


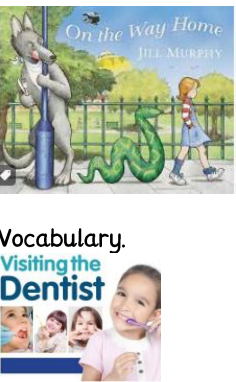
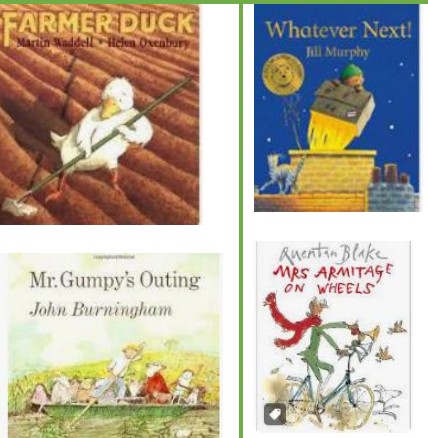












 Striving for the Future	<h2 style="text-align: center;">Reception Yearly Overview and Curriculum Map</h2>
Our Intent:	<p>We intend to promote creativity, uniqueness, independence, problem solving and resilience building. We believe high levels of engagement are present when learning is centred around real life experiences and children's interests. We follow core texts and a focus, but we are quick to adapt and follow child led opportunities, linking learning to the needs and fascinations of the children. We ensure prior knowledge is weaved throughout our planned curriculum and ensure children know more, remember more. All children access a curriculum that provides a breadth of experiences and knowledge that ensures long-term memory is embedded. We believe children should have the skills and confidence to talk about their own learning. Our personalised curriculum challenges all children and provides opportunities to take risks and achieve their full potential.</p>
<p>Prior learning links.</p> <p>What children are taught in nursery that supports later learning in reception.</p> <p>How children use the knowledge and skills acquired in nursery to support next steps learning in reception.</p>	<p>We gather evidence of prior learning and knowledge at the start of our sessions. We work with parents and other settings to gain this knowledge. We work closely with our nursery to ensure links area made. Nursery and reception staff work together to ensure breadth of knowledge is planned for and opportunities for prior links are made. Ways we do this:</p> <p>Communication & Language - Both nursery and reception use WellComm, What's in the Box, Floorbooks, and communication friendly spaces. We plan out core texts recommended by the Pie Corbett Reading Spine as this allows progression.</p> <p>Personal, Social and Emotional Development - Self-regulation/co-regulation is taught daily to support the needs of the children. Strong key person relationships are developed from nursery. The skill of making friends is taught and built upon in reception. Free choice is encouraged, and independence developed in our rolling snack area.</p> <p>Physical Development - Children are taught how to construct and work together to build small balancing obstacles.</p> <p>Monster Phonics scheme starts in nursery and the children are introduced to the characters. Children develop secure phase 1 skills and can orally blend and segment ready to start phase 2 phonics in autumn (rec).</p> <p>Maths - Children have a good foundation in number sense and a secure understanding of number concepts.</p> <p>Understanding the world - Children have many opportunities to explore and experience change, growth and differences. The children make links between animals and chicks, which they experience in the nursery. They grow vegetables and learn about different celebrations. These are good foundations for us to build upon in reception.</p> <p>Expressive Arts and Design -Children are taught about colour and have the opportunity to experiment mixing own colours and using different media. Children are taught how to use equipment. A role play home corner is always available to give children confidence to role play a familiar scene.</p> <p>Music and instruments are built in as part of listening and attention and phase 1 phonics. Construction and building opportunities are built upon in more structured design teaching.</p>
<p>Links from EYFS to Ks1.</p> <p>How children use the knowledge and skills acquired in reception to support next steps learning in Ks1.</p>	<p>Communication & Language - Children have built and developed listening and attention skills. Children can refer to strategies when focusing and listening to new learning. Children have good listening and attention skills which they can apply when learning in a more formal classroom environment. Children are ready to learn. Children can speak in full sentences and apply this when making explanations and reasoning in Ks1.</p> <p>Personal, Social and Emotional Development - Children have developed independence, resilience, perseverance and are now ready to apply these skills in Ks1 and become independent learners. They are ready to take control of their own learning and have drive and curiosity. Children can apply self-regulation skills that have been taught and embedded throughout EYFS. They can make new relationships and apply the knowledge making reference to the positive relationships they previously made.</p> <p>Physical Development - Fundamental movement skills have been taught and assessed. Children build upon this using PE Passport. Fine motor skills have strengthened muscles and children are ready to write for longer with greater skill.</p> <p>Literacy - Children have been exposed to different texts and genres throughout the year. Children know how to treat books with respect, turn pages and track words. Children know how to listen and talk about what has been read to them. Children have developed the skill of reading and writing by applying phonics skills. Children are now ready for more structured guided reading sessions as they have become confident, fluent readers.</p>





	<p>Maths - Children have a secure sense of number. They can visualise and subitise number and understand the different ways an amount can be made up. They have had physical experiences with shape, space and measure and have an abstract concept to refer back to as they learn more in Ks1.</p> <p>Understanding the World - Children have been introduced to different religions and cultures. They know stories and beliefs that underpin religious celebrations. They know where different worships take place. Children understand that people celebrate and believe in different religions and that some things can be important to some and not to others. Children are ready to learn about and from religions and build upon this secure prior knowledge.</p> <p>Children know about the past. They know how things have changed and can compare. Children can talk about their own past experiences and understand old and new. They know that the past is important to them and are ready to find out more about it.</p> <p>Children have watched how the seasons have changed and they have recorded using a monthly diary. This has given them a visual concept to apply when learning about further changes in the environment. Children have grown their own vegetables, plants, and flowers. They understand what is needed to grow a plant. They are ready to explore plants in greater detail, looking at shoots, stems, and petals in Ks1.</p> <p>The children have looked at the world and the place they live. They have compared places in the world. Children have looked at simple maps and can follow a simple set of instructions.</p> <p>Expressive Arts and Design - Art skills have been taught. Children have mixed own paints, explored tones and pallets and have knowledge of a range of artists. The design, make and evaluate process has been taught. Children have developed sewing, joining and connecting; they have used real utensils safely in preparation for KS1. Children are familiar with Charanga music lessons. They can recognise pitch, tone, beat, and volume. Children have explored and can name instruments. Role play has played a large part of their early years education and children can now build upon this skill in English lessons throughout KS1 and 2.</p>										
Findings from previous cohort and baseline assessments that feed into this year's curriculum overview.	<p>We personalise our curriculum and make changes and adaptations considering our baselines and previous data.</p> <p>This year we found there to be a greater need for listening and attention, speaking, PSED self-regulation and literacy. Intense interventions support our teaching, and the environment is set to promote these areas continuously throughout the year. Reflections are made throughout each term to ensure the right amount of challenge is provided. We work with outside agencies and specialist teachers to create and support an inclusive, broad and balanced curriculum.</p>										
Parents as Partners	<p>We plan essential time to build relationships with children and families to develop a safe and secure learning environment for all; this is key to happy and secure foundations. We continue to build on these foundations by ensuring excellent communication between staff and families.</p>										
Transitioning into KS1:	<p>Our children leave EYFS being confident explorers and independent learners, with happy and secure foundations. Our intent is to ensure all children make at least good progress from their starting points. We work towards a smooth, safe, and secure transition into Key Stage 1. We work with staff, parents and children to deliver planned time to experience new settings, new staff and new routines. This preparation is put in place during the summer term.</p>										
Recording evidence	<p>Our floorbooks are used as a document which records children's ideas and thoughts through their learning process. The floorbook is a way of documenting the consultation process that takes place between adults and children as the learning develops. Our floorbooks are available throughout the day for children to reflect and remember prior learning. Speaking and listening is encouraged when sharing the books. Parents are asked to comment on the evidence during stay and plays and parents' evenings.</p>										
Provision	<p>We provide a free flow indoor and outdoor environment with challenging and engaging enrichments. Resources are as natural as possible and real-life equipment is often used. Independence is promoted in all areas. British Values are promoted by offering a voting system for desired reading materials. Child led planning helps to keep our learning experiences current and interesting.</p>										
Schemes and further planning:	Phonics, Handwriting & Reading Monster Phonics	C&L WellComm	PSED Confident Me	PD PE Passport Creative Steps FMS	Literacy Pie Corbett reading spine LAPS Lancashire Planning	Maths NCETN Power Maths	Music Charanga	Science - UW Plymouth Planning	RE Lancashire SACRE	Vocabulary Word Aware	All Areas Development Matters Birth to 5


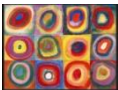

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks 2025-26	3 days & 7 weeks	4 days & 6 weeks	4 days & 5 weeks	5 weeks	3 weeks & 4 days & 2 weeks	7 weeks
Theme/Focus /Core Text	 <p>Settling into a new environment and saying goodbye to carers.</p> <p>Seasonal</p>	 <p>Stories from the same author.</p> <p>Rhymes and poems</p>	 <p>Cultures and food.</p>	 <p>Vocabulary.</p> <p>Who helps us?</p>	 <p>Farms.</p> <p>Journeys and transport.</p>	
Phonics	<p>Teach graphemes: s a t p i n m d g o c k e u r</p> <p>HFW: a at as in it is I an and dad am to into no go the get, can, got, on, dog, not, cat.</p> <ul style="list-style-type: none"> Teach the grapheme. Practice the blending for reading. Practice segmentation for spelling. Write sentences using the grapheme in words. Read sentences with the grapheme in words. 	<p>Teach graphemes: h b f f l l s s j v w x y z z z q u c h s h t h n g o o a r</p> <p>HFW: up, mum, put, has, had, him, his, oh, big, he, she, me, we, be, of, if, off, you, my, they, for, was, will, all, went, from, help, too, her, with, are, yes, then, them, this, that, said</p> <p>Assessment Wk9 and 14</p>	<p>Teach digraph: oo ow ee ur ai or oa</p> <p>HFW: look, now, down, see, going, just, have, it's, do, so,</p> <p>Assessment Wk6</p>	<p>Teach digraph/trigraph: er igh air oi ear ure</p> <p>HFW: come, some, were, one, like, by, when, little, what, day, away, play, children</p> <p>Assessment Wk12</p>	<p>Teach: CVCC CCVC CVC+ (previously taught graphemes) CCVCC</p> <p>HFW: your, here, saw, time, out, house, about,</p>	<p>Teach: CVC+ (polysyllabic) CVC+ compound words CCC (onset words) CCVCC+(previously taught graphemes) CCVCC+ (previously taught graphemes) CVC + HFW</p> <p>HFW: made, make, came, I'm, very, old, called, asked, looked, their, our, Mr, Mrs, people, could</p> <p>Assessment Wk11 and 12</p>

Handwriting	Handwriting is taught at the same time a new grapheme/digraph/trigraph is introduced. Handwriting links with our phonics scheme, Monster Phonics. Handwriting interventions are delivered during the session.				Handwriting continues by writing words in each session and looking at size and control of letter formation.	
Communication and Language						
Listening, Attention and Understanding	 WellComm interventions planned and delivered as intensive support	 WellComm interventions planned and delivered as intensive support	 WellComm interventions planned and delivered as intensive support	 WellComm interventions planned and delivered as intensive support	 WellComm interventions planned and delivered as intensive support	 WellComm interventions planned and delivered as intensive support
Speaking - links with literacy reading and comprehension as well as EAD.	What's in the Box - intervention (attention) Introduction to communication friendly spaces: snack area, floorbook area, home corner Sit and join in a small group activity.	What's in the Box - intervention (attention) Support using communication friendly spaces: snack area, floorbook area, home corner Sit and join in a larger group activity, actively participating.	What's in the Box - intervention (attention) Some independent use of communication friendly spaces: snack area, floorbook area, home corner Listen and answer questions linked to a topic of conversation.	What's in the Box - intervention (attention) Independent use of communication friendly spaces: snack area, floorbook area, home corner Have a back and forth conversation linked to a topic.	What's in the Box - intervention (attention) Independent use of communication friendly spaces: snack area, floorbook area, home corner Speak in full sentences.	What's in the Box - intervention (attention) Independent use of communication friendly spaces: snack area, floorbook area, home corner Speak in full sentences, including past, present, future tenses and making use of conjunctions.
Personal, Social and Emotional Development						
Self-regulation						
Managing Self	Reactive planning: supporting children to co-regulate and self-	Reactive planning: supporting children to co-regulate and self-	Reactive planning: supporting children to co-regulate and	Reactive planning: supporting children to co-regulate and	Reactive planning: supporting children to co-regulate and	Reactive planning: supporting children to co-regulate and

Building Relationships	<p>regulate, build relationships through play and manage own hygiene daily.</p> <p>Co-regulation: Working together with an adult 1:1 or small groups teaching strategies (meditation, breathing techniques, counting, ZOR)</p> <p>Managing self: resilience and rules. Changing for PE and looking after own belongings.</p> <p>Building relationships: Key person relationships Link with Pumpkin Soup story</p> <p>Relationships and Routines</p>	<p>regulate, build relationships through play and manage own hygiene daily.</p> <p>Modelling self-regulation: Working alongside children to demonstrate using self-regulation techniques.</p> <p>Building relationships: friends</p>	<p>self-regulate, build relationships through play and manage own hygiene daily.</p> <p>Self-regulation: Working together with an adult 1:1 or small groups teaching strategies (meditation, breathing techniques, counting, ZOR) Managing self: resilience and perseverance</p> <p>Building relationships: Handa and Akeyo</p>	<p>self-regulate, build relationships through play and manage own hygiene daily.</p> <p>Self-regulation: Teach strategies (meditation, breathing, quiet spaces, noticing the natural environment)</p> <p>Managing self: Topic on well-being which includes brushing teeth and health living.</p>	<p>self-regulate, build relationships through play and manage own hygiene daily.</p> <p>Building relationships: Link to Farmer Duck, how should we treat others?</p> <p>Self-regulation: Teach strategies (meditation, breathing, quiet spaces, noticing the natural environment)</p>	<p>self-regulate, build relationships through play and manage own hygiene daily.</p> <p>Self-regulation: Supporting those who continue to find self-regulation difficult. Work with parents to support at home.</p> <p>Changes & Transitions</p>
Physical Development	Gross motor-	Gross motor-	Gross motor-	Gross motor-	Gross motor-	Gross motor-
Gross Motor Skills	<p>PE: Fundamental Movement Skills PE Passport FMS - Elmer</p> <p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p>	<p>PE: Fundamental Movement Skills Transport Castles PE Passport</p> <p>Balance bikes</p>	<p>PE: Fundamental Movement Skills</p> <p>Gymnastics - Max Whitlock Gymnastics PE Passport</p>	<p>PE: Fundamental Movement Skills</p> <p>Gymnastics - Max Whitlock Gymnastics PE Passport</p>	<p>PE: Fundamental Movement Skills Rosies Walk Seaside PE Passport</p> <p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p>	<p>PE: Fundamental Movements How to Catch a Star Rumble in the Jungle PE Passport</p> <p>Bike Ability - Balance Bikes</p>
Fine Motor Skills	<p>Handwriting Malleable enrichments Cutting with scissors. Painting with brushes and other media.</p> <p>Preparing own snack and food. Spreading, slicing, cutting, peeling, pouring.</p>	<p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p> <p>Handwriting Malleable enrichments Cutting with scissors.</p>	<p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p> <p>Handwriting Malleable enrichments</p>	<p>Balance bikes</p> <p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p>	<p>Handwriting Malleable enrichments</p>	<p>Access to large loose part play, building opportunities, balancing, climbing. Ladders to climb safely. Tyres for rolling. Climbing trees in the forest.</p>

		<p>Painting with brushes and other media.</p> <p>Sewing linked to DT Preparing own snack and food. Spreading, slicing, cutting, peeling, pouring.</p>	<p>Cutting with scissors. Painting with brushes and other media.</p> <p>Food preparation skills linked to DT Preparing own snack and food. Spreading, slicing, cutting, peeling, pouring.</p>	<p>Handwriting Malleable enrichments</p> <p>Cutting with scissors. Painting with brushes and other media.</p>	<p>Cutting with scissors. Painting with brushes and other media.</p> <p>Construction linked to DT.</p>	<p>Handwriting Malleable enrichments</p> <p>Cutting with scissors. Painting with brushes and other media.</p>
Literacy	<p>Story with a familiar setting Purpose: To retell a familiar story. Audience: Share with parents (Makaton sign) Non-chronological report on animals Purpose: To write a factual and informative report about an owl Audience: Send to http://www.turbarywoods.co.uk/ OR Mere Sands.</p>	<p>Stories by the same author Purpose: To sequence a story with time words. Audience: Send to the author</p> <p>Poems by same author: Julia Donaldson Purpose: To hear words that rhyme and sound similar. Audience: Perform to the class</p>	<p>Story with a repetitive pattern Purpose: To write an innovated part of the story (Will she like the...?) Audience: Read to stay and play children and parents.</p> <p>Poems on a theme: Food Poems Purpose: To perform a food poem. Audience: Share with another class</p>	<p>Classic text Purpose: To retell and write a part of the story using adjectives. Audience: Read and retell story to year 6 buddies.</p> <p>Nursery Rhymes Purpose: To enjoy and perform nursery rhymes with actions. Audience: Our friends</p>	<p>Story with a familiar setting Purpose: To retell and write the story. Audience: Read to the local farmer.</p> <p>Information Booklet: How to care for a farm animal Purpose: To use a wide range of vocabulary and write real information on how to care for farm animals. Audience: Information leaflet for windmill farm.</p>	<p>Film Narrative Purpose: To write a story about travel. Audience: Astronaut</p> <p>Recount Purpose: To write a recount of how to make a delicious picnic. Audience: Share with Nursery children (transition).</p>
Comprehension	<p>Retell stories and discuss main parts. Begin to understand character thoughts and feelings. Know that facts can be found through non-fiction texts.</p>	<p>Compare texts written by the same author. Begin to highlight and point out some exciting vocabulary</p>	<p>Sequence story and events. Begin to use new vocabulary to use interesting adjectives.</p>	<p>Sequence a story of events and change the ending.</p>	<p>Retell the story and act out main events through role play. Find new facts and information.</p>	<p>Anticipate what might happen next.</p>

Word Reading	Recognise taught graphemes and orally blend together. Read taught HFWs.	Read CVC words using taught graphemes and digraphs. Read taught HFWs.	Read CVCC and CCVC words using taught graphemes, digraphs and trigraphs. Read taught HFWs.	Read captions and short sentences using taught graphemes, digraphs, trigraphs and HFWs.	Read longer sentences independently and talk about what they have read.	Build fluency and read with confidence.
Writing	Write lines, circles and marks giving meaning. Begin to form some taught letters correctly.	Form all taught letters correctly in isolation. Using a writing frame, segment and represent CVC correctly.	Segment and write CCVC and CVCC words in isolation. Write a simple dictated sentence. Write and spell HFWs correctly.	Write a simple sentence containing graphemes, digraphs, trigraphs and HFWs.	Write a sentence with finger spaces and phonetically plausible words. Read own sentence back.	Write at least three sentences using all taught phonic knowledge. Apply independently.
Maths NCETM -Mastering Number	Wk1 - Assessment baseline Wk2 - Subitising Wk3- Counting, ordinality and cardinality Wk4 - Composition Wk5- Subitising Wk6- Comparison	Wk1- Counting, ordinality and cardinality Wk2 - Comparison Wk3 - Composition Wk4 - Composition Wk5 - Counting, ordinality and cardinality	Wk1 - Subitising Wk2- Counting, ordinality and cardinality Wk3 - Composition Wk4 - Composition Wk5 - Composition	Wk1 - Counting, ordinality and cardinality Wk2 - Comparison Wk3 - Composition Wk4 - Composition Wk5 - Composition	Wk1 - Counting, ordinality and cardinality Wk2 - Subitising Wk3 - Composition Wk4- Composition Wk5 - Comparison	Wk1 - rekenrek Wk2-5 Review and Assess
Maths Power Maths	Wk2-6 Number- number and place value	Wk1-2Geometry - properties of shape Wk3-5 Number - addition & subtraction Wk6 - Geometry - properties of shape	Wk1-3 Number- number and place value Wk4 - Number - addition & subtraction Wk5-6 Number- measure	Wk1-3 Number - addition & subtraction Wk4-5 Geometry - properties of shape	Wk1-2 Number - addition & subtraction Wk3 - Number- number and place value Wk4-6 Number - multiplication & division	Wk1 - Geometry - properties of shape Wk2 - Number- number and place value Wk3 - Number - addition & subtraction Wk4 - Measurement - time
Understanding the World						
Past and Present (History)	What can I find out about my home town? Substantive - Civilisations Disciplinary - Sources and Evidence		Who helps us? Substantive - Leadership Disciplinary - Historical Significance		Why do bicycles change as we change? Substantive - Chronology Disciplinary - Similarities and Differences	
People, Culture and Communities (R.E.) Overarching Key Question: Why are	 Special Times	Christianity - Christmas Comparing celebrations	 Special Stories	Islam - Eid Easter - visit local church	 Special Places	 Special Places

some things special?	 Hindu - Diwali					
The Natural World (Science & Geography) Plymouth Science Scheme	Plymouth: Seasons Habitats (Owls) fact findings Where we live.	Plymouth: Celebrations Maps local environment	Plymouth: Keeping Healthy Africa - a place in the world	Plymouth: People Who Help Us	Plymouth: Animals Cities, towns, and villages	Plymouth: Traditional Tales Planting and growing recording and drawing
Expressive Arts and Design						
Creating with Materials (Art and DT)	Art  Kandinsky Circles	DT Sewing making a toy	DT Food skills. Cutting, grating, slicing, peeling.	Art Clay sculptures	 Art Female modern artists. Sarah Taylor. Compare with similar American artist.	DT Structures - bridges
Being Imaginative and Expressive (Music and Role Play)	Charanga - Me! Daily nursery rhymes. Role play - home corner	Charanga - Christmas Nativity Daily nursery rhymes. Role play - Santa's Grotto	Charanga- Everyone Daily nursery rhymes. Role play - Fruit and vegetable shop PE: Dance Creative Steps	Charanga - Our World Daily nursery rhymes. Role play - Hospital/dentist PE: Dance Creative Steps	Charanga - Big Bear Funk Daily nursery rhymes. Role play - Farmers house retelling story.	Charanga - Reflect, Rewind, Replay Daily nursery rhymes. Role play- bike shop and car wash.
Curriculum Enrichments	Timetabled Buddy interactions to help build relationships and confidence.	Bow to attend small reading sessions.	Bow to attend small reading sessions.	Visit to local church Visit from community (people who help)	Travelling Farm	Balance Bikes - Endeavour

Parents as Partners	<p>Transition sessions (Summer) time spent with staff and child in our setting.</p> <p>Showbie interactions.</p> <p>Reading workshops</p>	<p>Showbie interactions.</p> <p>Reading workshop</p> <p>Phonics, reading and writing Come Learn session.</p> <p>Parents' evening (encourage parent voice in our floorbook).</p>	<p>Showbie interactions.</p> <p>Reading workshop.</p> <p>Stay and play sessions.</p>	<p>Showbie interactions.</p> <p>Reading Workshop.</p> <p>Communication, listening and understanding Come Learn session.</p> <p>Parents' evening (encourage parent voice in our floorbook).</p>	<p>Showbie interactions.</p> <p>Reading Workshop.</p> <p>Self-regulation Come Learn session.</p>	<p>Showbie interactions.</p> <p>Reading Workshop.</p> <p>Stay and play sessions.</p>
Assessments	<p>Baseline RBA (sent to LA)</p> <p>Observational baseline</p> <p>Record Track What Matters</p>	<p>Track What Matters assessments recorded</p> <p>Phonics assessment Wk9 and Wk14</p>	<p>Phonics assessment Wk6</p>	<p>Track What Matters assessments recorded</p> <p>Phonics assessment Wk12</p>		<p>End of year ELG assessments (sent to LA)</p> <p>Phonics assessment Wk11 and Wk12</p>