

## Yearly curriculum overview

### Year Group: Reception

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<u><i>Topic Name</i></u>	Marvellous Me!	Let's Celebrate	Once Upon A Time	My World, Your World	In the Garden	Down on the Farm
<u><i>Hook</i></u>	1-1 meetings	Birthday party	Peepo!		Visit to allotments	What the ladybird heard
<u><i>Final outcome</i></u>	Superhero dress up day	Nativity	Big Mystery Display Visit to library		Release of butterflies	Visit to farm
<u><i>PSED</i></u>	New Beginnings See themselves as a valuable individual. Being me in my world Golden Rules and Routines Supporting children to build relationships Dreams and Goals	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	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. Talk them through why we take turns, wait politely, tidy up	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	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely and tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour

			after ourselves and so on	how others might feel in particular scenarios		
<u><i>Communication and Language</i></u>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Speaking to adults on 1-1. Children talking about experiences that are familiar to them Rhyming and alliteration Sharing facts about me and my family! Family squares-photos All about me! Model talk routines through the day and use visual timetable. Nursery rhymes and</p>	<p><b>Tell me a story!</b> Tell me a story - retelling stories Talking in a group. Takes part in discussion Talk partners Word hunts Listening and responding to stories Story language Following instructions Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Talk it through!</b> Describe events in detail – time connectives Sustained focus when listening to a story Retelling and innovating stories using DEAL strategies Puppet shows Mystery readers</p>	<p><b>Tell me why!</b> Using language well Ask how and why questions. Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p><b>What happened?</b> Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p><b>Time to share!</b> Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<u><i>Physical Development</i></u>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough,	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.

	<p>good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paintbrush beyond whole hand grasp. Pencil Grip. Dough disco and wriggle while you wiggle</p>	<p>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.</p>	<p>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.</p>	<p>Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed</p>	<p>Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a Circle.</p>	<p>Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognisable. Build things with smaller linking blocks, such as Duplo or Lego</p>
	<p>Cooperation games i.e. parachute games. Different ways of moving to be explored with children. Changing for PE / Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards,</p>	<p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Gymnastics - Balance</p>	<p>Balance- children moving with confidence Dance. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Importance of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements in preparation for sports day. Dance related activities. Gymnastics focus on balance</p>

		wheelbarrows, prams				
<u><i>Understanding the World</i></u>	<p>Talk about themselves and members of their immediate family, their homes and community.</p> <ul style="list-style-type: none"> <li>o Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>o Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>o Introduce children to different occupations. Who helps us in school?</li> </ul>	<ul style="list-style-type: none"> <li>o Talk about different celebrations around the world.</li> <li>o Can talk about what they have done with their families during Christmas' in the past.</li> <li>o Show photos of how Christmas used to be celebrated in the past.</li> <li>o Use world maps to show places we are talking about</li> <li>o Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen</li> </ul>	<p>Share different cultures versions of famous fairy tales.</p> <ul style="list-style-type: none"> <li>• To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives</li> <li>• Spring walk</li> <li>• Forest school - investigating and exploring change</li> </ul>	<p>Drawing maps</p> <ul style="list-style-type: none"> <li>o Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</li> <li>o Create opportunities to discuss how we care for the natural world around us.</li> <li>o Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li> <li>o Encourage interactions with the outdoors to foster curiosity and give children</li> </ul>	<p>Explore different habitats</p> <ul style="list-style-type: none"> <li>• Name and describe minibeads.</li> <li>• Investigating life cycles</li> <li>• Set up a wormery</li> <li>• The Heaton's Sunflower competition</li> <li>• Growing beans</li> <li>• Creating Cress heads</li> <li>• Healthy living</li> </ul>	<p>Name and describe animals</p> <ul style="list-style-type: none"> <li>• Mothers and babies on the farm</li> <li>• Exploring foods that animals give us</li> <li>• Animal homes</li> <li>• Jobs on the farm</li> </ul>

	<p>Who helps us in the community?</p> <ul style="list-style-type: none"> <li>o Introduction to forest school exploring our school grounds</li> </ul>			<p>freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <ul style="list-style-type: none"> <li>o Use the Beebots</li> </ul>		
<p><u>Expressive Arts and Design</u></p>	<p><b>Drawing</b> <b>Artist: Kandinsky</b></p> <ul style="list-style-type: none"> <li>• Self-portraits –focus on drawing and colour</li> <li>• Take picture of children’s creations and record them explaining what they did.</li> <li>• use a range of media – pencils, crayons, pastels, felt tips, chalk to experiment with mark making</li> <li>• explore and experiment with shapes</li> <li>• begin to use lines and shapes to represent objects, animals and people</li> <li>• draw lines and shapes to create patterns</li> <li>• experiment combining different media to create junk models of homes</li> </ul>	<p><b>Painting</b> <b>Artist:</b></p> <ul style="list-style-type: none"> <li>• use different tools to apply paint including fingers, brushes, cotton buds, sticks, sponges</li> <li>• experiment using different sized brushes to mark make</li> <li>• explore working with paint on different surfaces</li> <li>• colour mix using paint</li> <li>• Join in with songs;</li> <li>• join in with role play games and use resources available for props;</li> <li>• Exploration of other countries –</li> </ul>	<p><b>Junk modelling</b> <b>Sculptor:</b></p> <ul style="list-style-type: none"> <li>• use a variety of natural, recycled and manufactured materials</li> <li>• experiment with constructing and joining recycled, natural and manmade materials</li> <li>• use junk materials to design and make a 3D object</li> <li>• explore a range of malleable materials such as plasticine, play dough, salt dough, papier-mâché and clay</li> <li>• make a pinch pot out of clay</li> </ul>	<p><b>Printing</b> <b>Artist: Achimboldo</b></p> <ul style="list-style-type: none"> <li>• The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</li> <li>• explore how to print by loading an object with paint and applying to different surfaces</li> <li>• print using hands/fingers</li> <li>• print using everyday objects/ food to explore shape, patterns, colour and texture.</li> <li>• print using plasticine</li> </ul>	<p><b>Collage: Artist : Matisse</b></p> <ul style="list-style-type: none"> <li>• Exploring texture</li> <li>• explore a range of media to create a simple collage e.g. paper, wallpaper, cellophane, tissue paper, fabric etc</li> <li>• create and arrange shapes and glue materials to different backgrounds</li> <li>• tear and cut paper and card</li> <li>• select and sort the materials needed</li> <li>• handle and manipulate a range of materials</li> <li>• create fabrics by weaving</li> </ul>	<p><b>Painting-Colour mixing</b> <b>Artist: Yvonne Coombes-</b></p> <ul style="list-style-type: none"> <li>• recognise the three primary colours – red, blue and yellow</li> <li>• mix primary colours to make secondary colours red + yellow = orange, blue + yellow = green, red + blue = purple</li> <li>• find colours in nature match colours to items and artefacts</li> </ul>

		dressing up in different costumes. <ul style="list-style-type: none"> <li>• Firework pictures</li> <li>• Christmas decorations,</li> </ul> Christmas cards <ul style="list-style-type: none"> <li>• Divas</li> <li>• Role Play Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Painted rock fish</li> <li>• Upcycled sun catchers</li> <li>• Ice art using natural materials</li> <li>• Chinese lanterns</li> </ul>	<ul style="list-style-type: none"> <li>• Monoprints</li> <li>• print on different types of paper e.g. textured, sugar, brown, tracing</li> <li>• Mother's day crafts</li> </ul>	materials e.g. grass/straw through twigs, paper bags <ul style="list-style-type: none"> <li>• decorate a piece of fabric</li> </ul>	
--	--	--	---	---	--	--