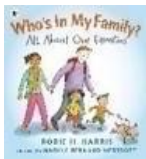
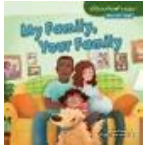
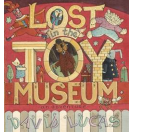
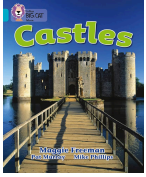
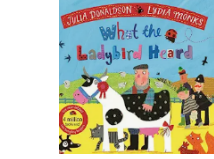
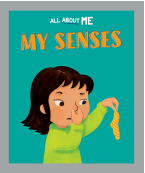
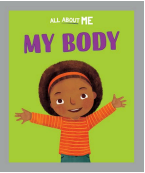
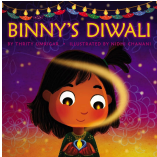
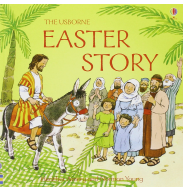
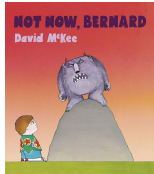
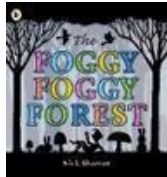
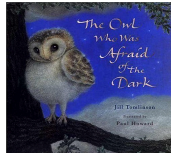
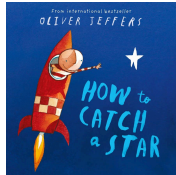
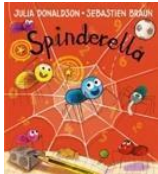
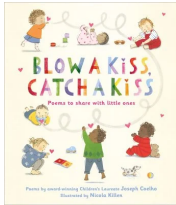
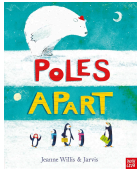


EYFS - Reception Curriculum Overview
Phase Lead: Mrs J Roddy



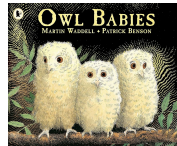
St Herbert's RC Primary School

Subject/Area	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception						
Themes	Me, My Family and the wider community	Toys Autumn	Light and Dark (Space) Winter	Kings & Queens	Minibeasts	Where are we going?
Books	 Who is in my family? Harris  My family, your family - Lisa Bullard  Me on the map (local only) - Joan Sweeney  Family - Patricia Hegarty	 Leaf Man - Lois Ehlert  Lost in the toy museum - David Lucas  Teddy robber - Ian Beck  Terrific Toys - Book Life	 Whatever next? - Jill Murphy  The lost stars - Hannah Cumming  Aliens love underpants - Claire Freedman & Ben Cort Seasons and Celebrations	 The Queen's Hat - Steve Antony  The King's Pants - Nicholas Allan  Castles - Maggie Freeman	 Hotel for bugs - Suzy Senior  What the ladybird heard - Julia Donaldson  Do you love bugs - Matt Robertson	 The naughty bus - Jan & Jerry Oke  Me on the map (wider knowledge) - Joan Sweeney  Handa's surprise - Eileen Browne  Violet the Pilot

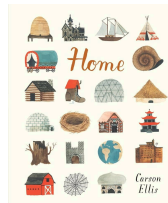
	 My senses  My body	Seasons and Celebrations  Binny's Diwali - Thirty Umrigar  Where the poppies grow - Hilary Robinson 	 Easter Story - Heather Amery  One day on our blue planet (mini topic)	 Princess Smartypants - Babette Cole		Violet the pilot - Steve Bream
Supplementary Texts	 Not Now Bernard - David McKee  Funny Bones - Janet & Allan Ahlberg  Croc and bird - Alexis Deacon	 Hedgehogs don't live in the city - Lucy Reynolds  It was a cold, dark night - Tim Hopgood  Mrs. Blackhat - Chloe & Mick Inkpen	 Foggy, foggy forest - Nick Sharratt  The owl who was afraid of the dark - Jill Tomlinson  How to catch a star - Oliver Jeffers	 Look out dragon - Jonny Lambert  Queen's knickers - Nicholas Allan  Zog and the flying doctors - Julia Donaldson	 Spinderella - Julia Donaldson  Bug Hotel - Clover Robin 	 Poles apart - Jeanne Willis  Bringing the rain to Kapat Plain - Verna Aardema



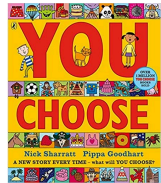
Cave babies Julia Donaldson



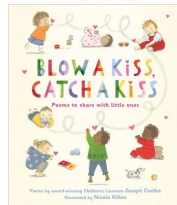
Owl babies - Martin Waddell



Home - Carson Ellis



You choose - Nick Sharratt



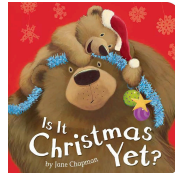
Blow a kiss, catch a kiss



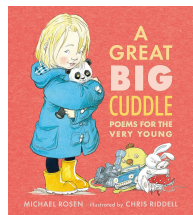
Jolly Christmas Postman - Janet & Allan Ahlberg



The old toy room - Twinkl original



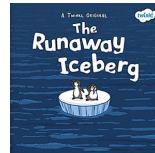
Is it Christmas yet? - Jane Chapman



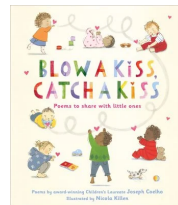
A great big cuddle - Michael Rosen



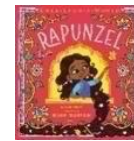
Poles apart - Jeanne Willis



The runaway iceberg - Twinkl original



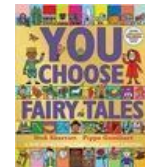
Blow a kiss, catch a kiss



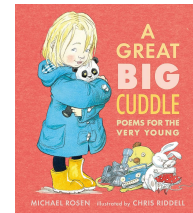
Rapunzel - Chloe Perkins



Busy royal family - Marion Billet

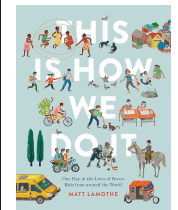


You choose fairytales - Nick Sharratt

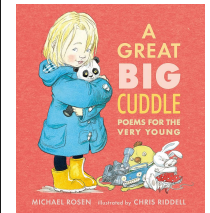


A great big cuddle - Michael Rosen

Blow a kiss, catch a kiss



This is how we do it - Matt Lamothe



A great big cuddle - Michael Rosen

Celebrations

Harvest

Diwali
St Andrew's Day (House Groups)
Remembrance
Christmas

Chinese New Year
Shrove Tuesday
Ash Wednesday

Easter
Mothering Sunday
St Herbert's Feast Day
St David's Day (House groups)

Celebration Earth Day
St George's Day

Father's Day

				St Patrick's (House Group)		
Characteristics of Effective Learning:- Playing and Exploring, Active Learning, Creative and Critically Thinking						
RE	<u>Domestic Church - Myself:</u> To know and understand: • The importance of my first name and family name.. • God knows and loves me and each one by name.	<u>Baptism/Confirmation - Welcome:</u> To know and understand: • What it is to welcome and be welcomed. (Class, school, other setting) • Sacrament of Baptism, what is involved (Godparents, pascal candle, oils) & a welcome to God's family. <u>Advent/Christmas - Birthday:</u> To know and understand: • What a birthday is; waiting for a birthday, appreciate how birthdays are waited for and celebrated. • Advent (Deepening our understanding of the story): looking forward to Christmas, the birthday of Jesus.	<u>Local Church - Celebrations:</u> To know and understand: • What a celebration is. • How the parish family celebrate (presentation story) <u>Eucharist - Gathering</u> To know and understand: • How and why people gather together (Listening to God's Word - readers, priest, bible). • The joy of gathering together to celebrate at Mass with Jesus.	<u>Lent/Easter - Growing</u> To know and understand: • Spring is a time when things begin to grow (Growth in nature & how things grow) • Lent – a time to grow in love to be more like Jesus and to look forward to Easter/The events of Holy Week.	<u>Reconciliation - Friends</u> To know and Jesus had good friends; what rules Jesus tells us about friendship. <u>Pentecost - Good News:</u> To know and understand: • That everyone has Good News to share & tell. • Pentecost: The coming of the Holy Spirit & the celebration of the Good News of Jesus.understand: • We can make friends and be a friend. •	<u>Universal Church - Our World:</u> To know and understand: • What we love and wonder about our world. • God gave us this wonderful world (Stewards of the World Laudato Si')
	<u>Multi Faith Week for Autumn Term:</u> Judaism Aspects of British Values and SMSC to be taught alongside RE lessons to highlight the links.		<u>Multi Faith Week for Spring Term:</u> Islam Aspects of British Values and SMSC to be taught alongside RE lessons to highlight the links		<u>Multi Faith Week for Summer Term:</u> Sikhism Aspects of British Values and SMSC to be taught alongside RE lessons to highlight the links.	
Role Play	Home Corner	post office Santa's Grotto	Space Station	Castle	Mini-beast investigation station	Ticket Office

Communication and Language – Throughout the year children in reception will be learning to -	WellComm Assessment on new children to school. Understand how to listen carefully and why listening is important. Develop some social phrases. Engage in story time. Commenting on stories. Ask questions to check they understand what has been said to them and after a story. Learn new vocabulary Use new Vocabulary. Listen to and talk about stories to build familiarity and understanding. Describe some events in detail Retelling the story once developed a deep familiarity, some as exact repetition or in their own words. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen Articulate their ideas and sentences in well-formed sentences Connect ideas using a range of connectives. Listen carefully to rhymes and songs paying attention to how they sound. Learn rhymes and poems and songs. Engage in non-fiction books.					
	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them.	Listen to and talk about stories to build familiarity and understanding. Retell familiar stories in their own words and recently introduced vocabulary. Sequencing stories. Listen carefully to rhymes and songs paying attention to how they sound.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen carefully to rhymes and songs paying attention to how they sound.	Connect one idea or action to another using a range of connectives. Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions.
PSED	Follow the new classroom rules and routines. To share with their peers. To listen to each other and form good relationships with peers and adults. Aware of boundaries set and behavioural expectations Show confidence when asking for help. Trying new things and confident to talk to others. Playing together and taking turns		Initiate conversations and take into account what others say Taking steps to resolve conflicts. Beginning to negotiate and solve problems (MFB). Confidence to talk to others about your own needs, wants, interests and opinions. Describe self in positive terms, likes and dislikes. Show confidence in talking to others Consider the feelings of others, identify, and moderate their own feelings socially and emotionally		Being sensitive to the needs and feelings of others (MR). Talk about their own and others behaviour and consequences Children will be confident to talk about their ideas and will choose resources for chosen activities. Transition to Year 1. Show resilience and perseverance in the face of a challenge. Think about the perspectives of others -solve the problem without an adult	
Physical Development	Daily access to the outdoor area including gym trail, balance beams, balance bikes, pedal bikes, large construction material, ball, bats, hula hoops, sand and water, mud kitchen, and mark making materials, to help develop their large motor skills. Fine Motor: - They will develop their small motor skills so they can use a range of tools competently and safely – knife and fork, scissors, paint brushes and pencils. Pen Pals					
	Revise and revisit fundamental skills, eg. running,	Develop the overall body strength, coordination, balance, and agility.	Dance: To develop movement with a growing fluency, developing control and grace.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing,	Confidently and safely use a range of large and small apparatus indoors and outside,	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a

	hopping, skipping, crawling. Challenge: run faster, skip slowly, jump further.	Climbing, balancing, pushing, and riding bikes, wheelbarrows, brushing, large brushes to paint.		batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball - team games.	alone and in a group. Develop overall body-strength, balance, coordination, and agility.	group. Develop overall body-strength, balance, coordination, and agility.
Fine Motor	To develop and strengthen fingers and hands to prepare and work towards the tripod grip through activities such as Dough disco Pencil control Using a variety of paint brushes Threading Handwriting Scissors jigsaws To hold a knife and fork and begin to use them Daily access to finger gym activities	Dough disco Pencil control Handwriting Threading To hold a knife and fork and begin to use them Scissors Jigsaws Daily access to finger gym activities	Dough disco Pencil control Using a variety of paint brushes Threading Handwriting Scissors To hold a knife and fork and begin to use them Daily access to finger gym activities	Dough disco Pencil control Using a variety of paint brushes Threading Handwriting Scissors To hold a knife and fork and begin to use them Daily access to finger gym activities	Dough disco Pencil control Using a variety of paint brushes Threading Handwriting Scissors To hold a knife and fork and begin to use them Daily access to finger gym activities	Dough disco Pencil control Using a variety of paint brushes Threading Handwriting Scissors To hold a knife and fork and begin to use them Daily access to finger gym activities
Maths	Number recognition Matching, sorting, and comparing. Representing numbers 0-5 comparing 1-5 Exploring pattern Compare Size	Numbers to 5 1 more 1 less Shapes 2 D shapes Positional language Length Subitising Mass	Composition of 5 How many altogether 1 less Capacity Making 6,7,8 Comparing height	Representing 9 & 10 Sorting 9 & 10 in different ways 1 more 1 less Combining two groups Order numbers to 10 Matching 3D shapes to objects in the environment	Ten frame fill Ten frame subtraction Counting on Number bonds to 10 Subtraction Counting to 20	Doubling, sharing Making new shapes (triangles) Making new shapes (squares) Capacity Odd and even numbers
Literacy (Word Reading) (RWI Phonics)	RWI m a s d t i n p g o c k u b Oral blending Read green words	RWI f e l h r j v y w z x Oral Blending Read green words 1.4 1.5 eg: fan, pen, peg, net, bed, leg, lid, log,	RWI sh th ch qu ng nk Read simple phrases and sentences	RWI Recap sh th ch qu ng nk 1.6./1.7 Read green words	To develop fluency, understanding and enjoyment	To develop fluency, understanding and enjoyment. Review all set 2 sounds

	1.1 ,1.2,1.3 green words eg: mat, sat, mad, sad, dad, sam pat, sit, man, pan, tap, cat, can, bus, bun, bug, cap, mum, cup, pup, big, cub, bib, fog Read common exception words: the, l, no, of, my, put, he, she, we	hen, hop, hat, hug, fin, vet, win, web, wet, yes, fox, mix, box, fix, Read common exception words: was, the,l, no, of my, put, he, she, we, said, are me	Oral blending Read green words 1.6 /1.7 eg: king, path, thin, chop, chat, wing, bang, moth, chin, sing, bath, tank, bank, ring, chip, pink, rink, hang, sink, wink, junk To read nonsense words cvc /cvcc Read common exception words: some, all, old, so, her, want, went, there, to, go	Begin to teach set 2 sounds Oral blending set 2 sound: ay, ee, igh, ow Oral blending 2 eg: play, sleep, high, blow To read nonsense words cvc /cvcc To read: was, the, l, no, of my, put, he, she, we, said, are, me, all, old, so, her, want, went, there, to, go Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To continue to teach set 2 sounds ay, ee ,igh, ow oo ,oo, ar, or, air, ir, ou Read green words set 2 eg: Play, sleep, high, blow, zoo, book, sort, hair, girl, out, toy Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	To hold a pencil with a tripod grip. To begin to form lower case letters correctly. To begin to write their name To write the initial sound	To hold a pencil with a tripod grip. To begin to form lower case letters correctly. To write the initial sound To write CVC words. To write a list. To write labels.	To hold a pencil with a tripod grip. To begin form lower case letters correctly. To write a simple caption using their phonic knowledge. Speech bubbles To write a list	To form lower case letters correctly. To write a simple caption using their phonic knowledge.	To begin to use a capital letter. To form lower case letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Re-read what they have written to check that it makes sense. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
Comprehension	Anticipate where appropriate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, on-fiction, rhymes and poems and during role play.					
Understanding the World (History)	<u>Language associated with the past:</u> Use words associated with the past including yesterday, last week, last year.	<u>Language associated with the past:</u> To look at toys from the past – similarities and differences Talk about how toys have changed.		<u>Remembering and discussing their own lives:</u> Recognising chronology within stories:		

	Use past tense when speaking about things that happened in the past. Our families - Know who my family members are past and present. School family Comment on images of familiar situations in the past. <u>Things they have done with people who are special to them:</u> Share their memories of things that they have done with people that are special to them including friends, family (extended family), classmates and teachers. Recognise that people have different beliefs and celebrate special times in different ways; Harvest.	Recognise that people have different beliefs and celebrate special times in different ways; Guy Fawkes Remembrance Day		Kings and Queens past and present Queen Elizabeth, King Charles Coronation Democracy Recognise language in stories that show the story happened in the past. Tell stories that help children begin to develop an understanding of the past. To look at Castles.		
Understanding the World (Geography)	Describe the immediate environment of where they live. Our School - Google Earth <u>Geography components -</u> how we get to school (route) looking at maps Locating Oldham on maps. Identifying school and surrounding area from aerial maps. Describing places in the local area. Trip to Local Park (Foxdenton Park) Autumn	Make observations about the seasonal changes. Geography components - climate, weather, seasons, calendar	Make observations about the seasonal changes. Geography components - climate, weather, seasons, calendar, North Pole, South Pole -recognise that some environments are different to the ones they live in	To know some famous landmarks in London. (Buckingham Palace) introducing mapping skills; locate Oldham & London on a map. Make maps from stories. To know London is the capital of England.	Make observations about the seasonal changes. Summer	Where are we going? Comparing and contrasting with our local area with another location relevant to the children <u>Locational & Place knowledge:</u> Recognise some similarities and differences between life in this country and life in other countries. Make maps from stories (Handa)

						Geography Components Dry, hot, village, dust y, country, community, climate drought
Understanding the World The Natural World (Science)	Biology Science components - All about me Facial features Body parts - brain, lungs and the heart (PE) The Five senses Skeleton Seasonal features	Chemistry (Everyday Materials): Know how to describe how an object feels and looks. Know that different objects are made from different materials. Wood metal plastic glass	Physics (Seasonal Changes): To observe the changes in the trees and plants as the seasons progress. To know about different types of weather: wind, hail, fog, sleet, cold, hot, ice and frost. To know the names of the four seasons. Explore the natural World around them :- Melting Shadows observing light travelling through transparent materials		Animals including humans and plants - focused observations of the outside world. Describe and comment on what they have seen, felt and heard whilst outside. Whilst searching for minibeasts encourage recognising and naming the different creatures. Nature walk: minibeast hunt	
	Working Scientifically: Answer simple questions about observable properties of objects and people, animals and plants around them. To compare objects in their environment and talk about similarities and differences. To ask questions about the world around them, and seek to find their own answers.					
Expressive Arts and Design	Throughout the year the children in Reception will be learning to - Explore and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources, and skills. Listen attentively and move to and talk about music expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their					

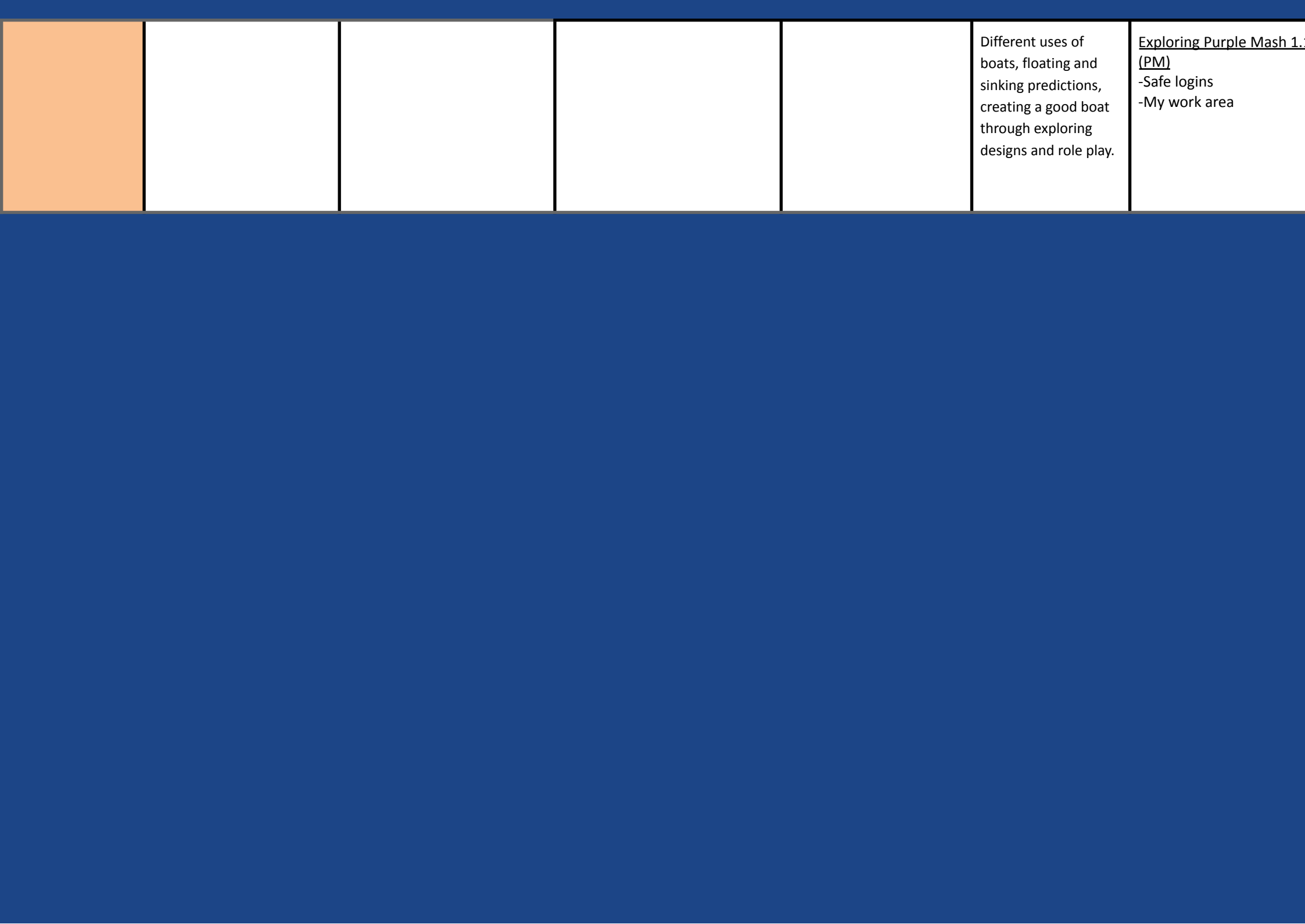
	own, increasingly matching pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups					
	How can we explore colour Colour Mixing using primary colours to mix paints • Draw their family • To make a skeleton •	How can we build worlds • Props for making toys • Mark making and Sound (Nut cracker) • Collaging with wax crayon • Claude Monet Poppies • Leaf rubbings (Autumn) • Creating animals using leaves Diwali -Using scissors to make a lantern Transient Art - Rangoli Patterns	How can we build and explore materials and marks • Van Gogh Starry Night How can we explore 3D Rockets	How can we build Worlds • Cardboard creations What can we see? • Painting British Monarchs (Holbein the younger)	How can we build and explore materials and marks Transforming objects • 3D Sculpture -Papier mache Photography What can we see? • Collecting, arranging and drawing.	How can we build and explore materials and marks? • Painting the Savannah What can we see? • Observational Drawings
Expressive Arts	To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song (recalling the chorus) with vocals and add actions. To begin to sing the chorus, along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake, moving with the pulse of the music. To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes.		To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song with vocals and add actions. To begin to sing along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake, in time, moving with the pulse of the music. To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes.		To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song with vocals and add actions. To begin to sing along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake, in time, moving with the pulse of the music. To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes.	

			To respond in words and actions to the moods created through different pieces of music.
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Music	Charanga - Main songs Ourselves (Autumn 1) Our Family/ Our Family History/ Our Friends/ Our School/ Our Community Main songs Pat-a-cake 1, 2, 3, 4, 5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers	Charanga - Toys/Autumn (Autumn 2) To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song (recalling the chorus) with vocals, and add actions. To begin to sing the chorus, along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake,, moving with the pulse of the music. To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes. Main Songs I’m A Little Teapot The Grand Old Duke of York	inter (Spring 1) light and dark Kings & Queens (Spring 2) To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song with vocals, and add actions. To begin to sing along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake, in time, moving with the pulse of the music. To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes. Charanga - Main Songs Wind the Bobbin Up Rock-a-bye Baby	Charanga - Main Songs Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Mini beast (Summer 1) Where are we going? Comparing and contrasting with our local area with another location relevant to the children (Summer 2) To listen with increased attention. To say if they like or do not like a piece of music. To sing along with a pre-recorded song with vocals, and add actions. To begin to sing along with a backing track, without vocals to guide. To copy sounds and clap/bang/shake, in time, moving with the pulse of the music.	Charanga - Main Song Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Revise existing.
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		Ring 'O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees, and Toes		To experience listening to and making sounds with a variety of untuned instruments. To use actions/pictures to compose the stories behind nursery rhymes. To respond in words and actions to the moods created through different pieces of music. Charanga - Main Song Big Bear Funk	
Computing	<u>Busy Bodies (Barefoot) Reception</u> -Look how we grow -Movement algorithms <u>Concepts & Approaches:</u> Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction Simple algorithms are created and adapted to form a routine of movements.	<u>Winter Warmers (Barefoot) Reception</u> -Snowmen scarves and patterns, <u>Concepts & Approaches:</u> Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering	<u>Super Space (Barefoot) Reception</u> -Build a rocket -Space chase <u>Concepts and Approaches:</u> Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction Creating algorithms to direct a rocket through space	<u>Spring Time (Barefoot) Reception</u> -Make Rabbit run -Explore sequencing whilst planting seeds <u>Concepts & Approaches:</u> Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition	<u>Boats Ahoy (Barefoot) Reception</u> -Is this a good boat? -On board role play -Build a boat <u>Concepts & Approaches:</u> Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating	<u>Summer Fun (Barefoot) Reception</u> -Journeys -Tangrams <u>Concepts & Approaches:</u> Tinkering, Persevering, Pat Logic, Decomposition, Debugging, Collaborating, Algorithms Children explore their surroundings and get creat take a journey and make a and discover seaside tangr



					Different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.	<u>Exploring Purple Mash 1. (PM)</u> -Safe logins -My work area
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