



## Early Years Curriculum – Reception

Theme title		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<u>All about Me</u> PSED	<u>Celebrations</u> People, Culture and Communities	<u>Story Time</u> Reading	<u>Growing and Changing</u> Natural World	<u>Around the World and off we go</u> People, Culture and Community/ Past and Present	<u>Under the Sea</u> The Natural World
<b>Knowledge</b>		Family, likes, dislikes, feelings, what makes them feel a certain way, appropriate responses to feelings, calm down strategies	-learning about different celebrations -Eid, Remembrance, Bonfire night, Diwali, Christmas, birthdays Include places of worship	Books by Judith Kerr (stories), Michael Rosen (poems and stories) Story maps, retelling longer stories. What was lifelike for the authors? Comparing characters	- Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant - Naming parts of a plant	Different types of transport now and in the past Inventors of transport Comparing different countries to England -Looking at local environment first -look at some of the countries the children come from. What was lifelike for their parents/ children in the countries? Compare to childhood in England now and in the past.	Animals that live in the sea Human effect on the sea Animals that live in warm seas and cold sea Changing states of matter Comparing beach and Reading Comparing Artic/ Australia/ England – which animals live in the seas around the countries.
<b>Key vocab</b>		Feelings, emotions, Happy, angry, sad, worried, likes, dislikes, self-regulation, calm down, similarities, differences, Family, Healthy, unhealthy	Religion, celebrations, festival, gathering, remembrance, place of worship, church, mosque, temple, synagogue, birthday	Author, front cover, back cover, blurb, spine, Story, setting, illustrator, character, beginning, middle and end	Growing, changed, plant, seed, flower, bulb, root, petal, stem, leaf, tree, planting, lifecycle	England, Reading, Comparing, maps, similarities, differences, travel, Country, weather, hot, cold, winter, summer, journey, transport,	Habitat, sea, ocean, beach, human impact, pollution, sea creatures, cold seas, hot seas, Coral Reef, marine biologist, camouflage
<b>Key Texts</b>	<b>Topic</b>	The colour monster Worrysaurus Angry Arthur <b>Ruby's Worry - Race</b>  <b>The Great Big Book of Families – Sexuality</b>	Kipper's Birthday  <b>- Daddy Christmas and Hanukkah Mama by Selina Alko – fiction - Religion</b> <b>The Story of Diwali by Katie Daynes (Usborne Young Reading) – Non fiction - Religion</b>	<b>We are Going on a Bear Hunt</b> <b>Mog the Forgetful Cat</b> The Tiger Who Came to Tea Goldilocks and the Three Crocodiles	The tiny seed Jaspers Beanstalk Jack and the Bean Stalk	Going on a plane - fiction <b>One Day on Our Blue Planet – Ella Bailey</b> <b>The Naughty Bus</b> <b>Oi! Get off my train</b>	Somebody Swallowed Stanley – fiction Clean Up (Nathan Bryon) – fiction Usborne book – Under the sea – Nonfiction
<b>Bold Text show diversity</b>							
<b>Reading spine</b>							

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texts in green	<u>Key Group</u>	I Talk Like a River – Speech disability Shine – How words affect other	Rescue and Jessica – Physical Disability It's Supposed to be Sunny – Autism	Michael Rosen Poems Judith Kerr stories	Right This Very Minute - Jobs Julian is a Mermaid	Anna Hibiscus' Song – Atinuke - Race Grandad's Camper – Sexuality	Ned the Lonely Fisherman The Pirate Mums - sexuality
	<u>Story Time</u>	Luna and the Pebble-story time  The Lion inside – story time The Proudest Blue	- Celebrations Around the World - by Katy Halford – non fiction - Religion	The cat in the hat – story time	Shhh! Sally Grindley - story time  Together Things – Mental Health	Handa's surprise – story time Mrs Armitage on Wheels The train ride – story time	Tiddler – fiction
<b>Key questions</b>		Who is in my family? What do I like/ dislike? What emotions do I know? How am I feeling? How do I behave when I feel ...? How can I help myself to feel regulated?	What do my family celebrate? How do we celebrate? Why do we celebrate? Where do I go to celebrate? How are my celebration the same/ different from my friends?	Who is my class author? What books did she/he write? What was their childhood like? How is it different from my childhood? How are the characters the same/ different? What inspired them to write?	What does a plant need to grow? What are the parts called?	What types of transport can I name? Why would I use one instead of another? How has ... changed? Who invented...? Where do I live? What is the town and country called? How does where I live differ from other places? What country does my family come from? What is it like in that country? How is it the same/ different from England? What was life like in England in the past?	What animals live in the sea? How does humans effect the sea? Which animals like the warm seas and which like the cold seas? How is the beach different from Reading? What is different about animals that live in very cold places (artic) and animals that live in the warm seas (Australia)?
<b>Talking Time – Wellcomm &amp; Development Matters</b>  Add in gaps identified from Wellcomm		Develops Social phrases Remember and copy what is said His her correctly Opposites Understand comparatives - longer, shorter Using more, fewer	Using a grammatically correct sentence Using after, in front behind, angry, sad Understand why questions	Using est at the end of words Answer why questions Understand idioms -get your skates on, pull up your socks.	Holds a conversation Adding detail to sentences Using conjunctions Using plurals Sort and label categories	Describing events in detail Using common past tense Asking questions	Using future tenses Describing events in detail Using a grammatically correct sentence containing conjunctions

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Communication & Language - Listening, Attention and Understanding	<p>Understand how to listen carefully and why listening is important. Engage in story times. <b>Listen to and talk about stories to build familiarity and understanding.</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. <b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b></p>					
Communication & Language - Speaking	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. 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. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Develop social phrases. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
Jigsaw	Being Me in My World	Celebrating Differences In the 7 <sup>th</sup> week – oral health and healthy eating	Dreams and Goals	Healthy Me	Relationships	Changing Me
Personal, Social and Emotional Development - Self Regulation	<p>Identify and moderate their own feelings socially and emotionally. Show resilience and perseverance in the face of challenge.</p>					
Personal, Social and Emotional Development - Managing Self	<p>See themselves as a valuable individual. Manage their own needs. Identifying when they do and don't need help. Usually dry and clean during the day Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>• regular physical activity</li> <li>• healthy eating</li> <li>• toothbrushing</li> <li>• sensible amounts of 'screen time'</li> <li>• having a good sleep routine</li> <li>• being a safe pedestrian</li> </ul>					

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Personal, Social and Emotional Development – Building Relationships	Express their feelings and consider the feelings of others. Build constructive and respectful relationships. Think about the perspectives of others.					
Physical Development - Gross Motor Skills	Revise and refine the fundamental movement skills they have already acquired. Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Know and talk about the different factors that support their overall health and wellbeing. Further develop the skills they need to manage the school day successfully.  Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
Physical Development - Fine Motor Skills	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Literacy – Comprehension	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment Uses vocabulary and forms of speech that are increasingly influenced by their range of books.					
Literacy – Word Reading	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.					
Literacy – Writing	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.					

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<b>Maths Group teaching</b>  <b>White Rose</b>	Baseline Topics: - Match, sort and compare - Talk about measure and pattern  Number: Comparing amounts  Measure, shape and spatial thinking: Matching Sorting Comparing size, mass, capacity Pattern	Topics – -It's me 1 2 3 - Circles and Triangles -1,2,3,4,5 - Shapes with 4 sides  Number: Numbers 1-5 Subitising Representing numbers One more & less Composition of number  Measure, shape and spatial thinking:  Naming circles and triangles Finding shapes in the environment Describing position Identifying hspace with 4 sides Combining shapes Events in the day/ night Measure time in simple ways	Topics Alive in 5! Mass and capacity Growing 6, 7, 8  Number:  Measure, shape and spatial thinking:	Topics Length, height and time Building 9 & 10 Explore 3-D shapes  Number:  Measure, shape and spatial thinking:	Topics: Explore 3-D shapes To 20 and beyond How many now? Manipulate, compose and decompose  Number:  Measure, shape and spatial thinking:	Topics: Sharing and grouping Visualise, build and map Make Connections  Number:  Measure, shape and spatial thinking:
<b>Mathematics – Number</b>	Comparing amounts	Explore the composition of numbers to 10. Subitise up to 5 Link the number symbol (numeral) with its cardinal number value.		Automatically recall number bonds for numbers 0-5 and some to 10. Records, using marks that they can interpret and explain Begin to recall double facts to 10.		
<b>Mathematics – Numerical Patterns</b>	Count objects, actions and sounds. Count beyond ten and begin to count verbally to 20 and beyond.					

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	<p>Compare numbers using appropriate vocab such as 'more than' less than' equal to'</p> <p>Understand the 'one more than/one less than' relationshipbetween consecutive numbers.</p>	<p>Compare numbers using appropriate vocabulary, such as 'more than', 'less than', 'equal to'.</p> <p>Understand the 'one more than/one less than' relationshipbetween consecutive numbers.</p>	<p>Compare numbers using appropriate vocabulary, such as 'more than', 'less than', 'equal to'.</p> <p>Understand the 'one more than/one less than' relationshipbetween consecutive numbers.</p>	<p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length and height</p>	<p>Begin to share quantities to 10 between 2-3 people.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</p>	<p>Compare length, weight and capacity</p> <p>Identify odd and even numbers up to 10.</p>
<b>Understanding the World- Past and Present</b>	Talk about the lives of the people around them and their roles in society;	Talk about the lives of the people around them and their roles in society;	Compare and contrast characters from stories, including figures from the past.		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	
<b>Powerful person</b>			Judith Kerr Michael Rosen		Ernest Shackleton – Led 3 expeditions to the Antarctic The Wright Brothers	
<b>Element of the past</b>			Life for authors as children		Life in the past for children around the world Comparing transport in the past to now. Holidays in the past	
<b>Understanding the World- People, Culture and Communities</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p>		<p>Draw information from a simple map (beebots).</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Draw information from a simple map (beebots).</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	

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<b>Explore and Learn Time</b>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Autumn checklist</li> <li>• Colours of the rainbow -</li> <li>• Magic Marbles - describe what they hear &amp; feel outside</li> <li>• window into the trees – describe what they see outside</li> <li>• Comparing seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Winter check lists</li> <li>• Colours of the rainbow-</li> <li>• Looking at different leaves, plants – naming parts of a tree/ plant</li> <li>• Changing states of matter (experience and observe changes)</li> <li>• Comparing seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Animals in the woods – animal houses/ habitats</li> <li>• Bug hunt</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Spring checklist</li> <li>• Planting and growing</li> <li>• Colours of the rainbow</li> <li>• Comparing seasons</li> <li>• Caring for the natural environment – rubbish in the woods</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Forces (push and pull) – snapping twigs, pulling on branches etc.</li> <li>• Changing states of matter (experience and observe changes)</li> </ul>	<ul style="list-style-type: none"> <li>• Being safe outside</li> <li>• Summer checklists</li> <li>• Comparing seasons</li> <li>• Colours of the rainbow – compare colours from all seasons (using pictures from this activity)</li> </ul>
<b>Understanding the World- The Natural World</b>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>- Plant seeds and care for growing plants.</p> <p>- Understand the key features of the life cycle of a plant</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>
<b>Expressive Arts and Design - Creating with Materials</b>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p>					
<b>Key songs</b>	Pat-a-cake 1,2,3,4,5 Once I caught a fish alive This old man Five little Ducks	I'm a little teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock ABC Song	Wind the Bobbin UP Rock-a-bye Baby Five little monkeys jumping on the bed Twinkle Twinkle If you're happy and you know it Head, shoulder, knees and toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk  Revisit all songs learnt	Revisit all songs already learnt

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<b>Music teaching Charanga</b>	Me! -Listening and responding to music -Singing along to action songs -Improvising and playing instruments -Performing	My Stories! -Listening and responding to music -Singing along to action songs -Improvising and playing instruments -Performing	Everyone! -Listening and responding to music -Singing along to action songs -Improvising and playing instruments -singing and learning to play instruments within a song -Performing	Our World -Listening and responding to music -Singing along to action songs -Improvising and playing instruments -singing and learning to play instruments within a song  -Performing	Big Bear Funk -Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song -Improvisation using voices and instruments -Riff-based composition -Share and perform the learning that has taken place	Reflect, Rewind and Replay  Consolidation
<b>Expressive Arts and Design - Being imaginative and Expressive</b>	Listen attentively, 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 the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.					
<b>Trip. Visit</b>		Visit the church Visit to the Hindu temple			Parents to come in and talk about childhood in different countries	Southsea Aquarium
<b>Special events/activities</b>	3/10/22- Harvest 24/10/22 - Diwali	5/11/22 – Guy Fawks 13/11/22 – Remembrance Sunday 18/12/22 – 26/12/22 Hanukkah 25/12/22 – Christmas Day	22/1/23 – Chinese New Year	21/2/23 – Shrove Tuesday 19/3/23 - Mothers day 9/ 4/ 23 - Easter Weekend 22/3/23 – Ramadan starts	21/4/23 – Eid Ul Fitr	10/6/23 – Queens official birthday 18/ 6/ 23 - Fathers day
<b>Role Play</b>	Home Corner	Home Corner with celebrations bits added	Office – Writing desk	Travel Agents	Airport	Under the Sea Cave

Maths	Roleplay	Discovery	Creative	Reading	Small World	Construction	Writing
subtract	props	explore	Plan	blurb	imagine	design	Full stop
add	imagine	observe	make	blend	props	construct	Capital
take away	setting	investigate	review	retell	villain	measure	Letter
subitise	events	Discover	texture	research	hero	instructions	Finger space
measure	costume	experiment	printing	fiction	story	connect	Phoneme
estimate	character	describe	portrait	Non-fiction	act	explain	Grapheme
Addition		examine	painting	predict	events	ideas	Diagraph
numeral		try	modelling	Explain			segment
double				index			
half							
altogether							
compare							
share							