



Reception Curriculum Overview 2016 -17:

Please note that due to the very nature of the EYFS this is not a fixed overview and that a topic may change due to the children's interests. Also children learn and develop at different rates and planning will be altered to suit the needs of individual children.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|---|---|--|
| Literacy – Key Texts but also to be supplemented with 2 songs per week and 1 rhyme a week | Not a stick, Not a box, Little Red Riding Hood, The Gingerbread Man | I wish I were a dog, this is not my hat, A bit lost | Bear about town, the wind, ketchup on your cornflakes? The tiger who came to tea | Eric Carle Author Study The Tiny Seed, Bad tempered Ladybird, Very busy spider, general minibeast nonfiction texts. | Jack and the beanstalk, Jasper's Beanstalk, The Enormous Turnip | Penguin on holiday, adventure on the beach |

Listening and Attention:

Children can listen attentively in a range of situations.

They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:

Children follow instructions involving several ideas or actions.

They answer 'how' & 'why' questions about their experiences and in response to stories & events.

Speaking:

Children express themselves effectively, showing awareness of listeners needs.

They use past, present and future forms when talking about events that have happened or are to happen in the future.

They develop their own narratives and explanations by connecting ideas or events.

Literacy – Reading:

Children read and understand simple sentences.

They use phonic knowledge to decode regular words and read them aloud accurately.

They also read some common irregular words.

they demonstrate understanding when talking with others about what they have read.

Literacy – Writing:

Children use their phonic knowledge to write words in ways which match their spoken sounds.

They also write some irregular common words.

They write simple sentences that can be read by themselves and others.



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Some words are spelt correctly and others are phonetically plausible.

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|--|---|--|---|--|--|---|
| Mathematics – Following the Maths Mastery Planner | Learn counting songs and number rhymes, working with numbers to 10 initially. Measures- order 2/3 objects by length and begin to use vocabulary associated with length. Continue simple patterns and begin to understand positional vocabulary. Bar chart | Name and describe 2D and 3D shapes. Read and write numbers forming them correctly. Count forwards and backwards to 20. Making simple estimates of objects and sort them. Recognise the number before and begin to find one more and one less from a group of objects. Money in play. Time- days of the week. | 2D and 3D shapes. The number after. Addition and subtraction in practical, hands-on games. Use everyday language related to time. Order 2/3 objects by height and use language such as, 'tall', 'tallest', 'short' and 'shortest'. Teen' numbers- recognise order and form correctly. | Positional and directional vocabulary, Subtraction and addition vocabulary. Money- coin recognition. Weight- use non-standard units and order 3 objects by weight. Tallies and bar charts- how we get to school. Begin to solve own problems. Count in 2's. Shape pictures. Distance vocabulary. | Time- the day, one minute, read time to one hour. Subtraction. Begin to count on in addition. Numbers to 50. Sharing objects equally. Doubling and halving. Count in 10's to 50. Coins-1p,2p and 10p- count in 2's and 10's for totals. Begin to record addition in a number sentence. | Numbers to 100. Count in 10's. Begin to count back in subtraction. Capacity. 2D and 3D shapes. Tallies and bar charts- Doubling and halving. Addition and subtraction- counting on or back. Patterns. |



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Number

Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or less than a given number.
Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the number.
They solve problems, including doubling, halving and sharing.

Shape, Space and Measures

Children use everyday language to talk about size, weight, capacity, distance, time and money to compare quantities, and objects and to solve problems.
They recognise, create and describe patterns.
They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

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| Personal, Social and Emotional Development | Develop good relationships with peers and familiar adults, including gaining confidence asking for help. Begin to understand the expectations of the classroom and the school. Establish what makes a good learner. With support, take turns and share fairly Healthy foods- What food keeps us healthy? | Listen carefully to others and ask appropriate questions. Gain awareness that their actions can hurt/upset others. Begin to sit quietly and maintain attention. Continue to learn new routines. | Begin to show sensitivity towards others. Contribute own feelings and ideas in group discussions. Listen attentively to visitors. Begin to adapt behaviour to different events and changes in routine. Work well as part of a group. | Co-operation and responsibility. Staying safe (on road, near water etc) Choose own resources for self-chosen activities. Negotiate to solve problems. Share likes and dislikes. Accept own and others abilities, for example, riding a bike without stabilisers. | Recognising and respecting similarities and differences between people. Looking after plants in our playground. Healthy bodies. Talk about own achievements, likes and dislikes. Share feelings, what makes us calm, noisy etc? Our behaviour-our charter and consequences. | Get ready for transition to Year One- share feelings, ideas and expectations. Reflect on successes and achievements over the year. Be able to apply techniques taught to help them resolve problems independently. |
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| <p>Physical Development</p> | <p>Improve fine motor and gross motor skills. Positional and directional games. Develop an effective pencil grip and scissor control.</p> | <p>Use tools to develop fine motor skills. Moving to different types of music. Christmas production dance and actions.</p> | <p>Throwing and catching skills. Further develop fine motor skills. Travel with confidence on climbing equipment. Learn to jump and land safely. Begin to recognise the effects of physical activity on their bodies.</p> | <p>Travelling and direction- negotiate space safely. Throwing, catching and receiving games. Ways of keeping healthy and safe.</p> | <p>Games. Mimic different vehicles and act out journeys. Adjust speed and change direction to avoid obstacles. What makes me stay healthy?</p> | <p>Sports Day- Practice different skills. Gymnastics. Understand the contribution exercise can make to our health.</p> |
| <p>Expressive Arts and Design</p> | <p>Work with a variety of materials to create collages. Explore malleable materials. Imaginative role play of talk for writing story. Learn new songs and make different sounds.</p> | <p>Make cards for celebrations. Explore sounds using instruments. Make props for role play. Design clothes for different characters. Learn songs and actions for the Christmas production.</p> | <p>Learning songs related to the topic and making up own songs with instruments. Construct models of vehicles. Experiment to create different textures. Engage in imaginative play and maintain a storyline.</p> | <p>Role play- journeys and stories. Observational drawings- bikes and scooters. Wheel prints. Topic themed songs. Acting out train ride in hall. Make vehicle sounds, using bodies and instruments. Experiment with a variety of media.</p> | <p>Use simple tools and techniques appropriately. Experimenting to create different shades and textures. Observational drawings. Plant collages. Design and create own mini garden. Work as a group to act out stories. Combine movements together.</p> | <p>Experiment with colour, design and texture. Role play in a group- co-operate and negotiate together.</p> |