment.</i></p>

Reception Curriculum Map—Long Term Curriculum Overview

Literacy- 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)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Literacy Counts– Ready, Steady, Write) 	<p>Vehicle Text: Saving Mr Hoot</p> <p>Fiction Genre: A Losing Story</p> <p>Purpose: To retell a losing story</p> <p>Genre: Recount Animal Information</p> <p>Purpose: To inform</p>	<p>Vehicle Text: Star in a jar</p> <p>Fiction Genre: A finding story</p> <p>Purpose: To retell a finding story</p> <p>Genre: Information Poster to find a lost star</p> <p>Purpose: To inform (and describe)</p>	<p>Vehicle Text: Juniper Jupiter</p> <p>Fiction Genre: A Superhero Story</p> <p>Purpose: To retell a superhero story</p> <p>Genre: Information A list of what makes a good sidekick</p> <p>Purpose: To inform and describe</p>	<p>Vehicle Text: Little Red</p> <p>Fiction Genre: A Traditional Tale</p> <p>Purpose: To retell/ write a traditional tale</p> <p>Genre: Instructions orally/ written How to trap the wolf</p> <p>Purpose: To instruct</p>	<p>Vehicle Text: The Extraordinary Gardener</p> <p>Fiction Genre: A transformational story</p> <p>Purpose: To tell/ write a transformational story</p> <p>Genre: Instructions orally/ written How to grow a garden plant / vegetable</p> <p>Purpose: To instruct</p>	<p>Vehicle Text: The Storm Whale</p> <p>Fiction Genre: A friendship story</p> <p>Purpose: To tell and write a friendship story</p> <p>Genre: Poems writing sea creature poems</p> <p>Purpose: To describe</p>
						

Reception Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn 1	Spring 2	Summer 2
<p data-bbox="76 724 199 762">Literacy</p> 	<p data-bbox="347 228 763 252">Reading: Comprehension / Word Reading</p> <p data-bbox="271 256 840 309">Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary.</p> <ul data-bbox="271 314 840 722" style="list-style-type: none"> ▪ Recall key events ▪ Talk about main characters • Begin to re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • Understand the five key concepts about print, with a focus on ▪ Left to right. ▪ 1-1 correspondence • Continue to develop phonological awareness, focusing on rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting • Hear and say the initial sounds in words. • Read individual letters by saying the sounds for them. • Begin to blend sounds to read some VC and CVC words • Begin to read a few common exception words (ELS) 	<p data-bbox="969 228 1386 252">Reading: Comprehension / Word Reading</p> <p data-bbox="904 256 1451 339">Begin to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <ul data-bbox="875 344 1458 1074" style="list-style-type: none"> ▪ Identify and name different parts of a book, including non-fiction – contents page, label, illustration, caption. • Understand and respond to questions such as who, why, when, where and how in relation to stories and non-fiction. • Retell story in small world / role play (in correct sequence) • Take on role of character using some story language. • Talk about likes and dislikes of texts, rhymes and poems. • Begin to anticipate - where appropriate - some key events in stories. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Continue to consolidate concepts about print: Directionality of print, focusing on – (i) top to bottom (ii) return sweep . Correct orientation of letters and words .Concept of a word / letter . Following words with one-to-one correspondence. • Continue to develop P1 phonological awareness, focusing on oral blending and segmenting. • Continue to read individual letters by saying the sounds for them: • Blend sounds to read some CVC and CCVC words • Begin to read captions and sentences • Read a few common exception words (ELS) 	<p data-bbox="1585 228 2047 252">Reading: Comprehension / Word Reading</p> <p data-bbox="1523 256 2110 352">Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary .</p> <ul data-bbox="1496 357 2110 874" style="list-style-type: none"> • Learn to make predictions and begin to understand that a non-fiction provides information. Share a range of non-fiction texts, discuss the contents and index page. • 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. • Begin to notice some relationships between one text and another. • Begin to comment on perceived links with own life experience or other experiences, e.g. films, books. • Continue to develop P1 phonological awareness Oral blending and segmenting • Read captions and sentences with increasing independence and confidence. • Read a few common exception words (ELS)

Literacy



Writing:

- Show increasing control over pen and mark making tools (Aut 1)
- Show increasing confidence in pre writing shapes (Aut 1)
- Begin to use correct letter formation for first letter family (Aut 2)
- Use some of their print and letter knowledge in their early writing .
- Use initial sounds, VC and CVC words.
- Oral rehearsal / vocabulary.
- Initial sounds

Writing:


- Form most lower-case and begin to form most capital letter correctly. (end of Spr 2)
- Spell simple CVC words by identifying the sounds and then writing the sound with letter/s, using known GPCs
 - Write labels
- Confidently use initial sounds, VC and CVC words
- Write captions/phrases and begin to write simple sentences using known GPCs
 - Orally rehearse caption or sentence before writing.
- Begin to recognise that a sentence starts with a capital letter and ends with a full stop and with support, begin to apply this to writing

Writing:

- Begin to independently use simple punctuation in a sentence: capital letter / full stop
- Orally rehearse caption or sentence before writing.
- Re-read what they have written to make sure it makes sense
- Leave spaces between words
- Begin to compose and write longer phrases/ sentences.
- Write recognisable letters (lower case and capital) most of which are formed correctly.
- Begin to sequence sentences within purposeful fiction/ non-fiction writing, such as: Lists , Posters▪ Instructions. ▪ Fact cards
- Create their own stories and books, with images and sometimes with words.
- ELG: • Write recognisable letters (lower case and capital) most of which are formed correctly. • 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 Independently use simple punctuation in a sentence: capital letter / full stop • Orally rehearse caption or sentence before writing. • Re-read what they have written to make sure it makes sense.

Reception Curriculum Map—Long Term Curriculum Overview

Mathematics—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.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 <p>Mathematics</p> <p>Maths is present throughout our provision and daily routines.</p> <p>Key skills of counting, subitizing, composition, ordering and comparing are threaded throughout</p>	<p><u>Number</u></p> <p>Children will subitise to 3.</p> <p>Children will compose numbers to 3 on a five frame and in a part-whole model.</p> <p>Children will identify one more and one less to 3.</p> <p><u>Numerical Patterns</u></p> <p>Children will count in correspondence to 3.</p>	<p><u>Number</u></p> <p>Children will subitise to 5.</p> <p>Children will compose numbers to 5 on a five frame and in a part-whole model.</p> <p>Children will identify one more and one less to 5.</p> <p>Children will match numerals and representations to 5.</p> <p><u>Numerical Patterns</u></p> <p>Children will count in correspondence to 5.</p>	<p><u>Number</u></p> <p>Children will identify 0.</p> <p>Children will compose numbers to 8 on a five frame and in a part-whole model.</p> <p>Children will identify one more and one less to 8.</p> <p>Children will match numerals and representations to 8.</p> <p><u>Numerical Patterns</u></p> <p>Children will compare mass and capacity.</p>	<p><u>Number</u></p> <p>Children will know number bonds to 5.</p> <p>Children will compose numbers to 10 on a five frame and in a part-whole model.</p> <p>Children will identify one more and one less to 10.</p> <p><u>Numerical Patterns</u></p> <p>Children will combine 2 groups.</p>	<p><u>Number</u></p> <p>Children will explore the composition of numbers to 10.</p> <p>Children will know $5+5=10$.</p> <p>Children will count to 20.</p> <p><u>Numerical Patterns</u></p> <p>Children will build and identify numbers to 20.</p>	<p><u>Number</u></p> <p>Children will double within 10.</p> <p><u>Numerical Patterns</u></p> <p>Children will equally share into two groups.</p>





Mathematics

Children will compare amounts, size, mass and capacity.	Children will identify and describe circles, triangles, squares and rectangles.	Children will make pairs	Children will explore length, height and time.	Children will match patterns using tangrams and shapes.	Children will identify even and odd numbers up to 10.
Children will make AB patterns.	Children will use positional language including under, over, around and through.		Children will identify a cube, sphere, cylinder and cone.	Children will add more and take away within 20.	Children will verbally count beyond 20.
	Children will identify one more and one less within 5.		Children will make ABB/ AAB repeated patterns.		
<p><u>Number:</u> 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.</p> <p><u>Numerical Patterns:</u> 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.</p>					

Reception Curriculum Map—Long Term Curriculum Overview


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.

Area of Learning	Autumn	Spring	Summer
 <p>Understanding the World</p>	<p>Chronology</p> <ul style="list-style-type: none"> •Begin to understand, follow, use and talk about the daily routine using a visual timetable •I can follow and use a visual timetable. ▪ I know what comes next. • Begin to be aware of the months of the year. • I know different things that happen on different days of the week •Begin to understand that their birthday and some key festivals are annual and take place at different times of the year...birthday, celebrate, festival, Christmas, Eid, Hanukah, Diwali, Harvest. • Begin to understand that there are four seasons across the year ... autumn, winter, spring, summer. •I know that bonfire night takes place in autumn and the nights are longer. •Begin to understand when things happen <p>Own life story and family history</p> <ul style="list-style-type: none"> •Begin to make sense of their own life-story and family’s history. • Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. •Talk about their immediate family ▪ I know who is in my immediate family. <p>Familiar situations from the past</p> <ul style="list-style-type: none"> •Share family celebrations past and present. <p>Figures / characters, settings and events from the past</p> <ul style="list-style-type: none"> •Begin to understand the past through settings, characters and events encountered in books, nursery rhymes and storytelling. • Polly Put the Kettle On – know why the kettle was put on a fire. Understand that a long time ago people would cook on a fire. Share the story 	<p>Chronology</p> <ul style="list-style-type: none"> •Continue to use a weekly visual timetable • I can predict what might happen next within the daily routine with some accuracy and understanding. •Begin to show awareness of the names of the months. • I know that there are four seasons across the year •Begin to use words to explain when events have happened / will happen <p>Own life story and family history</p> <ul style="list-style-type: none"> • Continue to talk about past and present events in the context of their home / school life. • Discuss and share key achievements since starting school. •Develop an awareness of who is in their extended family... grandparents <p>Familiar situations from the past</p> <ul style="list-style-type: none"> •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Know how communication methods have changed from the past. •Talk about the past settings, characters and events encountered in books, nursery rhymes and storytelling. ▪ Significant figure from the past: Tim Peake. 	<p>Chronology</p> <ul style="list-style-type: none"> •Begin to use a monthly calendar. E.g. count how many sleeps / days until ... • I can recite the months of the year. • I know that there is a repeated cycle of seasons. I can say the cycle of seasons. ▪ I know one fact about each season. ▪ I can talk about how trees change through the different seasons. • I can use some sequencing vocabulary confidently, linked to stories e.g. The Very Hungry Caterpillar. <p>Own life story and family history</p> <ul style="list-style-type: none"> •Reviewing the year and what they have achieved over the year, what can they do now that they couldn’t do in Nursery? •I know that some things were different when my parents / grandparents were children e.g. How have holidays changed over time? / beach in the past <p>Familiar situations from the past</p> <ul style="list-style-type: none"> •Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class • Talk about the lives of the people around them and their roles in society (see Occupations – PC&C). Figures, characters, settings and events from the past <p>Figures / characters, settings and events from the past</p> <ul style="list-style-type: none"> •Talk about the past through settings, characters and events encountered in books read in class and storytelling. •Significant figure from the past: David Attenborough ...famous, important. • I know who David Attenborough is and why he is important.

Area of Learning	Autumn	Spring	Summer
 <p>Understanding the World</p>	<p>My Family and Community</p> <ul style="list-style-type: none"> •Talk about immediate family and community. • Talk about what they do with their family and places they have been with their family. •Read fictional stories about families and start to tell the difference between real and fiction. •Talk about members of their immediate family and community. •Recognise that people have different beliefs and celebrate times in different ways. • Develop an awareness and talk about some key celebrations e.g. Harvest Day, Diwali, Halloween, Bonfire Night, Remembrance Day, St Andrew’s Day, Hanukkah, Christmas. •Christianity: Jesus and the Christmas story •Hinduism: Diwali and the story of Rama and Sita <p>Occupations</p> <ul style="list-style-type: none"> •Name and describe people who are familiar to them. • Talk about key members in society who help us e.g. Dental Nurse, Doctor, Nurse, Head Teacher and Office staff, and Crossing Guard. <p>Local Environment</p> <ul style="list-style-type: none"> •Continue to understand the need to respect and care for the natural environment and all living things. •Begin to understand what a map is and how it is used. • Draw information from a simple map. •Use Beebot to follow a route on a simple map •Make a map of our route to the Post Office, looking at local amenities 	<p>My Family and Community</p> <ul style="list-style-type: none"> •Talk about immediate family and community. •Talk about what they do with their family and places they have been with their family. •Talk about members of their immediate family and community. •Recognise that people have different beliefs and celebrate times in different ways. • Develop an awareness and talk about some key celebrations e.g. Chinese New Year, St David’s Day, St Patrick’s Day, Shrove Tuesday, Ash Wednesday, Holi, Ramadan, Easter • Understand that some places are special to members of the community. (Christianity and Islam) •Recognise a Church and how it is used using recently acquired vocabulary •Recognise a Mosque and how it is used using recently acquired vocabulary <p>Occupations</p> <ul style="list-style-type: none"> •Name and describe people who are familiar to them. •Talk about key members in society who help us e.g. Firefighter, Site Manager, Plumber, Electrician, Builder, Joiner, Bus/ Taxi/Train Driver <p>Local Environment</p> <ul style="list-style-type: none"> • Begin to talk about their local area and journey to school. •Draw and label a simple map of their journey to school, school grounds and immediate local areas. • Recognise some environments that are different from the one in which they live. • Compare and contrast where we live with different environments e.g. forest •Comparing the UK with other countries, including maps •Draw information from a simple map. • Look at and share the world map and globe, locate the UK and know that there are different countries in the world (snack time). 	<p>My Family and Community</p> <ul style="list-style-type: none"> •Talk about immediate family and community. • Talk about what they do with their family and places they have been with their family. •Talk about members of their immediate family and community. •Recognise that people have different beliefs and celebrate times in different ways. • Develop an awareness and talk about some key celebrations e.g. St George’s Day, Eid al-Fitr, Eid Al-Adha. •What is special about our world? Think about the wonders of the natural world expressing ideas and feelings. Express ideas about how to look after animals and plants. Talk about what people do to ‘mess up’ the world and what they do to look after it. Including rubbish and recycling. <p>Occupations</p> <ul style="list-style-type: none"> •Talk about key members in society who look after our community e.g. gardeners, waste collectors, <p>Local Environment</p> <ul style="list-style-type: none"> •Continue to understand the need to respect and care for the natural environment and all living things. •Explore the natural world around them. • Children to contribute to developing the school grounds through planting and recycling. •Green Day. •Draw information from a simple map. • Locate seaside holidays on a map.

Area of Learning	Autumn	Spring	Summer
<div data-bbox="96 592 235 734" data-label="Image"> </div> <div data-bbox="40 815 273 901" data-label="Section-Header"> <h2>Understanding the World</h2> </div>	<p>Materials (including natural)</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Sort, match, and describe a variety of natural resources. • Begin to describe what they see, hear and feel whilst outside e.g. describe the things they see, hear, feel on an autumn walk. <p>Living things – Animals (including humans)/ Plants</p> <ul style="list-style-type: none"> • Begin to understand some differences between living and non-living things • The names of familiar animals, and the places where animals live on our school site. • Discuss the different places that plants and animals live. • With support, grouping objects, plants and animals. <p>Natural Phenomena / Seasons</p> <ul style="list-style-type: none"> • Begin to understand the effect of the changing seasons on the world around them. • Observe and describe the weather. • Begin to understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>How things work including computing</p> <ul style="list-style-type: none"> • Begin to make a Beebot move. • Begin to use an iPad to follow a simple programme and use the Interactive Whiteboard to follow a simple programme. • Talk about how the internet can be used to find things out • Use a paint package to create a picture. 	<p>Materials (including natural)</p> <ul style="list-style-type: none"> • Join/mix different materials, observe, talk about and begin to predict what might happen when e.g. mix sand, soil and water. • Describe what they see, hear and feel whilst outside using descriptive language e.g. feel, hear, see. Investigate and observe changes of state – melting ice, freezing water. <p>Living things – Animals (including humans)/ Plants</p> <ul style="list-style-type: none"> • Explore the natural world around them observing plants and animals in the changing seasons. • Share a range of books and online resources to find out about differences in environments. <p>Natural Phenomena / Seasons</p> <ul style="list-style-type: none"> • Understand the effect of the changing seasons on the world around them. • Observe and talk about some signs of Spring e.g. blossom, buds, leaves growing on trees, how it gets lighter earlier in the morning and darker later at night. • Begin to explore some important processes and changes e.g. freeze or melt, day and night, in relation to the sun. • Explore shadows and how they're formed. <p>How things work including computing</p> <ul style="list-style-type: none"> • Investigate how vehicles move, forces push and pull. • Investigate processes such as floating and sinking. • Continue to use Beebot and a range of technology • Begin to use the camera tool on an iPad. • Continue to use the Interactive Whiteboard to follow a simple programme. • Name devices that can be used to access the internet. • Watch how to open a web browser to access the internet. • Move the mouse with some control and click 	<p>Materials (including natural)</p> <ul style="list-style-type: none"> • Make predictions and share ideas, work collaboratively. <p>Living things – Animals (including humans)/ Plants</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Observe and learn about the lifecycles of plants. And that plants are living things. • Learn about the basic parts of a plant (e.g. stem, leaves, roots) • Observe and grow plants. • Begin to describe what a seed needs to grow, and that it grows into a plant. • Observe and learn about the growth and lifecycle of animals e.g. caterpillars / ladybirds/ frogs/ ducks • Think about ways we can care for our outdoor environment e.g. recycling and reusing, <p>Natural Phenomena / Seasons</p> <ul style="list-style-type: none"> • Understand how the seasons follow a cycle • Understand the effect of the changing seasons on the world around them. • Observe and talk about some signs of Summer • Understand some important processes and changes in the natural world around them e.g. experiencing and exploring different weather <p>How things work including computing</p> <ul style="list-style-type: none"> • Create a simple algorithm for a bee bot combining 2 instructions. • Explore on screen cause and effect activities • Begin to find and type the letters of their name on a keyboard.

Reception Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn	Spring	Summer
Expressive Arts 	<p>Project: Craft & Design: Making Diwali Salt dough Diva lamps, testing ideas in provision, making and painting. Refine their own ideas. Explore a new material to construct with. Discuss problems and solutions as they arise. Design, make and evaluate.</p> <ul style="list-style-type: none"> •Begin to draw with purpose, deciding what to draw before making marks. •Use a variety of mark-makers with increasing control and efficiency. •Understand that they can draw through observation (e.g. portraits using mirrors) •Explore what happens mixing primary colours to create secondary colours. •Begin to explore a range of painting techniques •Baking; Preparing fruit and fruit skewers •Printing: Understand how to print effectively using fine motor skills to grip and press. Begin to make considered patterns/pictures. • 3D Art: Diva lamp project, Loose Parts: Independently make constructions, using own ideas and available loose parts. Show increasing skills with combining, lining up, stacking etc. •Collage: Explore different contrasting textures e.g. rough, smooth. Use techniques (e.g. folding, crunching, tearing and cutting) to create different effect <p><u>Skills developed through provision:</u> Self portraits. Exploring colours and textures. Exploring shape with Kandinsky art linked to Maths. (Aut 1) Rangoli patterns, exploring texture, shape and colour. Kusama inspired painting, junk modelling Elf Workshop, creating with a plan, joining boxes together with tape and glue. Explore what happens mixing primary colours to create secondary colours. Begin to explore a range of painting techniques (Aut 2)</p>	<p>Project: Making a trap for the big bad wolf collaborative task. Create collaboratively, share ideas. Practise joining different materials; tape and glue. Discuss problems and solutions as they arise. Design, make and evaluate.</p> <ul style="list-style-type: none"> •Develop drawing within a range of contexts (e.g. telling a story, figurative or responding to the way an object moves or feels). •Return to and build on previous learning. •Look closely at natural and man-made objects, to create observational drawings that notice shape, form and pattern. •Mix various shades of primary colours to create secondary colours and use these in artwork. •Explore a range of painting techniques. <p>•Baking: Spring rolls</p> <p>•Printing: Have own ideas for print making (e.g. finding their own everyday objects) to experience a variety of shape, texture and pattern. Take rubbings from objects such as tree bark.</p> <p>• 3D Art: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on previous learning. Clay/Playdough: Combine pieces using different techniques and tools to represent a familiar object and represent the feel of an object (e.g. spiky, furry, smooth). Loose Parts: Build and de-construct loose part models / constructions to represent real life / imaginary objects and experiences.</p> <p>•Collage: Use tools and materials effectively to explore shape, pattern and form to make pictures and other collage. Make repeating and irregular patterns.</p> <p><u>Skills developed through provision:</u> Winter art - shades of blue and adding texture to painting. Lunar New Year. Ribbon/dragon/lion dancing (Moving in response to music) Collaborative Lion/ Dragon making through junk modelling. . (Spr 1)</p> <p>Transient Art-Rough and Smooth natural objects and creating spirals (Spr 2)</p>	<p>Project: Making a scarecrow Practise joining different materials; tape, glue, tying string. Discuss problems and solutions as they arise. Design, make and evaluate.</p> <ul style="list-style-type: none"> •With independence, create drawings based on feelings, real / imaginative experiences and stories. •Use drawing tools with care and increasing precision. •Draw with increasing complexity and detail. •Observe colour in nature and represent it in artwork; mixing colours to match what they see. •Work collaboratively with other children, sharing ideas, resources and skills. •Return to and build on previous learning, refining ideas and developing ability to represent them. • Continue to explore a range of painting techniques •Baking: Bread for cress sandwiches •Printing: Use printing techniques with independence to make patterns and pictures, using a variety of artistic effects (e.g. using irregular and repeating patterns). •3D Art: Clay/Playdough: Make models with a purpose and with increasing skill (e.g. shaping, moulding or combining pieces). Loose Parts: Make imaginative structures, using tools with control. Explore a wide range of materials, making simple forms and applying simple decorative features where wanted. •Collage: Independently assemble different pieces to create a picture or pattern. Use imagination / observation, building on their previous learning, to represent their ideas <p><u>Skills developed through provision:</u> Printing using reclaimed materials. Observational paintings and drawings using pencil and pencil crayon. Collage-ripping or cutting and joining to create sunflowers. 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</p>

Drawing & Painting: Offer a variety of □ mark-making objects of different thickness' (e.g. brushes felt pens, pencils, charcoal, pastels, crayons) □ on a variety of 2D and 3D surfaces (e.g. papers, card, recycled materials, foil, corrugated card, old maps) □ inside and outside on a large and small scale □ collaborative projects .

Printing: Revisit techniques from nursery and create own block print with everyday objects (natural and man-made), with techniques such as marking, cutting, crimping, crunching.

3D Art (modelling & sculpture): □ Include malleable, construction and loose parts model-making □ Revisit and extend skills such as cutting, folding, tearing, joining, stacking, re-shaping and techniques such as papier mâché □ Offer and extend a variety of natural and man-made materials (e.g. 'junk' recycled materials, twigs, pine cones) and different types of glue (e.g. PVA, glue sticks, flour & water) □ Involve children in small and large scale projects (indoors & outdoors), including some collaborative experiences - allowing them to share ideas, resources and skills

Reception Curriculum Map—Long Term Curriculum Overview

Area of Learning	Autumn	Spring	Summer
Expressive Arts	<ul style="list-style-type: none"> •Take part in simple pretend play. •Begin to develop complex stories using small world equipment. •Begin to develop storylines in their pretend play – including those linked to focus text . •Begin to listen attentively, move to and talk about music, expressing their feelings and responses. • How does the music make me feel? •Begin to watch and talk about dance and performance art. •What type of dance/music is it? •Watch live music / dance performances linked to festivals. •Sing in a group or on their own. •Begin to explore using voices and bodies to make a variety of sounds. •Explore the sounds of different instruments. •Identify sounds in the environment and differentiate between them. •Use voices to imitate nature sounds. •Respond to movement with music related to festivals e.g. Diwali, Christmas. •To learn about music from another culture, particularly when related to the festival of Diwali. •To respond to music with movement. •To learn about traditional Christmas music. To take part in a group song involving singing, voice sounds •To sing and move to a Christmas song. •To copy, repeat and explore actions in response to a theme. To explore and remember actions considering level, shape and direction. •To remember and repeat actions moving in time with the music. 	<ul style="list-style-type: none"> •To invent, adapt and recount narratives with peers and teacher. • Consolidate making use of props and materials when role playing characters in narratives and stories. •Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch performance from other cultures and compare differences... e.g. lion dances in Lunar New Year, African dancing •To explore beat through body movement. •To express feelings and emotions through movement to music. •To explore pitch and tempo through scarf dancing and body movement. •To express feelings and emotions through movement to music. •To talk about how a piece of music makes you feel. •To use instruments to represent moods or actions. •To play an instrument as part of a group story. •Sing in a range of well-known nursery rhymes and songs. •Develop storylines in their pretend play. •Consolidate re-enacting life experiences with characters they are familiar with. 	<ul style="list-style-type: none"> •confidently invent, adapt and recount narratives and stories with peers and their teacher. •Independently perform a range of familiar songs and nursery rhymes. •Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music •Independently make use of props and materials when role playing characters in narratives and stories. •Listen attentively, move to and talk about music, expressing their feelings and responses. •Explore making sound effects. • To explore making sounds at different speeds. •To explore moving to different tempos. •To interpret symbols to show a change in speed.. •To learn what an orchestra is. • To copy and follow a beat. •To perform a practised song to a small audience. •Explore and engage in music making and dance. •Move in time to music. •Create movements and adapt simple dance patterns. •Copy and repeat actions showing confidence and imagination •Represent sounds pictorially. -Begin to read pictorial representation of music (colour-coded bells) •Confidently develop storylines and narratives n their pretend play.

Reception Curriculum Map—Long Term Curriculum Overview

Early Learning Goals

Communication Language and Literacy	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listening, Attention and Understanding</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>Self Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonicknowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonicknowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Number</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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.</p> <p>Numerical patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

	Aut	Spr	Sum
Seasonal Interests and Enrichment opportunities	Autumn	Valentine's Day	Summer
	New friends	Lunar New Year	Transition
	Families	Spring	Ramadan
	Autumn Trail	Easter	Eid
	Diwali	Mother's Day	Holi
	Remembrance Day	World Book Day	Life Cycles
	Bonfire Night	Children's Mental Health Week	Holidays
	Road Safety	Safer Internet Day	
	Children in Need		
	Winter		
	Christmas		
	Harvest Day		
	Black History Month		
Developing our Love of Reading Events	Stay, Play and Learn: Reading with parents	World Book Day	Mystery Reader
	Halloween themed EYFS Special Story Time	Mystery Reader	Themed EYFS Special Story Time
	Winter Wonderland	Themed EYFS Special Story Time	
	Christmas themed EYFS Special Story Time	Class Reading Bear	
	EYFS Reading Home Challenge	Tapestry reading photo Challenge	
Visits and Visitors	Dental Nurses	Visitor from different religious and cultural communities.	Visitor from different occupations– firefighter/ police
	Road Safety	Grotto (In school)	Visit: Safari Park
	Visit: Post Office/ Post box	Visit:	
Parental Involvement	Stay, Play and Learn	Stay, Play and Learn	Stay, Play and Learn
	Nativity	SEND / Behaviour Coffee Morning	Class Assembly
	Meet the Teacher	Tapestry reading photo challenge	Sports Day
	Parents Evening	Book Look	Parents Evening
	SEND/ Behaviour Coffee Morning		(New to Nursery and Reception meetings, New to Y1 meeting September)

	Aut	Spr	Sum
Safety Messages	NSPCC PANTS Rule Road Safety Scissor safety Taking safe risks– outdoors	Internet Safety Mental Health Week	Sun Safety Looking after our World
Online Safety	Recognise that anyone can say ‘no’ to situations that make them feel sad, uncomfortable, or upset.	Recognise basic ways the internet can be used to communicate, such as talking to family or friends. Identify ways to share information online, like photos or messages, with adult help. Recognise simple examples of unkind behaviour online and how it can affect others. Identify basic rules for using technology safely, such as asking permission.	Identify simple rules for safe technology use, like taking breaks and limiting screen time. Identify personal information (e.g. name, address) and understand who is safe to share it with. Recognise that work they create (e.g. drawings, stories) belongs to them,
British Values	Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of different faiths and beliefs.		