

Curriculum Overview for Early Years Foundation Stage: Reception (F2)

2024/25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All About Me <i>Followed by Autumn</i>	Celebrations <i>Followed by Winter</i>	People Who Help Us	Where I live and other Places	Spring and growing	My Mind and Body
Trips and Experiences		Trip to the church Christmas performance Anti bullying week	NSPCC Day Safer internet Day	Trip to the library British Science Week World Book Day Farmers' Market	West Lodge Farm Inspirational People Day	Teddy Bear's Picnic/international picnic Mind and Body Matters Week Favourite Artist's Day
Personal Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children will develop their personal, social and emotional development throughout their day. Below are our circle time themes for each term.					
	Myself and my Relationship: Beginning and Belonging, my Family and friends	Myself and my Relationship: My Emotions	Citizenship: Identity and Diversity	Citizenship: Me and My World	Healthy and Safer Lifestyle: My Body and	Healthy and Safer Lifestyle: Healthy Lifestyles
Language and Communication	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling , from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. Children will develop their fine and gross motor skills throughout the day as they use tools such as paint brushes, pencils, scissors, pegs and boards, beads to thread through show laces and more. Below are our Physical Education (P.E.) themes for each term.					
	Circle Games and Big Moves (developing core strength)	Low Level Apparatus with mats for Big Moves.	Large apparatus	Dance and Games	Using small apparatus at different stations Keep Fit Stations	Yoga in sequenced sessions

Literacy**Reading**

Children will develop their reading skills throughout the year. They will learn to recognise their name and other signs in the environment. They will be using their phonics skills, common word knowledge, experience of handling books and being read to each day. They will participate in small group guided reading and whole class shared reading each week where they will practice their phonics skills and show their understanding of what they have read. They will learn common words in small bursts and during shared and guided reading sessions. Parents will support their children with learning these words as they take common word rockets home.

Children will have opportunities within the continuous provision and routines to read at their level: self-registration and name cards for name reading; books in a basket with words they can segment and blend and that include common words too; and familiar books they can re-tell.

Children have opportunities to borrow a phonics based book and a story book each week to share with parents at home. Children are encouraged to learn common words using our common word rockets. We have 8 rockets to learn in reception and this will continue into KS1.

Shared reading texts

Barry the fish with fingers The Blue Balloon Penguinaut Picnic by John Birmingham Tree Gruffalo	Room on the Broom The bear that would not share. Goldilocks (familiar) The Lost Teddy – (unfamiliar) We're going on a Bear hunt The Christmas Story	Teacher Doctor Kipper's Diary Quiz Paula the Vet Ron Rabbit's Big Day	Chick Gets Lost A Heap of Sheep Story The Undersea Cleaning Spree Paddington – A Day Out Animal Coats Eggs	Go Fish Where's My Teddy Jack and the Beanstalk Whose Baby Miss Honey's Hat Munching, Crunching Caterpillar	Grandad's Farm Dinosaurs' Love Underpants (Mary Anning Week) Three Little Wolves Children's Choice Children's Choice Children's Choice
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Phonics

Phase 1 phonics Phase 2	Phase 2	Phase 2 Phase 3	Phase 3	Phase 3 revision	Phase 3 revision and Phase 4
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Writing

Children will develop their writing skills throughout the year. They will learn to write their name and other familiar words, such as 'mum' and 'dad'. They will learn how to form each letter as they are introduced during phonic sessions. Children will be using their phonics skills and common word knowledge to write words followed by sentences during daily phonic sessions. They will participate in small group guided write and whole class shared write sessions each week.

Children will have opportunities within the continuous provision and routines to write at their level: making marks and letter shapes and ascribing meaning; using their phonic knowledge by writing the initial sounds, dominant sounds in words, and writing words phonetically and words spelt correctly; and writing simple sentences and more complex sentences. Writing contexts will include making labels for their drawings, paintings and models, making a list in the home corner, such as shopping list or jobs list and adding some writing to their drawing and paintings.

Mathematics	We will be following ideas from 'Number sense' and 'White Rose Maths Scheme.' Time is built in daily for short adult-led focused inputs which will either be for the whole class or groups. These sessions will involve number rhymes, songs, games and will be fun and practical. Each term we will be covering different mathematical concepts, building on what they have previously learnt.					
	*Opportunities for settling in, introducing the areas of provision, and getting to know the children. Number *Match and Sort *Compare Amounts Subitising 1 - 3 <u>Measure, Space and Spatial Thinking</u> Spatial reasoning, construction and 3D shapes	Number *Representing 1,2 and 3 *Comparing 1,2 and 3 *Composition of 1,2, and 3 Subitising 1-5 (tens frames, bead bar, five & a bit hands) Doubles <u>Measure, Space and Spatial Thinking</u> Spatial reasoning 2D shapes and shape puzzles	Number Enumerating between 6-10 items Subitising 6-10 Counting out up to 10 items from a collection <u>Measure, Space and Spatial Thinking</u> Pattern	Number Partitioning 2,3,4,5 and 10 and number bonds for these numbers. <u>Measure, Space and Spatial Thinking</u> Spatial reasoning, symmetry including shape puzzles & construction	Number Composition of 6-9 and comparison of numbers to 10. <u>Measure, Space and Spatial Thinking</u> Measures – length, height, weight,	Number Patterns in numbers to 10 *patterns in Doubles, sharing and grouping *Even and odd *Deepening Understanding *Patterns and Relationships <u>Measure, Space and Spatial Thinking</u> *Spatial Reasoning – maps and plans Measures - capacity, patterns
Understanding of the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. Our topics have been carefully chosen to reflect and extend children's understanding of the world. Through the experience of these topics and the continuous provision which the children use daily, children will extend their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Children will learn about the natural world, including seasons and weather, animals and different places. They will learn about different communities and celebrations as well as talking about their own lives and the lives of others who are important to them, including their past and present experiences.					
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. The children will have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Each classroom will have an art and craft area where they can explore colour, materials and develop a range of skills to use paints and collage materials. The role-play and small world areas lend themselves to being imaginative where children will develop their understanding, self-expression, vocabulary and ability to communicate with others as they develop their own storylines. Open-ended play, such as our Atelier areas and deconstructive role-play, will encourage children to think of their own ideas and to be inventive and innovative. Singing and music take place both indoors and outdoors and children will become familiar with a range of songs and use instruments with more control and purpose.					