

## EYFS Curriculum Overview: Reception

\*Establishment Phase: separation, transition, routines, expectations, exploring, story routines, lining up, coats/bags all children all areas

	Autumn 1				Autumn 2		
Week 0 = establishment*	W1+2	W3+4	W5+6	W7+8	W1+2	W3+4	W5+6
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	We All Belong <a href="#">Unit</a>	Ginger-bread Man <a href="#">Unit</a>	Percy the Parkkeeper After the Storm <a href="#">Unit</a>	The Boy with Big Big Feelings <a href="#">Unit</a>	Shu Lin's Grandpa <a href="#">Unit</a>	Leaf Man <a href="#">Unit</a>	Celebrations around the World (Katy Halford) <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	We Are All Welcome We All Belong	We are storytellers	Our forest is a special place	Our feelings matter	Why are special relationships important?	What is special about autumn?	What and how do different people celebrate?
<b>VERSE</b>	Everyone Respect	Voice Effort	Respect Safe	Voice Everyone	Everyone Safe	Respect	Respect Everyone
<b>Commitments</b>	Learn Together Build Positivity Build Confidence Respect	Build Confidence Reach High	Love Learning Respect	Learn Together Build Positivity Build Confidence Respect	Build Confidence Respect	Love Learning Respect	Respect Build Positivity
<b>Reading Themes</b>	Exclusion and Acceptance	Freedom and Captivity	Struggles and Successes	Struggles and Successes	Bonds and Separation	Comparisons and Changes	Comparisons and Changes
<b>Talk through Stories</b>	<a href="#">Ravi's Roar</a> <a href="#">Ruby's Worry</a>				<a href="#">Room on the Broom</a> <a href="#">Stick Man</a>		
<b>Supplementary Texts</b> <i>Read to children during daily story time slots before lunch and home-time and accessible in the book corner for children to self-select</i>  <i>To add to reading spine</i>	<p><b>We all Belong</b> What Makes Me a Me (celebrating uniqueness and developing sense of self) Mixed - A Colourful Story (celebrating diversity and difference) Going to School - Usborne (being welcome in a new class) We're All Wonders (celebrating uniqueness and difference) I Don't Want to be Small (self-acceptance) Who are you? Smriti Halls (identity) <a href="#">Bog Baby (including everyone)</a> <a href="#">Hello Friend (making friends - belonging and being welcome)</a> I am Perfectly Designed</p> <p><b>We are storytellers</b> <a href="#">The Gingerbread Man</a> The Gingerbread Girl The Gingerbread Cowboy* The Runaway Pancake</p> <p><b>Our forest is a special place</b> <a href="#">The Gruffalo</a> The Listening Walk</p> <p><b>Our feelings matter</b> All About Feelings <a href="#">Owl Babies</a> <a href="#">The Colour Monster</a> Ravi's Roar Ruby's Roar</p>				<p><b>Special relationships</b> <a href="#">Owl Babies by Martin Waddell</a> Last Stop on Market Street by Matt de la Peña Abuela by Arthur Dorros Brothers Forever by P.K. Hallinan My Papi Has a Motorcycle by Isabel Quintero* The Family Book by Todd Parr Stella Brings the Family by Miriam B. Schiffer Me &amp; My Sister by Rose Robbins Dear Juno by Soyung Pak The Relatives Came by Cynthia Rylant Pumpkin Soup - friendships The Squirrels who Squabble - friendship</p> <p><b>Autumn</b> Tree <a href="#">We're Going on a Leaf Hunt</a> Autumn - Alice Busby The Leaf Thief</p> <p><b>Celebrations</b> The Story of the Orchestra Eight Candles to Light (Hanukkah) Binny's Diwali by Thrity Umrigar Festival of Colors by Kabir Sehgal and Surishtha Sehgal Room for a Little One: A Christmas Tale by Martin Waddell Bringing In the New Year by Grace Lin Lailah's Lunchbox: A Ramadan Story by Reem Faruqi The Story of Guru Nanak by Mala Singh*</p>		

<b>Visits and visitors</b>	Year 6 pupils - introduce themselves and model expressing individuality	Places of Worship Autumn community walk to Springfield Park Visit from a grandparent
<b>Memorable experiences</b>	Year 6 reading me a story, making a gingerbread biscuit, forest walk	Splashing in puddles and leaf shower, autumnal welly walk - Markfield Park via towpath
<b>Rhymes and Poems</b> (texts of rhymes <a href="#">here</a> ) <i>May add tune to rhymes</i>	Five little ducks Twinkle Twinkle The wheels on the bus Respect Friends together (tune) We're all friends together (rhyme) Friends like you and me (rhyme) Let's be friends (rhyme)	One, Two, Buckle My Shoe Mary Had a Little Lamb If you're happy and you know it Courage Sharing is Caring (tune) The more we get together (rhyme)
<b>Personal, Social + Emotional Development</b>	<b>Self regulation - my feelings</b> Learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.	<b>Building relationships - special relationships</b> Exploring why families and special people are valuable, understanding why it is important to share and developing strategies to help with this, seeing themselves as valuable individuals and exploring diversity by recognising similarities and differences.
<b>Physical Development</b>	<b>Body management - EYFS Unit 1</b> Explore balance and managing your own body through stretches, reaches and extensions in a variety of positions. Perform some specific movements on command. Unit includes: balancing beanbags, moving through hoops in different ways, stretching and reaching to get equipment, making bridges and tunnels with bodies, travelling over and under apparatus and making shapes with bodies.	<b>Gymnastics - EYFS Unit 2</b> Developing confidence in fundamental movements. Learning and refining a variety of shapes, jumps, balances and roles. Linking simple balances, jumps and travel actions. Unit includes: linking different shapes and ways of moving, performing an eggroll and a log role, following different pathways, balancing on points in patches, performing a story to music, using the start and finish position.
<b>Writing</b> See individual unit plans for detail via the link	<b>Handwriting</b> Whole class sessions 2-2.15 in Y1 classroom: handwriting - grip, posture, fluent formation (Letter formation recapping sounds from phonics lessons) 1. CT input 2.Children write in books (first on blank) 3.CT model on the line 4.all try to write sound on the line Includes: <i>tripod pencil grip, posture, letter formation, lowercase and capitals, finger spaces, patterning, five concepts about print, writing name</i>  <b>Modelled Writing linked to Core Text</b> Modelled write for We All Belong: drawing portrait and annotating with name Modelled write for Gingerbread Man: story map with key words Modelled write for Percy the Parkkeeper: story map with key words Modelled write for the Boy with Big feelings: model patterning to colour in plus labelling with colours and emotions  The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait.  <b>Focus groups</b> The only focus groups in Autumn 1 are responsive - children who are not meeting handwriting objectives (grip, posture and fluent formation) receive small-group focused input from one adult 2-3x per week whilst other children access the provision.	Modelled Writing linked to Core Text Focus groups entail CT model at appropriate pitch, forensic focus on transcription and phonic application The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait. Focus objective: label initial sounds, write some CVC words or simple using set 1 sounds (mostly nouns)  <b>Shu Lin's Grandpa:</b> Modelled write: Label image that Shu Lin's grandpa shares with words describing features: wind, silver moon, snarling dragon, flames, white mist + other elements to elicit in image like trees, river, houses, village, clouds, tail (dragon) Task for children in focus groups: children label images from story with initial sounds  <b>Leaf Man</b> Modelled write: Label images of Leaf Man's travels with nouns describing features: <b>chicken, ducks, geese, fields, potatoes, carrots, cabbages, cows, lake, river, butterflies, mountains, birds, meadow, orchard, marshes, flock, wind, mud</b> Task for children in focus groups: children label images from story with initial sounds (challenge to use set 1 sounds to write some nouns e.g. those in bold)  <b>Celebrations around the World</b> Modelled write: label images from non-fiction text with nouns: flags, food, music Task for children in focus groups: children label images from story with initial sounds (challenge to use set 1 sounds to write some nouns e.g. those in bold)  The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait.
<b>Understanding the World</b>		
<b>Geography, History, RE</b>	Diversity and differences (RE) Forest features - habitat	Family members past and present Seasonal change Celebrations
<b>Science</b>	Forest features - habitat	Seasonal change
<b>Festivals and Celebrations</b>	Harvest Festival - around the start of October	Bonfire Night (unit 1) Diwali (unit 1) Birthday of Guru Nanak - date tbc (unit 1)

		Advent & Christmas
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	We Belong artwork - portraits of class team Gingerbread Man collage Artwork to present in frame and slowly reveal across each unit	Autumn leaf collage Artist study: Andy Goldsworthy
<b>DT</b>	Cooking - gingerbread Make a brush to help Percy	Make celebration decorations - different celebrations Cooking: special food for celebrations
<b>Music</b>	<b>Moving and Clapping</b> Move to the Music: Skip, Hop and Jump	<b>Recalling Patterns, Actions and Rhythms</b> Follow the Leader: Tap with Me

	Spring 1			Spring 2		
Week 0 = establishment*	W1+2	W3+4	W5+6	W1+2	W3+4	W5+6
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	Jabari Jumps  <a href="#">Unit</a>	Little Polar Bear (Arctic) Antarctica by Mario Cuesta Hernando and Raquel Martín  <a href="#">Unit</a>	We're Roaming in the Rainforest An Amazon Adventure  <a href="#">Unit</a>	Stanley's Stick The Girl with Big, Big Questions  <a href="#">Unit</a>	Tidy  <a href="#">Unit</a>	Iggy Peck, Architect  <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	We are resilient! What helps us face a challenge?	What is special about the Arctic and Antarctica as habitats?	How are Antarctica and the Amazon similar and different?	We ask curious questions and we imagine creative ideas What can we ask and what can we imagine?	How do we protect our planet?  +Reflection on seasonal change in Spring (linked back to Autumn 2 unit)	Who helps us? What could I be?
<b>VERSE</b>	Effort Voice	Respect Everyone	Respect Everyone	Voice Effort	Respect Safe Everyone	Everyone Effort
<b>Commitments</b>	Build Positivity Build Confidence Reach High	Love Learning Learn Together Respect	Love Learning Respect	Love Learning Learn Together Build Confidence Reach High	Respect	Build Positivity Build Confidence Reach High
<b>Reading Themes</b>	Fear and Courage	Struggles and Successes Bonds and Separation Fear and Courage	Comparisons and Changes	Struggles and Successes Fear and Courage	Struggles and Successes	Struggles and Successes
<b>Talk through Stories</b>	<a href="#">One Snowy Night</a> <a href="#">Lost and Found</a>			<a href="#">Where the Wild Things Are</a> <a href="#">Dogger</a> <a href="#">Mog the Forgetful Cat</a>		
<b>Supplementary Texts</b>	<b>Resilience in the face of challenge</b> The Little Engine That Could by Watty Piper Giraffes Can't Dance by Giles Andreae The Most Magnificent Thing by Ashley Spires Brave Irene by William Steig  <b>Antarctica</b> Blue Penguin Emperor's Egg  <b>Antarctica and the Amazon - comparing habitats</b> David Attenborough - Little People Big Dream Wildlife - The Extraordinary Life of David Attenborough			<b>Curiosity and Imagination</b> Astro-Girl There's a Tiger in the Garden Look Up! Little mouse and the Red Wall  <b>Protecting our Planet</b> My Friend Earth 10 things I can do to help my world Lulu Loves Flowers David Attenborough Clean Up! Here We Are (Earth) The Curious Garden Errol's Garden The Extraordinary Gardner  <b>Jobs and Aspirations</b> Iggy Peck - Architect Questions and Answers About Jobs (Usborne) A First Book of Jobs - When we Grow Up		
<b>Visits and visitors</b>	<a href="#">Little Angel Theatre</a> Children in KS2 to visit to talk about things they find tricky and how they face a challenge without giving up			<a href="#">Stamford Hill Library</a> Visitors representing different job roles from school community and family volunteers		
<b>Memorable experiences</b>	Exploring some David Attenborough clips of Antarctica and the Amazon			Planting		

	Exploring frozen sheets of ice - cracking and melting	
<b>Rhymes and Poems</b> (texts of rhymes <a href="#">here</a> ) <i>May add tune to rhymes</i>	Hickory Dickory Dock Incy Wincy Spider Pat a cake Patience Building a Friendship (rhyme)	Ten in the Bed Hey Diddle Diddle Row row row your boat Kindness My friend and I (rhyme)
<b>Personal, Social + Emotional Development</b>	<b>Managing self- taking on challenges</b> Considering why we have rules and the importance of persistence and perseverance in the face of challenges, learning how to communicate effectively with others, practising 'grounding' coping strategies.	<b>Self regulation - listening and following instructions</b> Listening to stories to practise their comprehension skills, playing games which require them to listen carefully to instructions to succeed, considering how rumours can spread quickly and change as they do so.
<b>Physical Development</b>	<b>Dance - EYFS Unit 2</b> Counting and moving to beats of eight. Working as an individual partner and part of a group. Copying and repeating movement patterns. Unit unit includes: moving to the counter eight, performing with a partner to the counter eight, working with a partner to perform, performing a dance using four actions, linking new actions to ones we already know , practising and performing a dance.	<b>Body Management - EYFS Unit 2</b> Exploring a variety of rolling, sliding, et cetera. Jumping using a variety of takeoffs and landings. Using hands and feet in different combinations. Participating in a variety of small group cooperative activities. Unit unit includes: performing roles, jumps, jumping using operators, travelling across operators and working as part of a team.
<b>Writing</b> See individual unit plans for detail via the link	Modelled Writing linked to core text Focus groups entail CT model at appropriate pitch, forensic focus on transcription and phonic application The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait. Focus objective: nouns plus adjectives	Modelled Writing linked to core text Focus groups entail CT model at appropriate pitch, forensic focus on transcription and phonic application The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait. Focus objective: nouns plus verbs
<b>Understanding the World</b>		
<b>Geography, History, RE</b>	Locational knowledge, climate, comparisons	Conservation
<b>Science</b>	Habitats - plants and animals	STEM - engineering
<b>Festivals and Celebrations</b>	Chinese New Year	Ramadan (weeks 1+2 - please check dates and teach accordingly)  Holi (weeks 3+4 - please check dates and teach accordingly)  Easter (weeks 5+6 - please check dates and teach accordingly)  Eid (weeks 5+6 - please check dates and teach accordingly)
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	Polar animal masks Snowflake cutting Snowflake printing Ice painting Polar landscape collage Artist study: Art inspired by nature - Henri Rousseau (Amazon unit)	Imaginative artwork Artist Study: Kandinsky
<b>DT</b>	Make a ladder for Jabari to climb	STEM - engineering Designing and making a boat that floats (link to making a vehicle in Rosie Revere)
<b>Music</b>	<b>Pitch-Matching</b> Singing Skills: Match my Voice	<b>Rhymes, Songs and Stories</b> Rhymes, Poems and Songs Old and New

	Summer 1			Summer 2			
Week 0 = establishment*	W1+2	W3+4 Swap with week 3+4 Summer 2	W5+6	W1+2	W3+4	W5+6	W7
<b>Book-based stimulus core text(s)</b> <i>Revisited through unit Stimulus for writing</i>	Pumpkin Soup  <a href="#">Unit</a>	Luna Loves Art My First Artists (Little People, BIG DREAMS) <a href="#">Unit</a>	A Street Through Time  <a href="#">Unit</a>	Little Red Riding Hood No Dinner  <a href="#">Unit</a>	Tad  <a href="#">Unit</a>	Martha Maps it Out  <a href="#">Unit</a>	Comparing Cultures The Book of Cultures by Evi Triantafyllides and Nefeli Malekou This Is How We Do It: One Day in the Lives of Seven Kids from Around the World by Matt Lamothe  <a href="#">Unit</a>
<b>Big Idea/ Big Question</b>	How does working in a team help me?	Which artwork do I like and why? How can I make art?	How have things changed?	We are storytellers and performers	What is a life cycle and How do we Care for Animals?	How do we find our way?	How is life similar and different in different places?
<b>VERSE</b>	Everyone Respect Voice	Voice Effort	Everyone	Voice Everyone	Respect Safe Everyone	Safe	Everyone Respect
<b>Commitments</b>	Learn Together Build positivity	Love Learning Reach High	Love Learning	Love Learning Build confidence Reach High	Love Learning Learn Together Respect	Build confidence	Respect
<b>Reading Themes</b>	Struggles and Successes	Comparisons and Changes	Comparisons and Changes	Good and Evil	Comparisons and Changes	Struggles and Successes	Comparisons and Changes
<b>Talk through Stories</b>	<a href="#">I'm in Charge</a>						
<b>Supplementary Texts</b>	<b>Teamwork and collaboration</b> The Squirrels who Squabble - collaboration The Little Red Hen Makes a Pizza by Philemon Sturges Swimmy by Leo Lionni The Great Big Enormous Turnip - Alexei Tolstoy & Helen Oxenbury  <b>Art and artists</b> Katie series - James Mayhew The Iridescence of Birds: A Book About Henri Matisse by Patricia MacLachlan Be a Maker - Katey Howes* The Artist - Ed Vere Matisse's Garden Frida Kahlo - Little People, Big Dreams  <b>Change over time</b> A place called home The Story of Things by Neil Layton Wilfrid Gordon McDonald Partridge			<b>Little Red and No Dinner</b> Wolves by Emily Gravett Honestly, Red Riding Hood Was Rotten!: The Story of Little Red Riding Hood as Told by the Wolf by Trisha Speed Shaskan  <b>Caring for animals and life cycles</b> Tadpole to Frog (National Geographic) Egg to Chicken (life cycles) Little Acorn - Scholastic*  <b>Mapping</b> Me on the Map by Joan Sweeney Mapping Penny's World by Loreen Leedy* Follow That Map! A First Book of Mapping Skills by Scot Ritchie My Map Book by Sara Fanelli There's a Map on My Lap!: All About Maps by Tish Rabe (Cat in the Hat Learning Library) Henry's Map by David Elliot As the Crow Flies: A First Book of Maps by Gail Hartman Where Do I Live? by Neil Chesanow Martha Maps it Out in Time  <b>Comparing Cultures</b> All Are Welcome by Alexandra Penfold and Suzanne Kaufman			

		Children Just Like Me by Anabel Kindersley and Barnabas Kindersley Global Babies by The Global Fund for Children
<b>Visits and visitors</b>	Museum of the Home Chicks hatching	Family members visiting to share experiences of other countries and cultures - similarities and differences National Gallery
<b>Memorable experiences</b>	Team tangle - collaboration/teamwork Eating soup with crusty bread together Plant seeds - grow vegetables Visit the gardening beds Taste a range of vegetables Put on art exhibition - Cherry Team Gallery - and invite families/teachers/other classes Visit an art gallery	Performing No Dinner to families Looking after chicks in Reception Making a map from Reception to the Forest and inviting children in another class to come and pair up to use it
<b>Rhymes and Poems</b> (texts of rhymes <a href="#">here</a> ) <i>May add tune to rhymes</i>	The ants go marching one by one Little Bo Peep I'm a Little Teapot Resilience Helping Hands (tune) We are a Team (rhyme) Working together (rhyme) Together we can (rhyme)	Ten Little Fingers Little Miss Muffet Hokey Cokey Gratitude Friendship Garden (rhyme)
<b>Personal, Social + Emotional Development</b>	<b>Building relationships - my family and friends</b> Exploring cultural festivals that are important to individuals, reinforcing the importance of sharing and turn taking through role-play, considering the ingredients for a good friend, exploring how kind words make others feel good, recognising the value in working together as a team.	<b>Managing self- my wellbeing</b> Learning why exercise is important for our physical and mental health, considering the effect of different types of exercise on the body, discussing some of the ways in which we can take care of ourselves, learning how to travel safely as a pedestrian, and considering the importance of making balanced food choices.
<b>Physical Development</b>	<b>Manipulation and Coordination - EYFS Unit 2</b> Coordinating similar objects in a variety of ways. Differentiating ways to manoeuvre objects. Skipping in isolation and with rope. Unit includes: playing parachute games, using equipment to perform actions, using a bat to push beanbags and balls, using a bath to dribble, performing different jumps and handling a hoop.	<b>Speed, Agility and Travel- EYFS Unit 2</b> Participating in a variety of agility-based activities. Recognising the difference between actions such as moving softly, quietly, quickly. Relating body movements to music and percussion beats. Unit includes: moving bags and balls, moving in different ways, jumping on off and over, performing circle dances, using strength to hold shapes and working in a team.
<b>Writing</b> See individual unit plans for detail via the link	Modelled Writing linked to core text Focus groups entail CT model at appropriate pitch, forensic focus on transcription and phonic application The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait. Focus objective: write a wider range of simple phrases using 'with' + 'and' to extend Write simple sentences with nouns and verbs (who and what doing).	Modelled Writing linked to core text Focus groups entail CT model at appropriate pitch, forensic focus on transcription and phonic application The provision includes opportunities for children to carry out their own versions of these modelled tasks e.g. drawing a portrait. Focus objective: write simple phrases and sentences that can be read by others. These may include: -captions to accompany images (phrases and sentences) -annotations on story maps (phrases and sentences) -sets of instructions for processes children have carried out e.g. booking, making, building
<b>Understanding the World</b>		
<b>Geography, History, RE</b>	Change over time - foundations for chronological awareness	Mapping
<b>Science</b>	Noticing and naming materials in different homes	Life cycles Caring for animals Animal habitats Materials and properties for nests
<b>Festivals and Celebrations</b>	Buddha Day (3rd unit)	
<b>Expressive Arts and Design - linked to areas of PSED and Understanding the World</b>		
<b>Art</b>	Art and artists Painting: jungle scene like Rousseau's Tiger in a Tropical Storm in the story (link back to Amazon unit - previous artist study)	Art from around the world - different cultural traditions

	Sculpture: with pipe cleaners like Louise Bourgeois' spider sculpture in story Cut out art like Matisse's The Snail in the story	
<b>DT</b>	Cooking - making vegetable soup	Making nests - materials and properties
<b>Music</b>	<b>Playing and Responding</b> Noticing Patterns and Describing the Music	<b>Singing, Listening and Playing Together</b> Exploring Musical Worlds

\*Books that are currently not stocked at Peters and prohibitively expensive on Amazon without a used copy option. Option to explore a video version of this text.