



Curriculum Overview Reception 2024

Our curriculum provides the experiences, nurture, collaboration and learning that children need in order to be successful in achieving and excelling beyond the Early learning goals set in the Foundation stage profile. This curriculum is underpinned by the 'DFE Development matters 2021' guidance. The learning environment, teaching, communication and relationships are in no way limited to this curriculum document and additional experiences and learning opportunities will continue to evolve and inform our EYFS curriculum to meet the needs of all children at Henry Green Primary School.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception *Links to Sustainability *Links to RSJ	“All about us” <u>TOPIC INTENT</u> What makes them the same and different to others, how we share and work together.	“Night and Day” <u>TOPIC INTENT</u> Children will understand that different things happen at different times of the day and night. Daily Routines	“Traditional tales” <u>TOPIC INTENT</u> Children will have a wider bank of rich vocab and story knowledge that they can draw upon in all aspects of their learning including writing and storytelling.	“Heroes” <u>TOPIC INTENT</u> Giving children something to aspire to and to know which people in the community can help us.	“How animals grow” <u>TOPIC INTENT</u> To understand lifecycles and be able to make comparisons and talk about change. To have the experience of caring for an animal.	“Moving on, Journeys and Adventures” <u>TOPIC INTENT</u> Prepare children for upcoming changes as they move to year 1 and how to deal with change.
Core texts (Inc. CLPE)	-Monkey Puzzle -On Sudden Hill -The colour of me (story about different skin colours)	-Biscuit bear -Bedtime for monsters -Owl babies	-Little red riding hood -Jack and the beanstalk -The gingerbread man	-Non-Fiction books and e-stories linked to each profession.	-Hungry Caterpillar -The Ugly duckling (Don’ -The Bullfrog sings	- Naughty bus - The Night pirates (challenging stereotypes pirates are little girls) - Tiddler -Zog
Wow moment	Starting School	Pyjama day	Traditional Tales Day ‘HG’s off the page’	Visits from Police/ Ambulance/Fire brigade	*Chick eggs and caterpillars arrive	Visit to Valence Library
Cultural capital (DFE passport)	*Taste a new fruit -Where we live on a map -Take a photo	-Perform a song -Borrow a library book	-Retell a story to an audience -Make a paper boat and see if it floats	-Post a letter -Meet a friend’s pet	-Den building -*Search for butterflies -*Make a sandwich	-Make a treasure map -Dress up like a pirate *Roll down a hill
Parental engagement	Home-school visits (new pupils) Stay and learn: Our new classroom	Stay and learn: Winter craft and performance	Stay and learn: Phonics and early reading Mother’s Day celebration		Stay and learn: Closing the gap Father’s Day celebration	Stay and learn: End of year show
Rights Respecting Articles	1&2: All children have rights 7: Name and Nationality 8: Identity 10: Family	28&29: Education 12: Children’s views 13&14: Freedom of expression/thought	15: Freedom of association 16: Right to privacy 30: Language 31: Leisure, play, culture	5&18: Parental guidance and responsibilities 19: Protection from violence 24: Health services	17: Access to information 24: Healthcare	3: child’s best interests 4: government 5: development 26: Social security
Fundamental British Values	Democracy: Children develop the confidence to make decisions together,	Respect and Tolerance: Children show respect &	Individual liberty: Children develop confidence in their own	Rule of law: Children can distinguish right from wrong and know	Democracy: Children value each other’s contributions, and	Individual liberty: Children explore the language of feelings:



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	work collaboratively, take turns and share.	appreciation for their own and others cultures.	abilities and set themselves goals.	their and others actions, have consequences.	develop enquiring minds through questioning.	How I feel about moving to year 1.
Characteristics of learning	<p>Children are given the opportunity to learn and develop through play through provocations and enhanced provision learning that can be explored independently. Adults will engage with children to support and extend their play following the principles of the characteristics of learning.</p> <p>Playing and exploring: Finding out and exploring, using what they know in their play, being willing to have a go.</p> <p>Active learning: Being involved and concentrating, keeping on trying, Enjoying achieving what they set out to do.</p> <p>Creating and thinking critically: Having their own ideas, using what they already know to learn new things, Choosing ways to do things and finding new ways</p>					
Assessment	3-4 Meeting	Reception beginning	Reception Emerging		Reception meeting (EYFSP – ELGs)	
I	Inclusive	All children’s interests, beliefs and backgrounds are considered and planned for within our curriculum, topics and enhanced provision. Adaptions are made through the year to reflect changing children’s interests and to provide challenge and support for all.				
D	Deep learning	Children have meaningful and exciting opportunities to consolidate their learning through child-initiated play, quality interaction with adults and carefully planned resources in the environment both inside and outside. Opportunities for children to find connections and relate to other learning is built into the planning in order to deepen learning when possible.				
E	Engaging	Enhanced provision and topics are relevant and reflect the children’s interests. Purposeful and hands-on activities are embedded throughout the year to give all children the opportunity to engage in experiences that they may not have had the opportunity for in their lives.				
A	Authentic	Children are valued and listened to. Real life experiences are at the heart of the curriculum to give purpose to each topic being explored. Children’s experiences and achievements from home and at school are shared and celebrated.				
S	Schema Building	Key skills are taught and revisited through enhanced provision, quality interactions with adults, and during group learning. These prime areas of learning underpin the entire curriculum and children leave EYFS with the confidence to continue to build upon what they already know.				
EYFS INTENT	An inclusive environment, rich in leaning that develops independent, inquisitive and happy learners. A curriculum that respects and celebrates children’s cultures and diversity. A strong foundation of learning that can be built upon as children progress through the school providing them with the skills and knowledge so they make the very best progress to succeed and thrive in life.					
PSED (Jigsaw scheme)	<u>INTENT</u> Being me in my world: children explore their own emotions and choices.	<u>INTENT</u> Celebrating difference: children explore their strengths and realise that everyone is unique.	<u>INTENT</u> Dreams and goals: children learn to challenge themselves and realise they can achieve their goals.	<u>INTENT</u> Healthy me: Children understand the importance of looking after their body.	<u>INTENT</u> Relationships: Children understand how to build and maintain positive relationships with their friends.	<u>INTENT</u> Changing me: Children are able to express their feelings about growing up and moving to year 1.
	<u>IMPLEMENTATION</u> -To understand how it feels to belong and that we are similar and different.	<u>IMPLEMENTATION</u> -To identify something I am good at and understand everyone is	<u>IMPLEMENTATION</u> -To understand that if I persevere I can tackle challenges.	<u>IMPLEMENTATION</u> -To understand that I need to exercise to keep my body healthy.	<u>IMPLEMENTATION</u> -To identify some of the jobs I do in my family and how I feel like I	<u>IMPLEMENTATION</u> -To name parts of the body. -To tell you some things I can do and



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	<p>SDG 5 (gender and equality) -To start to recognise and manage my feelings. SDG 3 (Good health and wellbeing) -To enjoy working with others to make school a good place to be. SDG 3 (Good health and wellbeing), 4 (quality education) -To I understand why it is good to be kind and use gentle hands. -To start to understand children’s rights and this means we should all be allowed to learn and play. SDG 16 (promote peaceful and inclusive societies), 17 (strengthen partnership for sustainable development) -To learn what being responsible means. SDG 4 (quality education)</p>	<p>good at different things. -To understand that being different makes us all special. -To know we are all different but the same in some ways. -To talk about why I think my home is special to me. -To talk about how to be a kind friend. -To know which words to use to stand up for myself when someone says or does something unkind. SDG 5 (gender and equality), 4 (quality education), 16 (promote peaceful and inclusive societies)</p>	<p>-To talk about a time I didn’t give up until I achieved my goal. -To set a goal and work towards it. -To use kind words to encourage people. -To understand the link between what I learn now and the job I might like to do when I’m older. -To say how I feel when I achieve a goal and know what it means to feel proud. SDG 5 (gender and equality), 4 (quality education), 16 (promote peaceful and inclusive societies)</p>	<p>SDG 2 (improve nutrition), 3 (Good health and wellbeing), 4 (quality education) -To understand how moving and resting are good for my body. -To know which foods are healthy or not healthy and can make healthy eating choices. SDG 2 (improve nutrition), 3 (Good health and wellbeing) -To know how to help myself go to sleep, why sleep is good for me. -To wash my hands and understand why this is important especially before I eat and after I go to the toilet. -I know what a stranger is and how to stay safe from strangers. SDG 4 (quality education)</p>	<p>belong. SDG 5 (gender and equality) -To know how to make friends to stop myself from feeling lonely. -To think of ways to solve problems and stay friends. -To start to understand the impact of unkind words. -To use ‘Calm Me’ time to manage my feelings. -To learn how to be a good friend and think about the perspectives of others. SDG 3 (Good health and wellbeing), 5 (gender and equality), 16 (promote peaceful and inclusive societies)</p>	<p>foods I can eat to be healthy. SDG 2 (improve nutrition) -To understand that we all grow from babies to adults. SDG 4 (quality education) -To express how I feel about moving to Year 1. SDG 3 (Good health and wellbeing), 4 (quality education), -To talk about my worries and/or the things I am looking forward to about being in Year 1. -To share my memories of the best bits of this year in Reception</p>
	<p><u>IMPACT (ELG)</u> Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They will work and play cooperatively and take turns with others.</p>	<p><u>IMPACT (ELG)</u> Children will show sensitivity to their own and to others’ needs.</p>	<p><u>IMPACT (ELG)</u> Children will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They will be confident to try new</p>	<p><u>IMPACT (ELG)</u> Children will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p><u>IMPACT (ELG)</u> Children will explain the reasons for rules, know right from wrong and try to behave accordingly. They will form positive attachments to adults</p>	<p><u>IMPACT (ELG)</u> Children will give focused attention to what the teacher says, responding appropriately and show an ability to follow instructions involving</p>

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			activities and show independence, resilience, perseverance in the face of challenge.		and friendships with peers.	several ideas or actions.
CL	<u>INTENT</u> Children have the opportunity to listen and speak in small groups. Vocabulary that is modelled by adults is used clearly and consistently to scaffold children’s own speaking.	<u>INTENT</u> Children begin to hold conversations in their play, supported by adults and are encouraged to express themselves using full sentences. (Adults use ECAT scaffolding)	<u>INTENT</u> Children will develop a wider bank of rich vocabulary and story knowledge that they can draw upon in all areas of their learning.	<u>INTENT</u> Children are able to speak using the correct tenses in full sentences. They link their ideas and feelings and talk about these with confidence. (Adults use ECAT scaffolding)	<u>INTENT</u> Children are encouraged to talk about the experiences provided within our curriculum. They use new vocabulary to talk about why things happen and share their own views and experiences.	<u>INTENT</u> Children are exposed to a range of questions and comments (Adults use ECAT skills) and children seek to find out more by asking their own questions in response to the topic books and experiences.
	<u>IMPLEMENTATION</u> -Learn and use a range of new vocabulary to express themselves and comment on their learning. -Listen carefully to rhymes and songs, paying attention to how they sound, join in with familiar nursery rhymes. -Opportunities to listen and respond to each other in small group sessions where all contributions are celebrated. - Partner talk to develop confidence during whole class learning. - Opportunites for asking questions through play.	<u>IMPLEMENTATION</u> - Children learn and join in with rhymes, poems and songs. - Model expectations and understand how to listen carefully and why listening is important. - Opportunities to speak in full sentences, which may be scaffolded or modelled by an adult during play (ECAT). -NELI assments for all children. Intervention to begin with identified children.	<u>IMPLEMENTATION</u> - Encourage and model how to describe events in some detail. - Engaging story times with well planned questions, comments, reflections. -Listen to and talk about stories (read many times) to build familiarity and understanding. - Retell the story, some as exact repetition and some in their own words. Through discussion, role play and adult directed work.	<u>IMPLEMENTATION</u> -Articulate their ideas and thoughts in well-formed sentences. -Use new vocabulary in different contexts. -Develop social phrases. - Engage in non-fiction books. -Use of peer support within talk partners. -Opportunities to talk about past, present and future. Adults to model appropriate language. -Continue NELI intervention with identified children.	<u>IMPLEMENTATION</u> -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Obesrve, make predictions and reflect on real life experiences eg. Growing butterflies, farm animal visit. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Children reflect on the curriculum and their	<u>IMPLEMENTATION</u> -Connect one idea or action to another using a range of connectives. -Ask questions to find out more and to check they understand what has been said to them. - NELI final assessments with identified children. -Challenges for independent learning are set then shared with the class. -Independence is promoted through structured timetable to prepare for year one, thinking and learning is expected to be



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			-Continue NELI intervention with identified children.		learning using the class floorbooks. -Continue NELI intervention with identified children.	articulated in full sentences. - Opportunities for 'question time'
	<u>IMPACT (ELG)</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<u>IMPACT (ELG)</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas their experiences using sentences, including use of past, present, future tenses.	<u>IMPACT (ELG)</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	<u>IMPACT (ELG)</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	<u>IMPACT (ELG)</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<u>IMPACT (ELG)</u> Make comments about what they have heard and ask questions to clarify their understanding.
PD (PE Passport scheme)	<u>INTENT</u> Children explore moving their body in a variety of ways. They begin to move rhythmically and follow instructions linked to movements. Children have the opportunity to use a range of small tools in their play and are shown how to work these effectively.		<u>INTENT</u> Children will learn to balance and co-ordinate their movements in PE lessons and transfer these skills into their own outdoor play. Children confidently hold a pencil and learn how to use this with good control when drawing and writing.		<u>INTENT</u> Children develop an understanding of special awareness and learn to think about how their movements and actions affect others. Children have learnt to hold a pencil with a tripod grip and have extensive opportunities to practice both letter writing and drawing.	
	<u>IMPLEMENTATION</u> PE: Gym: rocking & rolling -Jump off an object and land appropriately -Mount climbing equipment using alternate feet -Travel with confidence and skill around, under, over and through. - Develop their small motor skills so that they can use a range of tools	<u>IMPLEMENTATION</u> PE: Dance: Jungle -Experiments with different ways of moving. -Creates movement in response to music. -Uses movement to express feelings. -Initiates new combinations of movement and gesture	<u>IMPLEMENTATION</u> PE: Dance: Circus -Experiments with different ways of moving. -Creates movement in response to music -Uses movement to express feelings. -Initiates new combinations of movement and gesture	<u>IMPLEMENTATION</u> PE: Fundamental movement skills & stability -Show increasing control over an object.- Negotiate space successfully. -Experiment with different ways of moving.	<u>IMPLEMENTATION</u> PE: Invasion games, Net and wall games. -Understand some principles of attacking and defending. -Manage my feelings and behaviour well. -Apply attacking and defending skills when required. -Show increasing control in throwing &	<u>IMPLEMENTATION</u> PE: Striking, fielding and target games -Work safely within a defined space.-Show increasing control over an object in throwing it. -Show understanding of the need for safety when tackling new challenges, and



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	<p>competently, safely and confidently.</p> <ul style="list-style-type: none"> - Further develop the skills they need to manage the school day successfully: - Lining up and queuing -Managing the playground -Toilet independence -Using cutlery 	<p>in order to express and respond to feelings.</p> <ul style="list-style-type: none"> -Copy, repeat and remember simple dance actions, applying actions with some co-ordination and control. -Understand about the different animals and demonstrate them creatively. - Pencils are held with a tripod grip and used effectively. -Intervention for additional fine motor for identified children. 	<p>to express feelings, ideas and experiences.</p> <ul style="list-style-type: none"> -Understand the importance of a warm up and the changes within the body during physical activity. -Copy, repeat and remember simple dance actions, applying actions with some co-ordination and control. - Pencils are held with a tripod grip and used effectively. -Intervention for additional fine motor for identified children. 	<ul style="list-style-type: none"> -Travels with confidence and skill around, under, over and through. -Show understanding of the need for safety when tackling new challenges -Consider and manage some risks. - Develop the foundations of a handwriting style which is accurate. -Intervention for additional fine motor for identified children. -Continue to explore gross motor and coordination skills through large construction. 	<p>catching an item.-</p> <ul style="list-style-type: none"> Demonstrate understanding of, and interpretation of, rules and accept decisions given. -Show increasing control over an object in pushing & patting it. - Develop the foundations of a handwriting style which is accurate and efficient. -Intervention for additional fine motor for identified children. -Continue to explore gross motor and coordination skills through large and small construction. 	<p>consider and manage some risks.</p> <ul style="list-style-type: none"> -Show an understanding of how to transport and store equipment safely. -Show increasing control over an object in kicking it. -Take part in team games (preparation for sports day) -Handwriting should be fast, accurate and efficient. -Use sports equipment safely and appropriately. -Many opportunities for independent writing during play.
	<p><u>IMPACT – (Gross Motor ELG)</u> Children will move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>IMPACT – (Fine motor ELG)</u> Children will use a range of small tools, including scissors, paint brushes and cutlery effectively and safely.</p>		<p><u>IMPACT – (Gross motor ELG)</u> Children will demonstrate strength, balance and coordination when playing.</p> <p><u>IMPACT- (Fine motor ELG)</u> Children will hold a pencil using a tripod or modified tripod grip. They will begin to show accuracy and care when drawing.</p>		<p><u>IMPACT (Gross motor ELG)</u> Children will negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>IMPACT – (Fine motor ELG)</u> Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	
<p>LD (Phonics – RWI)</p>	<p><u>INTENT</u> Children have the opportunity to talk about stories that have been read to them many times and begin to use the new vocabulary they have learnt in their play.</p>	<p><u>INTENT</u> Children are introduced to all set 1 sounds through the RWI scheme, building their confidence in oral blending and practicing</p>	<p><u>INTENT</u> Children will develop a wider bank of rich vocabulary and story knowledge that they can draw upon in their writing and storytelling.</p>	<p><u>INTENT</u> Children begin to understand real life events through shared non-fiction texts. They attempt to write phonetically plausible</p>	<p><u>INTENT</u> Children can use their phonic knowledge to label, write lists and begin to form simple sentences. They can read captions and</p>	<p><u>INTENT</u> Children are able to write simple sentences using their phonic knowledge and include grammar including capital letters, full</p>



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		writing these sounds with correct formation.		words based on their own phonic knowledge.	sentences linked to their phonic knowledge.	stops and finger spaces.
	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Teach set 1 sounds m,a,s,d,t then use these sounds for 'Word time 1' following RWI. -Teach set 1 sounds l,n,p,g,o then use these sounds for 'Word time 2' following RWI. -Blend using the sounds into words, so that they can read short words made up of known letter-sound correspondences. - Write initial sounds with correct letter formation and CVC words. - Whole class, small group and talk partners to share their knowledge of familiar stories and share new vocabulary. -Many opportunities for mark making within the environment. -Daily name writing of first name and last name if exceeding. -Dear time, core texts, Library time and class novels are shared and celebrated daily to promote a love of reading. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Teach set 1 sounds c,k,ck,u,b then use these sounds for 'Word time 3' following RWI. -Teach set 1 sounds f,e,l,h,sh then use these sounds for 'Word time 4' following RWI. -Teach set 1 sounds j,v,y,w then use these sounds for 'Word time 5' following RWI. -Teach set 1 sounds th, z, ch,q,x,ng,nk then use these sounds for 'Word time 6' following RWI. - Opportunities to practice blending and segmenting in play. - Write cvc and some high frequency words with correct letter formation. -Write in the environment for different purposes including, labels, lists and captions. - Many opportunities to read to an adult, in a group or with each other at their phonic level. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Children split into phonics groups following assessment. Continue to teach following RWI plan set 1 or set 2. -Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment. - Write a range of cvc and high frequency words with correct letter formation. -Write in the environment for different purposes including, labels, lists and captions, sentences, leaflets. - Whole class, small group and talk partners to share their knowledge of familiar stories and share new vocabulary. -Many opportunities for mark making within the environment. -Daily name writing intervention plus daily 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Children split into phonics groups following assessment. Continue to teach following RWI plan set 1 or set 2. -Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. - Write a range of words in a simple sentence with correct letter formation and punctuation. -Write in the environment for different purposes including, labels, lists and captions, sentences, leaflets. - Whole class, small group and talk partners to share their knowledge of familiar stories and share new vocabulary. -Many opportunities for mark making within the environment. 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Children split into phonics groups following assessment. -Continue to teach following RWI plan set 1, set 2, set 3. -Form lower case and capital letters correctly. -Spell words using Fred fingers. - Write a range of words in a sentence with basic punctuation. -Write in the environment for different purposes including, labels, lists and captions, booklets, reviews, maps, sentences, leaflets. -Many opportunities for purposeful mark making within the environment. -Daily name writing/reading intervention plus daily independent sentence writing/reading practice. -Dear time, core texts, Library time and class novels are shared and celebrated daily to 	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> -Children split into phonics groups following assessment. Continue to teach following RWI plan set 1, set 2, set 3. -Write longer sentences using a capital letter and full stop consistently. -Use connectives to extend and link ideas in writing. - Writing over a series of lessons to develop a narrative with a beginning, middle and end. -Expectation to Re-read what they have written to check that it makes sense. -Many opportunities for independent writing (structured timetable year 1 preparation). -Dear time, core texts, Library time and class novels are shared and celebrated daily to promote a love of reading.



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	(Literacy national baseline assessment to be completed within 6 weeks of children starting)	-Daily name writing of first and last name. -Dear time, core texts, Library time and class novels are shared and celebrated daily to promote a love of reading.	independent writing practice. -Dear time, core texts, Library time and class novels are shared and celebrated daily to promote a love of reading.	-Daily name writing intervention plus daily independent writing practice. -Dear time, core texts, Library time and class novels are shared and celebrated daily to promote a love of reading.	promote a love of reading. - Many opportunities to read to an adult, in a group or with each other at their phonic level.	- Many opportunities to read to an adult, in a group or with each other at their phonic level, including more challenging texts.
	<u>IMPACT (ELG)</u> Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	<u>IMPACT (ELG)</u> They will write recognisable letters, most of which are correctly formed. Children will read words consistent with their phonic knowledge by sound-blending.	<u>IMPACT (ELG)</u> Children will say a sound for each letter in the alphabet and at least 10 digraphs. They will anticipate, where appropriate, key events in stories.	<u>IMPACT (ELG)</u> Children will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. They will spell words by identifying sounds in them and representing the sounds with a letter or letters.	<u>IMPACT (ELG)</u> Children will read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<u>IMPACT (ELG)</u> Children will write simple phrases and sentences that can be read by others.
MD (PA Maths scheme)	<u>INTENT</u> Children explore number and shape practically and have the opportunity to match and sort a range of objects in their play.	<u>INTENT</u> Children explore using numbers up to 5 in depth and identify their own daily routines and represent these in play.	<u>INTENT</u> Children practically combine groups to make a total and use familiar positional language in their play.	<u>INTENT</u> Children explore taking away and confidently count beyond 10. They represent numbers in writing accurately.	<u>INTENT</u> Children use their knowledge of number to 10 to learn doubling and can identify odd and even numbers.	<u>INTENT</u> Children have a secure understanding of number to 10. They talk about shape, money and measure in their play.
	<u>IMPLEMENTATION</u> Place value -To match and sort objects (size, colour, shape, number, numicon)	<u>IMPLEMENTATION</u> Place value -To recognise numerals ordering numbers up to 10 practically	<u>IMPLEMENTATION</u> Place value -To represent numbers 0-5 in different ways. Addition	<u>IMPLEMENTATION</u> Place value -To represent numbers 0-8 in different ways. -Write numbers to to 10.	<u>IMPLEMENTATION</u> Place value -To represent numbers 0-10 in different ways. -Comparing quantities to 10	<u>IMPLEMENTATION</u> Place value -Write numbers to 20. -Recap addition and subtraction to 10 Measure

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	<p>-To identify similarities and differences (objects) -To count to 10 and recognise and represent numerals 0-5 -To count objects in a line using 1-1 correspondence -To represent numbers using fingers, marks and pictures. (Maths national baseline assessment to be completed within 6 weeks of children starting)</p>	<p>-To represent numbers 0-2 in different ways. -Writing numbers to 5. - Select the correct numeral 1-5 1-5 -To count objects in a irregular arrangement up to 10. -To count forwards on a number line or counting stick (to 10) <u>Addition</u> -To estimate how many objects. -To recognise numbers in a group without counting out (subitise). -To combine 2+ quantities to find the total (0-5) -To use quantities and objects to add two single-digit numbers to 5 and count on -To use every language to compare quantities and objects. -To find one more than a group of up to five. <u>Measurement</u> -Orders and sequences familiar events. -Uses everyday language related to time (days of week & begins o'clock)</p>	<p>-To add two sets of objects that are the same (counting on) -To add two sets of objects that are different (apples + bananas) (Counting on)- To set out groups and find the total amount -To know number bonds to 5 <u>Position and direction</u> -Uses positional language ('below', 'above', 'next to' etc) -Describes their relative position such as 'behind' or 'next to'. <u>Measurement</u> -Uses everyday language related to time (days of week & begins to identify o'clock). -To find one more and one less than a group of up to ten objects.</p>	<p>-To select the correct numeral 1-101-10 -To count up to 20 (objects/ images arranged in an array) -To recognise numerals (0-20) ordering numbers up to 20 <u>Subtraction</u> -Relates subtraction to taking away. -Uses quantities and objects to subtract two single-digit numbers -To recognise and name - and = signs -To read and solve a subtraction number sentence-To arrange a subtraction number sentence - To count on to find the answer. -Number bonds to 5 addition & subtraction</p>	<p><u>Addition & Subtraction</u> -To know number bonds to 10 <u>Multiplication</u> -Begin to understand and identify odd and even numbers. -To double numbers to 5, then 10 -To double quantities of objects -Begin to relate the addition of doubles to counting on. (How many wheels on two cars? 4 (hold four in head) 5,6,7,8 (4+4=8) <u>Division</u> -To share an even group of objects between 4 -To solve problems involving grouping and sharing</p>	<p>-Orders two items by mass (everyday lang.) -Orders two items by capacity -Orders two or three items by length/height. <u>Multiplication</u> -To skip count in 2s/5s/10s <u>Fractions</u> -To identify half a group of objects and half a shape. half a shape -To put together halves to make whole shapes -To share an even group of objects between 2 (up to 12) <u>Shape</u> -Uses mathematical names for 2D shapes- Uses common shapes to create and recreate patterns.-They recognise, create and describe shape patterns. -Explore mathematical language for everyday objects and shapes. <u>Money</u> - Talks about money. - Understands that £1 has greater value than pennies.</p>
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						<p>-Know and name different coins: 1p-£2 -Can use 1p, 5p, 10p to make amounts to 20p</p>
	<p><u>IMPACT (ELG)</u> Children will independently count to 10, recognise and represent numerals 0-5.</p>	<p><u>IMPACT (ELG)</u> Children will have a deep understanding of number to 5. They will be able to subitise up to 5.</p>	<p><u>IMPACT (ELG)</u> Children will automatically recall number bonds up to 5. They will confidently add numbers up to 10 practically and begin to write or represent number sentences using numbers up to 10.</p>	<p><u>IMPACT (ELG)</u> Children will confidently subtract numbers up to 10 practically and begin to write or represent number sentences using numbers up to 10.</p>	<p><u>IMPACT (ELG)</u> Children will automatically recall number bonds up to 5 and some number bonds to 10, including double facts. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p><u>IMPACT (ELG)</u> Children will have a deep understanding of number to 10, including the composition of each number. They will verbally count beyond 20, recognising the pattern of the counting system. Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
UW	<p><u>INTENT</u> Children share their knowledge of the local environment including the where they live, and explore the changes of autumn within our setting. Sustainability Link:</p>	<p><u>INTENT</u> Children learn about the daily routines in their own and others' lives and explore the similarities and differences between cultures.</p>	<p><u>INTENT</u> Children explore the past through stories, looking at different settings, characters and events. Broadening their imagination and knowledge of the world.</p>	<p><u>INTENT</u> Children look closely at the varying roles of people in our community and explore how these people help us and why.</p>	<p><u>INTENT</u> Children are immersed in the natural world by exploration and real-life experiences. Focussing on the growth and changes that take place in nature each year.</p>	<p><u>INTENT</u> Children investigate how things in the past are different from the present. They compare the life they know to the lives of others around the world.</p>
	<p><u>IMPLEMENTATION</u> -Talk about members of their immediate family. SDG 3 (Good health and wellbeing)</p>	<p><u>IMPLEMENTATION</u> -Comment on images of familiar situations in the past. -Recognise that people have different beliefs</p>	<p><u>IMPLEMENTATION</u> - Recognise some environments that are different to the one in which they live. SDG 1 (poverty)</p>	<p><u>IMPLEMENTATION</u> - -Talk about members of their community including police, doctors, nurses, firefighters, vets,</p>	<p><u>IMPLEMENTATION</u> -Understand the effect of changing seasons on the natural world around them. SDG 13</p>	<p><u>IMPLEMENTATION</u> -Draw information from a simple map. -Create a map of the school (pirate day)</p>



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	<p>-Name and describe people who are familiar to them.</p> <p>-Opportunities to talk about their own interests and experiences. SDG 5 (gender and equality)</p> <p>-Look on maps of the local area and different types of homes. SDG 16 (promote peaceful and inclusive society)</p> <p>-Go for an autumn walk and opportunities to comment on and compare findings. SDG 11, 15 (making cities safe and sustainable)</p> <p>-Rich descriptive language is modelled and celebrated by adults and in the provision. SDG 4 (quality education)</p>	<p>and celebrate special times in different ways. SDG 4 (quality education), 16 (promote peaceful and inclusive society) (-See RE Syllabus)</p> <p>-Understand that some places are special to members of their community. SDG 17 (strengthen partnership for sustainable development)</p> <p>-Share and practice daily routines including bedtime, toothbrushing, mealtimes, getting dressed. SDG 3 (good health and wellbeing)</p>	<p>-Compare and contrast characters from stories, including figures from the past. SDG 1 (Jack and the beanstalk)</p> <p>-Children make links to familiar settings and explore the similarities and differences to other places they have visited. Eg. Forest, beach, city, village.</p> <p>Recognise some similarities and differences between life in this country and life in other countries. SDG 4 (quality education), 6 (clean water and sanitation), 9 (build resilient industries), 15 (promote and sustain life on land), 16 (promote peaceful and inclusive societies)</p>	<p>teachers and refuse workers. SDG 3 (Good health and wellbeing), SDG 4 (quality education), SDG 5 (gender and equality), SDG 8 (decent work and economic growth), SDG 11 (making cities safe and sustainable), SDG 12 (responsible consumption and production), SDG 16 (promote peaceful and inclusive society), SDG 17 (strengthen partnership for sustainable development)</p> <p>-Explore people in recent history who had an impact on helping the planet. SDG 6 (clean water and sanitation), SDG 10 (reduce inequalities)</p> <p>-Share times when children have experienced someone helping them.</p> <p>-Celebrate and recognise people in the school community who help us and write letters of appreciation.</p>	<p>(climate change and impact)</p> <p>-Describe what they see, hear and feel whilst outside.</p> <p>-Explore the natural world around them, using found resources to provide exciting provocations. Include texts and photographs to open childrens eyes to a new world. SDG 4 (quality education), 15 (promote and sustain life on land), 16 (promote peaceful and inclusive societies)</p> <p>- Grow our own caterpillars into butterflies and explore lifecycles of animals and humans. SDG 4 (quality education),SDG 6 (clean water and sanitation), 14 (conserve and sustain life below water), 15 (promote and sustain life on land),</p>	<p>-Explore the school's history and how school was in the past. SDG 9 (build resilient industries), 11 (making cities safe and sustainable)</p> <p>-Explore schools around the world and how they differ from our school.</p> <p>-Take photographs around the school of the different environments we have within our local area. SDG 6 (clean water and sanitation)</p> <p>-Visit to Barking park. SDG 4 (quality education), 17 (strengthen partnership for sustainable development)</p>
	IMPACT (ELG)	IMPACT (ELG)	IMPACT (ELG)	IMPACT (ELG)	IMPACT (ELG)	IMPACT (ELG)



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	Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They understand some changes in the natural world around them, including the seasons.	Children will know some similarities and differences between different religious and cultural communities in this country. They will explain some similarities and differences between life in this country and life in other countries.	Children understand the past through settings, characters and events encountered in books read in class and storytelling.	Children will talk about the lives of the people around them and their roles in society.	Children will explore the natural world around them, making observations and drawing pictures of animals and plants. They understand some important processes and changes in the natural world around them, including changing states of matter.	Children know some similarities and differences between things in the past and now. They know some similarities/differences between the natural world around them and contrasting environments.
EAD	<u>INTENT</u> Children explore their creativity through song and art. Learning new techniques and ways of creating with varying materials to capture their experiences.	<u>INTENT</u> Children have the opportunity to learn new songs and perform to an audience. They are encouraged to move to music and explore the way their bodies can move.	<u>INTENT</u> Children share the knowledge and experience they have of familiar stories to contribute new ideas to class stories and think of alternative endings to traditional tales.	<u>INTENT</u> Children explore the use of props in role play and storytelling. They have opportunities to take on different characters in true to life scenarios and create their own using previously learnt techniques.	<u>INTENT</u> Children are given opportunities to design and create using a range of familiar materials. Learning how to use tools safely and testing out their creations that have been made for a purpose.	<u>INTENT</u> Children are exposed to the language they need to describe and explain the techniques they use. They have opportunities to ask questions and talk about their creations with others.
	<u>IMPLEMENTATION</u> -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<u>IMPLEMENTATION</u> -Explore and engage in music making and dance, performing solo or in groups. -Watch and talk about dance & performance art, expressing their feelings and responses. -Learn songs linked to celebrations to share with parents.	<u>IMPLEMENTATION</u> -Develop storylines in their pretend play. -Create collaboratively, sharing ideas, resources and skills. -Roleplay areas link to traditional tales with story prompts, masks, vocabulary and resources to allow for retell.	<u>IMPLEMENTATION</u> -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Roleplay areas link to professions with photographs, non fiction texts, masks, props, vocabulary and	<u>IMPLEMENTATION</u> Listen attentively, move to and talk about music, expressing their feelings and responses.	<u>IMPLEMENTATION</u> Explore, use and refine a variety of artistic effects to express their ideas and feelings.



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	<ul style="list-style-type: none"> -Mix colours and experiment with light and dark shades. -Select and create with a range of materials for collage, craft, painting and drawing.-S -Select materials with a purpose in mind eg feathers for a bird. 	<ul style="list-style-type: none"> - Explore dance from a range of cultures and take part in rhythmic activities eg. Scarf dancing. -Many activities within the provision for creating and self selection. 	<ul style="list-style-type: none"> - Group learning to re-write the ending of a story. -Make a class story of a traditional tale with an alternative ending. 	<ul style="list-style-type: none"> resources to allow for imaginative roleplay. -Many activities within the provision for creating and self selection. -Opportunities to create their own props. 		
	<p>IMPACT (ELG) Children will sing a range of well-known nursery rhymes and songs. Children explore a variety of materials and techniques, experimenting with colour and form.</p>	<p>IMPACT (ELG) Children will perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>IMPACT (ELG) Children will invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>IMPACT (ELG) Children will make use of props and materials when role playing characters in narratives and stories.</p>	<p>IMPACT (ELG) Children will safely use and explore a variety of tools and techniques, experimenting with, design, texture, and function.</p>	<p>IMPACT (ELG) Children will share their creations, explaining the process they have used.</p>
RE Agreed Syllabus LBBD 2020	<p>Celebrations: 1 week in depth (topic)</p> <ul style="list-style-type: none"> -Diwali -Eid-al-fitr -Christmas 		<p>Stories & what they tell us: 1 week in depth (topic)</p> <ul style="list-style-type: none"> - The good Samaritan - Muhammed and the kitten - The milk and the jasmine flower 		<p>Identity & relationships: 1 week in depth (topic)</p> <ul style="list-style-type: none"> - Dogger - The gotcha smile - Special places 	
Big Finish	Stay and learn – Sharing my classroom and learning with my family	Christmas /celebration Concert to parents	Story Whoosh performance to Y1	Posting letters of appreciation in the post box outside school	*Visit from wellgate farm Visit from Wellgate Farm	End of Year concert to parents