

EYFS (Reception) Curriculum Overview/Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Marvellous Me! 	Let's Celebrate! 	Our Wonderful World 	Once upon a story... 	Minibeasts 	Amazing Adventures! 
Focus topics	Starting School All About Me Basic Body Parts How have I changed? Where is my family from? Community Helpers Being Healthy Harvest Time	Celebrations Seasonal Changes - Autumn Nocturnal Creatures Woodlands Habitat and Animals	Wintery Weather/Winter Changes Antarctica vs. Arctic Climates Contrasting environments Hibernation Where do you live? Customs around the world *More about other areas of the world – i.e. equator	Signs of Spring Life Cycle of Plants Plant Care Caring for our Environment Traditional Stories Story Structure Life Long Ago vs. Today	Minibeasts Healthy Eating Life Cycle of a Butterfly Bug Habitats Caring for our Environment Directional Skills	Summer Changes Space Keep Our Oceans Clean Modes of Traveling on the Sea? Oceans/Rivers Floating/Sinking
'Wow' moments / Key Events	Transition Birthdays Mop Fair Harvest	Remembrance Day Children in Need Day Thanksgiving Diwali Guy Fawkes/Bonfire Night Nativity Christmas Christmas Around the World	Lunar New Year Valentine's Day Pancake Day Mother's Day Mental Health Week Safer Internet Day	World Book Day Mother's Day Easter	Caterpillar transformation Minibeast Hunt Growing seeds	Transition 4 TH of July? Sports Day Reception End-of-Year Concert Summer Fayre
Potential Story Maps	<u>Nonfiction</u> From Seed to Harvest <u>Fiction</u> The Little Red Hen Ruby's Worry	<u>Nonfiction</u> Nativity Story <u>Fiction</u> Owl Babies We're Going on a Bear Hunt	<u>Nonfiction</u> <u>Fiction</u> Bear Snores On The Mitten	<u>Nonfiction</u> Life Cycle of a Plant <u>Fiction</u> Three Billy Goats Gruff Gingerbread Man Goldilocks and the Three Bears	<u>Nonfiction</u> Nonfiction Caterpillar Map <u>Fiction</u> What the Ladybird Heard Norman the Slug with the Silly Shell	<u>Nonfiction</u> <u>Fiction</u> My Map Book
Potential Key Texts	<u>Nonfiction</u> Veterinarian book Harvest Days: Giving Thanks Around the World <u>Fiction</u> The Colour Monster Funnybones Oi, Frog! Give Me Back My Bones! Whose tools are these? <u>Poetry</u> Five Little Pumpkins (Poetry Basket)	<u>Nonfiction</u> What Can You See in Autumn? <u>Fiction</u> One Snowy Night The Jolly Christmas Postman Christmas Stories/Nativity Acorn was a Little Wild The Leaf Thief Bats in the Band <u>Poetry</u> Wise Old Owl (Poetry Basket) Breezy Weather (Poetry Basket)	<u>Nonfiction</u> All About Chinese New Year Nonfiction texts about Arctic/Antarctica books <u>Fiction</u> The Magic Paintbrush The Runaway Wok Welcome (by Barroux) Lost and Found <u>Poetry</u> Pancakes! (Poetry Basket) I Can Build A Snowman (Poetry Basket)	<u>Nonfiction</u> Same Plants a Sunflower I Love the Seasons: Spring <u>Fiction</u> Mr Wolf's Pancakes The Easter Story Jack and the Beanstalk Supertato Princess and the Pea Traditional Stories Busy Spring: Nature Wakes Up <u>Poetry</u> A Little Seed (Poetry Basket) Daffodils	<u>Nonfiction</u> Minibeast nonfiction texts <u>Fiction</u> The Very Hungry Caterpillar Argh Spider! Yucky Worms Bug Collector My Butterfly Bouquet Bug Hotel Bee & Me Spinderella <u>Poetry</u> A Little Shell (Poetry Basket) The Fuzzy Little Caterpillar There's a Worm at the Bottom of My Garden	<u>Nonfiction</u> Let's Explore the Sun Let's Explore the Moon Exploring My World: Planets I Love the Seasons: Summer <u>Fiction</u> Nimesh the Adventurer The Journey Home The Start of Something Big Meet the Planets Astronaut Training Somebody Swallowed Stanley Dear Earth Clean Up! Look Up! Bubble Trouble

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					Ladybugs	Poetry
Literacy - Comprehension	Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Teacher-led actions used for story maps to begin retelling stories.	Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. Student developed actions used for story maps (and actions) to retell stories and learn story structure.	Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to ULS. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play. As a whole class, introduce and practice the concept of comparing and contrasting using nonfiction texts/topics.	Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Make predictions about key events in a story. They develop their own narratives and explanations by connecting ideas or events. Compare and contrast fiction stories (i.e. different versions of the same story) with a partner. <i>World Book Day Activities.</i>	Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Can explain the main events of a story. Make predictions about how an event may change the way a character feels in the story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions Students independently compare and contrast two stories or topics.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/events/settings in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
Literacy - Word Reading	Linking sounds to letters. Phonic Sounds: Unlocking Letters and Sounds, Phase 2 (no sentences) *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Initial sounds oral blending Identify rhyming words Reciting known stories, Listening to stories with attention and recall. Help children to read the sounds speedily. Naming letters of the alphabet	Begin to read words by sound-blending. Phonic Sounds: Unlocking Letters and Sounds, Phase 2 (with sentences) *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Oral blending Blending CVC sounds, Rhyming and alliteration, Know that print is read from left to right. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell. Ensure books are consistent with their developing phonic knowledge.	Introducing digraphs. Begin to read simple sentences. Phonic Sounds: Unlocking Letters and Sounds, Phase 3 *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Rhyming strings common theme in traditional tales; Identifying characters and settings. Spotting digraphs in words. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Distinguishing capital letters and lowercase letters.	Begin to read more complex sentences. Phonic Sounds: Unlocking Letters and Sounds, Phase 3 Mastery *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Story structure-beginning, middle, end Innovating and retelling stories to an audience Non-fiction books.	Read and understand sentences with Common Exception Words (CEWs) Phonic Sounds: Unlocking Letters and Sounds, Phase 4 *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Non-fiction texts Internal blending Identifying key events in a story Making predictions about a key events	Reading, understanding, and talking about books paired with phonics knowledge. Phonic Sounds: Unlocking Letters and Sounds, Phase 4 Mastery *Phonics curriculum progression will be reviewed each half term and adjusted accordingly. Reading: Reading with fluency and prosody Reading CVCC and CCVC words confidently. Asking and answering questions about a story they’ve read independently GLD Goals: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Literacy – Writing	Representing name and initial letter sounds. Dominant hand Tripod grip Mark making Giving meaning to marks and labelling. Name Writing, with support Writing initial sounds and simple captions.	Writing CVC words. Name writing, independently Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation.	Caption Writing and CEWs Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Begin Incorporating CEWs, such as I, in sentences, with guidance	Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps Writing captions and labels Guided writing based around using adjectives to describe a character, setting, feelings, etc. Writing simple sentences. Begin Incorporating CEWs, such as I, in sentences, with guidance	Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Use resources to correctly spell CEWs.	Writing simple sentences and phrases that can be read by others. Story writing Writing sentences using a range of tricky words that are spelt correctly. Using familiar texts as a model for writing own stories. Write a character description using adjectives independently.

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	Use initial sounds to label characters / images. Practising correct letter formation.		Introduce finger spaces, capital letters, and full stops during guided writing With guidance, children think up and hold their sentence. Create a storyboard. Practising correct letter formation.	Write a simple sentence accurately using finger spaces, capital letters, and Independently use some CEWs in sentences. Children think up and hold their sentence. Ensuring correct letter formation.	Use one or more adjectives in a sentence. Extend sentences using conjunctions such as: and, so, because. Independently and accurately use finger spaces, capital letters, and full stops. With guidance, children begin to reread their sentences to check for mistakes and if it makes sense. Ensuring correct letter formation.	Independently and accurately use finger spaces, capital letters, and full stops. Write 2 or more sentences about one topic. Children reread their sentences to check for mistakes and if it makes sense, independently. Using correct letter formation. GLD Goals: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Mathematics	Mathematical experiences: Counting in order 1-10 Counting rhymes and songs. Classifying objects based on one attribute. Subitising numbers 1-3, followed by up to 5. One-to-one correspondence - Introduce manipulatives. Matching, Sorting and Patterns Children should be provided with the opportunities at looking at different shapes, sizes, and colours of objects both man-made and natural. Children should be able to identify, describe the objects, match and sort into the same category. Children are provided opportunities to compare amounts and say which has more or fewer, which is taller/shorter, longer/shorter. Children are provided with opportunities to make a pattern. Children should explore how to make their own repeating pattern. They should be able to complete a repeating pattern using colour, size or different sizes. Exploring the numbers 1,2,3 Children should be given the opportunities to look, count and subitize the numbers 1,2 and 3. Children should be able to show the correct number on their fingers and match numeral to correct quantity. Children should be able to compose and decompose numbers 1-3. Numbers to 5, including 0 The children will already have some practical understanding of ‘nothing there’ or ‘all gone’. Children learn that the number zero and the	Mathematical experiences: Matching equal and unequal sets. Comparing objects and sets Ordering objects, sets and quantities and are able to say which sets have more and which have fewer items. Describing the location of items using positional language. Adding and Subtracting within 5 Students will begin using manipulatives to illustrate the concepts of adding and subtracting. Students will use and explore pictorial representations of adding and subtracting within 5. Students will use and explore the 5-frame as a tool for learning number bonds to 5 (addition and subtraction). 2D Shapes Children learn attributes of a circle. Children learn that triangles have 3 straight sides and 3 corners. Children learn that squares and rectangle have 4 straight sides and 4 corners. Children begin to recognize these shapes on everyday items in the classroom and outside. Compare Size/Length/Height Children will make direct comparisons to understand small, large, big small, tall, short, etc. Compare Mass Children to have experiences of comparing heavy and light, using the language of heavy, heavier than,	Mathematical experience: Children talk about night and day and order key events in their daily routines, using: day, night, morning, afternoon, before, after, today, tomorrow. Counting the number of sleeps to an important event Composition of 6,7 and 8 Children continue to apply the counting principles when counting to 6, 7 and 8. Children represent 6, 7 and 8 in different ways and can count out the required number of objects from a larger group. Children are able to arrange 6, 7 or 8 items into smaller groups to conceptually subitize and see how the numbers are made up of smaller numbers. Children will continue to develop the understanding that all numbers are made up of smaller numbers by composing and decomposing numbers. Building 9 and 10 Children continue to apply the counting principles when counting to 9 and 10 (forwards and backwards). Children represent 9 and 10 in different ways. Children will be able to arrange 9 or 10 items in small groups that will support the children to conceptually subitise these larger numbers and explore their composition. Children notice that a 10 frame is full when there is 10.	Mathematical experience: Children will begin to visually recognize numbers 11-20. 3-D Shape: Children will naturally explore and manipulate 3-D shapes through their block play and modelling. Considering which shapes roll and which shapes stack. Introduce the names of the shapes and children to be given opportunities to explore similarities and differences. Find 2D Shapes in 3D shapes Doubling Learning that double means ‘twice as many’. Children to build doubles using real objects and mathematical equipment. Sharing and grouping Children to be given experiences of sharing equally, to recognise and make equal groups. Children to notice that there can be items left over when they share. Even and odd Children to understand that some quantities will share equally into 2 groups and some will not. Review of Patterns: Build on the pattern AB work by introducing more complex patterns. ABB, AAB, AABB, AABBB etc.	Counting patterns beyond 10 Children are provided with regular opportunities to count on and back beyond 10. Children are provided with representations which clearly show the full 10s and the part of 10. Children to count on and back from different starting points, to say which number comes before or after a given number. Building numbers beyond 10 Children to build and identify numbers to 20 (and beyond) using a range of resources. Using place value, provide opportunities for children to recognise that the numbers 1-9 repeat after every full 10. Efficiently Adding to 10/Adding more: Children use real objects to see that the quantity of a group can be changed by adding more. First by re-counting all the items altogether then encouraging them to count on. Children use first, then, now stories to solve addition problems and finding missing numbers. Children should begin to answer addition and subtraction within 5 problems automatically without the use of reference rhymes, counting, or manipulative aids (i.e. ten frames). Efficiently Taking Away within 10: Children to use real objects to see that a quantity of a group can be changed by taking items away. First by counting the items at the start, and then subitize or recount to how many are left.	Spatial reasoning (3) Children understand that places and models can be replicated. Positional language to be used to describe where objects are in relation to other items. Children create mazes and maps to show the location of objects and problem solve ways to reach the location. Review Comparing Mass/Size/Length/Height Manipulate, Compose, Decompose Shapes (check Master the Curriculum for progression) Deepening Understanding Children will solidify their understanding of numbers to 10, including the composition of each number. Children will independently subitize up to 5. Children will automatically and independently 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. Children will independently compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will independently explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Children will independently verbally count beyond 20, recognising the pattern of the counting system.

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	numeral 0 can be used to represent this. Children count on or back to 4 and 5. Children count or subitize sets of up to 4/5 objects to find how many and make their own collections of objects. Children match the number names to numerals. Exploring compositions of 4 and 5. Children use their own mark-making to represent numbers to 4 and 5. Comparing Numbers to 5 Children continue to understand that when comparing numbers, one quantity can be more than, the same as, or fewer than another quantity. Children will continue to develop the understanding that all numbers are made up of smaller numbers by composing and decomposing numbers.	heaviest, light, lighter than and lightest. Compare Capacity Children to make direct comparisons to understand full, empty, half full, nearly full and nearly empty.	Children begin to independently use 10 frames, fingers and bead strings to subitise groups of 9 and 10. Comparing numbers to 10 Children continue to make comparisons. Children understand that when making comparisons a set can have more items, fewer items or the same number of items. Children will practice using the language greater than, less than, or equal to. Bonds to 10: Children explore number bonds to 10 (addition and subtraction) using real object in different contexts. One More and One Less Children continue to count, subitize and compare as they explore one more and one less. Children to see the link between counting forwards and the one more pattern and counting back and the one less pattern.		Children use first, then, now stories to solve subtraction problems and find missing numbers. Spatial reasoning (1 and 2): Provide opportunities to select and rotate shapes to fill a given space. Children to match arrangements of shapes, prompting them to use positional language to describe where the shapes are in relation to one another. Provide opportunities for children to explore how shapes fit together/separated to make new shapes.	
Communication and Language	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?”	Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. GLD Goals: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Holding conversation in back and forth exchanges with adults and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Sharing experiences from their lives using full sentences including use of past, present and future tenses.

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Physical Development	Cooperation and Moving Gross Motor: Cooperation games i.e. parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Developing balance and core strength. Negotiate space safely with considerations for themselves and others. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Get Set 4 PE – Fundamentals Unit 1	Balance and Movement Gross Motor: 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. Different ways of moving to be explored with children. Developing balance and core strength. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Gymnastics / Balance. Get Set 4 PE – Gymnastics 1 Unit	Moving to Music Gross Motor: Balance- children moving with confidence dance in related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Negotiate space safely with considerations for themselves and others. Provide regular reminders about thorough handwashing and toileting. Dance / moving to music. Get Set 4 PE – Dance Unit	Balance Gross Motor: Obstacle activities children moving over, under, through and around equipment. Developing balance and core strength. Two-wheeled balance bikes and pedal bikes. Provide regular reminders about thorough handwashing and toileting. Gymnastics / Balance. Get Set 4 PE – Gymnastics 2 Unit	Obstacles Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. 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. Provide regular reminders about thorough handwashing and toileting. Dance / moving to music. Get Set 4 PE – Ball Skills Unit	Cooperation and Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Provide regular reminders about thorough handwashing and toileting. GLD Goals: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Get Set 4 PE – Games Unit
	Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. Teach and model correct letter formation.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Cut along a straight line with scissors Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors. Cut along a straight line with scissors, start to cut along a curved line/circle.	Fine Motor: Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Cut along a straight, curved line/circle with scissors, start to cut along a zigzag line. Build things with smaller linking blocks, such as Duplo or Lego.	Fine Motor: Daily name/CVC/Sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight, curved line/circle, and zigzag line with scissors, independently.	Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture. Draw recognisable pictures. GLD Goals: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Personal, Social and Emotional Development	Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. * Controlling own feeling and behaviours. *Consider the feelings of others. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions. * Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere. *Set goals and work towards simple goals.					GLD Goals: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships. Helping children be confident to try new activities.	Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. Helping children be confident to try new activities and begin to show independence during play.	Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration.	Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Attempting difficult tasks independently and confidently.	Taking part in sports day. Winning and losing. Changing me - Look how far I've come! GLD Goals: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.

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	Students manage their own basic hygiene and personal needs, including dressing and going to the toilet.	Help children talk explain rules. Students manage their own basic hygiene and personal needs, including dressing and going to the toilet.	Confidence and independence continue to grow and students begin showing resilience as tasks become more difficult. Children can explain the difference between right and wrong and act accordingly. Students manage their own basic hygiene and personal needs, including dressing and going to the toilet.	Talk them through why we take turns, wait politely, tidy up after ourselves and so on. Confidence and independence continue to grow and students begin showing resilience as tasks become more difficult. Students manage their own basic hygiene and personal needs, including dressing and going to the toilet.	Understand and explain the importance of healthy food choices. Students manage their own basic hygiene and personal needs, including dressing and going to the toilet.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other’s needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively. Throughout the year children will also learn about things that support their overall health and wellbeing, including the importance of physical activity, heathy eating, toothbrushing, only partaking in a sensible amount of “screen time,” having a good sleep routine, and being a safe pedestrian.					Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.
SCARF (PSHE)	SCARF: Me and My Relationships Lesson 1 – All about me Lesson 2 – What makes me special Lesson 3 – Me and my special people Lesson 4 – Who can help me? Lesson 5 – Me feelings Lesson 6 – My feelings (2)	SCARF: Valuing Difference Lesson 1 – I’m special, you’re special Lesson 2 – Same and different Lesson 3 – Same and different families Lesson 4 – Same and different homes Lesson 5 – I am caring Lesson 6 – I am a friend	SCARF: Keeping Safe Lesson 1 – What’s safe to go onto my body Lesson 2 – Keeping Myself Safe – What’s safe to go into my body (including medicines) Lesson 3 – Safe indoors and outdoors Lesson 4 – Listening to my feelings Lesson 5 – Keeping safe online Lesson 6 – People who help to keep me safe	SCARF: Rights and Respect Lesson 1 – Looking after my special people Lesson 2 – Looking after my friends Lesson 3 – Being helpful at home and caring for our classroom Lesson 4 – Caring for our world Lesson 5 – Looking after money (1): recognising, spending, using Lesson 6 – Looking after money (2): saving money and keeping it safe	SCARF: Being my Best Lesson 1 – Bouncing back when things go wrong Lesson 2 – Yes, I can! Lesson 3 – Healthy eating Lesson 4 –My healthy mind Lesson 5 – Move your body Lesson 6 – A good night’s sleep	SCARF: Growing and Changing Lesson 1 – Seasons Lesson 2 – Life stages – plants, animals, humans Lesson 3 – Life Stages: Human life stage – who will I be? Lesson 4 – Where do babies come from? Lesson 5 – Getting bigger Lesson 6 – Me and my body – girls and boys
Understanding the World	Past and Present Look at how they have changed and grown over time. Compare what they could do as a baby to what they can do now and what they will be able to do in the future. Vocabulary: family, changes, baby, toddler, child, adult	Past and Present Explore different festivals and family traditions (i.e. Bonfire Night, Christmas, Diwali, etc.) Talk about what they have done for Christmas with their families in the past. Investigate how Christmas is celebrated in different countries. Vocabulary:	Past and Present Explore where we live and how it looks different now vs. the past Vocabulary:	Past and Present Explore how life “a long time ago” compares to life today. Compare household objects from the past and now. Exploring castles. Do our homes look like castles? Are there some castles in the present? Understanding the past through folktales and storytelling from other countries. Potential castle visit to see learning first hand. Vocabulary:	Past and Present Investigating and compare prehistoric insects and other extinct minibeasts to minibeasts today Vocabulary:	Past and Present Investigate how people explored the world in the past and now. Make predictions on how pay may explore the world in the future. How do we clean the ocean now? What can we do in the future to keep the oceans clean? Vocabulary: GLD Goals: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
Understanding the World						

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Understanding the World	People, Culture and Communities Identify and name basic body parts. Discuss how they can keep their bodies clean and healthy. Investigate personal hygiene and germs. Explore the importance of brushing their teeth, foods that impact our teeth, and the role of the dentist. Answer the question “Who is in my family?” and talk about the members of their immediate family. Comment on photos of their family – naming who they can see and of what relation they are to them. Explain to others what they do with their family and places they have been their family and places they have been with their family. Exploring what makes a family. The varying members of a family unit. Explore the school and where things are located Discuss where they were born and where their extended family lives (using maps, globes, Google Earth). Vocabulary: body, hip, thigh, elbow, head, neck, leg, arm, hand, feet, skeleton	People, Culture and Communities Explore festivals and family traditions from different cultures (Bonfire Night, Diwali, Harvest/Thanksgiving, Remembrance Day, Christmas, etc.) After exploring different festivals around the world, locate those countries on the map. Use world maps to show children where some stories are based. Draw information from a map and begin to understand why maps are important. Vocabulary:	People, Culture and Communities Explore Chinese New Year and how it is celebrated Explore family traditions for Easter and compare them to how it is celebrated around the world. Learn about other countries/cultures represented in the class/school. Locate England on the map of the UK Explore where we live in Tewkesbury Investigate what makes our town special. Compare their homes to those in another country Use simple maps to locate different items within the school. Vocabulary:	People, Culture and Communities Explore family traditions for Easter and compare them to how it is celebrated around the world. Vocabulary:	People, Culture and Communities Vocabulary:	People, Culture, and Communities Develop maps of the outdoor area. Use Google Earth to locate their home and school. Use maps to identify landmarks in our town. Vocabulary: GLD Goals: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
	The Natural World Exploring the natural world around the outdoor area. Using their senses, describing what they see, hear and feel outside. Learn how our food goes from seed to harvest. Vocabulary: harvest, crops, planting, farmer	The Natural World Seasons – Autumn – Identify differences and changes over time in the weather, animals and plants. Explore different animal habitats. Learning about the physical features of different animals. Learn about nocturnal animals and their habitats Explore ways they can show care/concern for the animals in their environment – how can we care for animals in the winter?	The Natural World Seasons – Winter – Identify differences and changes over time – weather, animals and plants. Explore the signs of winter. Using their senses, describing what they see, hear and feel outside. Explore different states of matter (i.e. ice melting/freezing). Compare the environments and animals of the Arctic and Antarctica Locate the Arctic and Antarctica on the map/globe. Difference between land and water on the globe/map.	The Natural World Seasons – Spring – Identify differences and changes over time – weather, animals and plants. Compare Autumn/Winter/Spring and their changes and differences. Learn about the life cycle of plants – observe the changes over time. Explore Plant and flower care. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Vocabulary: growing, plants, life cycle, roots, seed, bulbs, stem, petals, bud,	The Natural World Examine minibeasts and their habitats. Identify minibeasts based on their characteristics. Identify features that make a creature an insect. Observe and document the life cycle of caterpillars. Review how to care for living things (animals and plants) Observe the growing cycle of plants Vocabulary: life cycle, egg, caterpillar, changes, metamorphosis, chrysalis, cocoon, arachnid, habitat	The Natural World Explore space (planets, the moon, stars). Explore the life of an astronaut (what life is like in space, how they do every day things like eat, sleep, etc.). Exploring the differences between land and water (oceans and rivers). Introduce students the problem of pollution in the oceans. Explore how people keep the oceans clean Brainstorm ideas for how people could keep oceans clean in the future Identify ways to recycle in everyday life

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		Vocabulary:	Comparing the Arctic and Antarctica to their local environment. Vocabulary: winter, ice, frost, melt, frozen, Antarctica, Arctic, iceberg, frozen, winds, blizzard	flower, healthy, vegetables, fruits, diet, body, exercise, sleep, routine		Research what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Explore floating and sinking. Students test, evaluate and improve their boat-making ideas based on the properties of sinking and floating Vocabulary: space, planet, moon, star, sun, sea, ocean, sea creatures, pollution, plastic, recycle, reuse, float, sink GLD Goals: Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials: Create self-portraits with paint Begin mixing colours to reach a desired shade (i.e. skin colour) Explore different textures Use loose parts to create a self-portrait. Use of the continuous provision and how to use the paint and workshop areas. Mark making using different mediums. Use different materials to create an autumn picture. Explore baking Enjoy using graphic tools, fingers, hands, chalk, pens, and pencils. Enjoy using a variety of tools including different size brushes and tools e.g. sponge brushes, fingers and twigs. Mix and match colours to different artefacts and objects.	Creating with Materials: Linking colours to festivals. Create fireworks pictures using different techniques and materials Design and create Christmas decorations and Christmas cards using different materials Using “clay” to create 3D objects (i.e. Diwali art, etc) Create patterns using a range of colours and materials (coloured rice/sand for Rangoli art, etc.) Start to produce patterns and textures from observations, imagination, and illustrations. Look and talk about what they have produced, describing simple techniques and media used. Children begin to choose appropriate tools to use to complete their art. Junk modelling.	Creating with Materials: Use different materials to create a winter picture and scene. Explore how freezing paint changes how it is used Design and create lanterns for Chinese New Year Create observation drawings Design and build a model of their home. Produce lines of different thickness and tone using a pencil. Look and talk about what they have produced, describing simple techniques and media used. Make rubbings to collect textures and patterns e.g. brick, coin, natural materials.	Creating with Materials: Use different materials to create a spring picture and scene. Create fabrics by weaving materials i.e. grass through twigs. Flower artwork. Decorate a piece of fabric, showing experience in simple stitch work. Children use their paintbrush to mix different colours, using different types of paints (i.e. water colours vs. washable paints). Look and talk about what they have produced, describing simple techniques and media used. Mix and match colours to different artefacts and objects. Junk modelling.	Creating with Materials: Look and talk about what they have produced, describing simple techniques and media used. Make rubbings to collect textures and patterns e.g. brick, coin, natural materials. Refine their technique using paintbrushes, painting, etc. Make simple marks on rollers. Use stencils to create a picture. Refine their techniques with paintbrushes, pencils, etc. Junk modelling. Artist Focus: Henri Matisse	Creating with Materials: Recreate their self-portraits using the skills they’ve gained throughout Reception Use different materials to create a summer picture and scene. Create marine life pictures using recycled pictures. Look and talk about what they have produced, describing simple techniques and media used. Explore different joining techniques such as a flange join, I-brace join, slot join, and tab join. Use resources such as split pins and treasury tags to connect their work. Design and test different ways to make a boat. GLD Goals: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

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Expressive Arts and Design	Recognise patterns in the environment. Junk modelling. Artist Focus: Yayoi Kusama	Artist Focus: Kandinsky	Children choose tools appropriate to use to complete their art. Print with a range of hard and soft materials e.g. corks, sponges. Recognise patterns in the environment. Junk modelling.	Artist Focus: Paul Klee		Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Harvest songs. Find the pulse of a song in different ways. Respond to how music makes you feel. Students learn short poems with actions. Body percussion Role-play – student led interests Small world - Charanga Music – Me! Unit	Being Imaginative and Expressive: Singing songs and learning some familiar songs – Assembly songs, Christmas songs. Find the pulse of a song in different ways. Respond to how music makes you feel. Performing the Nativity. Role-play – student led interests Small world – Charanga Music – My Stories Unit	Being Imaginative and Expressive: Singing songs and learning some familiar songs. Find the pulse of a song in different ways. Respond to how music makes you feel. Students learn short poems with actions. Role-play – student led interests Small world - Charanga Music – Everyone! Unit	Being Imaginative and Expressive: Singing songs and learning some familiar songs. Find the pulse of a song in different ways. Respond to how music makes you feel. Students learn short poems with actions. Role-play – student led interests Small world – Charanga Music – Our World Unit	Being Imaginative and Expressive: Singing songs and learning some familiar songs – minibeast songs. Find the pulse of a song in different ways. Respond to how music makes you feel. Students learn short poems with actions. Role-play – student led interests Small world – minibeasts Charanga Music – Big Bear Funk Unit	Being Imaginative and Expressive: Singing songs and learning some familiar songs – End of Reception Concert. Students learn short poems with actions. Role-play – student led interests Small world play – Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
RE	Unit F4 Being special-Where do we belong?	Unit F2 Why is Christmas special for Christians?	Unit F6 Which stories are special and why? Unit F1	Unit F3 Why is Easter special to Christians?	Unit F5 What places are special and why?	Unit F1 Why is the word ‘God’ special to Christians?
Assessment	In-house baseline data National Reception Baseline Assessment (RBA) Reception Floor Books Individual English Books “Wow” moments on Tapestry Classroom data collection Parent/pupil meeting – settling in.	ULS assessment Pupil progress meetings In-house moderation EYFS team meetings Classroom data collection Reception Floor Books Individual English Books “Wow” moments on Tapestry	ULS assessment Pupil progress meetings In-house moderation EYFS team meetings Classroom data collection Reception Floor Books Individual English Books “Wow” moments on Tapestry	ULS assessment Pupil progress meetings In-house moderation EYFS team meetings GLD predictions Classroom data collection Reception Floor Books Individual English Books “Wow” moments on Tapestry Parent/pupil meeting – sharing targets.	ULS assessment Pupil progress meetings In-house moderation EYFS team meetings Classroom data collection Reception Floor Books Individual English Books “Wow” moments on Tapestry	Classroom data collection Reception Floor Books Individual English Books “Wow” moments on Tapestry ULS assessment End of Year Data submitted End of year Report to parents.

Reception Learning Evidence:

-Math Floor Book

-Understanding the World Floor Book

-SCARF/RE Value Book

-Individual English Books