



## CURRICULUM OVERVIEW: EYFS – RECEPTION

	RE	PHONICS	COMMUNICATION AND LANGUAGE	PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<b>Advent 1</b>	RED - Branch 1  <i>Creation and Covenant</i>  <b>Objectives 1-6</b>	<ul style="list-style-type: none"> <li><b>Phase 1</b> Environmental sounds, alliteration, rhyming, initial sounds</li> <li>FFT alphabet chant</li> <li><b>Phase 2</b> FFT Phonics - Steps 1-3</li> </ul> <p>s/a/t/p</p> <p>i/n/m/d/</p> <p>g/o/c/k</p> <p>ck/e/u/r</p>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Following instructions</li> <li>Contributing with relevant questions comments and actions</li> <li>Joining in with story time</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Participating in whole class or small group discussions</li> <li>Communicating with teachers</li> <li>Communicating with peers in their play</li> </ul>	<p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/sanctions and behaviour expectations</li> <li>Discussions around emotional vocabulary</li> <li>Understanding emotions: <b>The Colour Monster Book</b></li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Basic hygiene needs such as dressing, toilet and washing hands</li> <li>Wiping nose routine</li> <li>Pantasaurus NSPCC</li> <li>What makes us special?</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Kindness cards</li> <li>Free flow play</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>PE – 6 lessons – Dance - Ourselves</li> <li>Outside area</li> <li>1-mile blue track</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Knives and forks to eat lunch</li> <li>Small tools such as scissors, paint brushes and pens/pencils</li> <li>Playdough and other fine motor strengthening activities such as threading, sensory play, lego, small world.</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Myself (crosslink with RE)</li> <li>My body and senses</li> <li>My family, home and community</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Picture books to enhance spoken language and comprehension</li> <li>FFT Shared Readers – Step 1 - 3</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>Mark making</li> <li>Name</li> <li>T4W – The Colour Monster (mark making and talking about the story to introduce the concept/structure of T4W)</li> </ul> <p><i>Weekly visits to the library</i></p>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Number recognition</li> <li>Match, sort, and compare (WRM)</li> <li>Talk about Measure and Patterns (WRM)</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Cardinal counting principle</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>My family – my family story</li> <li>My home and community</li> <li>Transition into school</li> </ul> <p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>Myself (crosslink with Literacy and RE)</li> <li>Cultural Day!</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Using natural resources to be creative</li> <li>Explore and make observations of the outdoor area</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Name card</li> <li>Self-portraits</li> <li>Learning how to use art resources correctly</li> <li>Junk Modelling</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>Role play and small world continual provision</li> <li>Singing nursery rhymes</li> <li>Learning to express ourselves through dance (cross-link with PE)</li> <li>Music Mondays - Charanga Music</li> </ul>



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<b>Advent 2</b>	<p><b>RED - Branch 2</b></p> <p><i>Prophecy and Promise</i></p> <p><b>Objectives 1-6</b></p> <ul style="list-style-type: none"> <li>Other religions: Hinduism (Diwali) – 24.10.22</li> <li>Other religions: Judaism (Hanukkah) – 18.12.22</li> </ul>	<ul style="list-style-type: none"> <li><b>Phase 2</b> <i>FFT Phonics Steps 4-8</i> h/b/f/ff l/l/ss j/v/w x/y/z</li> <li><b>CEW</b> the, I, he, she, is, to, go, of, as, we, you, are, into</li> </ul>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Following instructions</li> <li>Contributing with relevant questions comments and actions</li> <li>Joining in with story time</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Participating in whole class or small group discussions</li> <li>Communicating with teachers</li> <li>Communicating with peers in their play</li> <li>Nativity</li> </ul>	<p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/sanctions and behaviour expectations</li> <li>Understanding emotions – developing strategies to regulate</li> <li>Turn taking, sharing and waiting</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Building confidence, independence and resilience</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Friendships: What makes a good friend?</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>PE – 6 lessons – running, jumping, dancing, hopping, skipping and climbing</li> <li>Outside area</li> <li>1-mile blue track</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Pencil control</li> <li>Mark making</li> <li>Manipulatives – play-dough, clay, sensory materials.</li> <li>Dough Disco</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Fireworks</li> <li>Diwali</li> <li>Harvest</li> <li>The colour monster</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Home guided reading books</li> <li>Tricky and high frequency words (crosslink with Phonics)</li> <li>Keywords within topics</li> <li>FFT Shared Readers – Steps 3 - 8</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><u>T4W</u>: Stick Man</li> <li><u>T4W</u>: The Christmas Story</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Number recognition (0-20 = ELG)</li> <li>It's me, 1, 2, 3 (WRM)</li> <li>Circles and Triangles (WRM)</li> <li>1, 2, 3, 4, 5 (WRM)</li> <li>Shapes with four sides (WRM)</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Pattern</li> <li>More than, fewer than</li> <li>One more and one less</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Fireworks (crosslink with Literacy)</li> <li>Christmas (then vs now)</li> </ul> <p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>Diwali (crosslink with Literacy and RE)</li> <li>Christmas</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Autumn (crosslink with Literacy)</li> <li><u>School Trip</u>: Autumn Walk</li> <li>Using leaves to create art (both ephemeral and permanent)</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Literacy themed craft</li> <li>Book related artwork</li> <li>Christmas craft and cards</li> <li>Ephemeral art (natural resource-based)</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>Nativity play</li> <li>Role play and small world continual provision</li> <li>Bollywood dancing (crosslink with RE)</li> <li>Music Mondays - Charanga Music</li> </ul>
<b>Lent 1</b>	<p><b>RED – Branch 3</b></p> <p><i>Galilee to Jerusalem</i></p> <p><b>Objectives 1-6</b></p>	<ul style="list-style-type: none"> <li><b>Phase 3</b> <i>FFT Phonics Steps 9 – 14</i> Zz/qu/ch sh/th/ng</li> </ul>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Talk4Writing</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Talk4Writing</li> <li>Free flow play</li> </ul>	<p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Respond to whole class and small group discussions about ideas and actions</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>PE – 6 lessons – High, Low, Over, Under and Moving (Gymnastics)</li> <li>Outside area</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Winter</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Home guided reading books</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Growing 6, 7, 8 (WRM)</li> <li>Length, Height and Time (WRM)</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Transport then and now – what has changed? What is the same? (links to RE)</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Literacy themed craft</li> <li>Book related artwork</li> <li>Clay</li> </ul>



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		<p><i>ai/nk/ee</i></p> <p><b>CEW</b> <i>Be, me, his, no, so, has, do, her my, by,</i></p>	<ul style="list-style-type: none"> <li>Role-play opportunities</li> </ul>	<p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li><b>Ten:Ten</b> Module 1 – Created and Loved by God Unit 2 – Me, My Body, My Health</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>Virtues (RE Crosslink)</li> </ul>	<ul style="list-style-type: none"> <li>1-mile blue track</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Consistent letter and number formation practice</li> <li>Handwriting</li> <li>Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>FFT Shared Readers – Steps 9-14</li> <li>Red words and Green words</li> <li>Keywords within topics</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><u>T4W</u>: The Tiger Who Came to Tea</li> <li><u>Space</u></li> </ul>	<p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Mass and Capacity (WRM)</li> </ul>	<p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>Chinese New Year</li> <li>Valentine's Day</li> <li>Trip to our local Parish</li> </ul> <p><b>The Natural World:</b></p> <ul style="list-style-type: none"> <li>Winter (crosslink with Literacy)</li> <li>Winter Walk</li> <li>Learning about space</li> </ul>	<p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>Role play and small world continual provision</li> <li>T4W recount and retell, including finger puppets</li> <li>Music Mondays - Charanga Music</li> </ul>
<b>Lent 2</b>	<p>RED – Branch 4</p> <p><b>Desert to Garden</b></p> <p>Objectives 1-6</p>	<ul style="list-style-type: none"> <li><b>Phase 3</b> <i>FFT Phonics Steps 15 – 20</i></li> </ul> <p><i>lgh/oa</i></p> <p><i>oo/oo/ar</i></p> <p><b>CEW</b> <i>ask, our, says, they, said, was, were, put, all, there, like</i></p>	<p><b>Listening, Attention and Understanding:</b></p> <ul style="list-style-type: none"> <li>Talk4Writing</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>Talk4Writing</li> <li>Free flow play</li> <li>Role-play opportunities</li> <li>Mother's Day assembly</li> </ul>	<p><b>Self-Regulation:</b></p> <ul style="list-style-type: none"> <li>Revisit emotional vocabulary</li> <li>Breathing – Using breathing to help regulate our feelings</li> </ul> <p><b>Managing Self:</b></p> <ul style="list-style-type: none"> <li>Personal hygiene: brushing teeth</li> <li>Ten:Ten RSE Module 1 – Created and Loved by God Unit 3 – Emotional Well-Being</li> </ul>	<p><b>Gross Motor Skills:</b></p> <ul style="list-style-type: none"> <li>PE – 6 lessons – Feet and Hands (Ball Skills)</li> <li>Outside area</li> <li>1-mile blue track</li> </ul> <p><b>Fine Motor Skills:</b></p> <ul style="list-style-type: none"> <li>Consistent letter and number formation practice</li> <li>Handwriting</li> <li>Funky fingers area in the classroom</li> </ul>	<p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>Life Cycle of a Plant</li> <li>Spring</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Home guided reading books</li> <li>FFT Shared Readers – Steps 15-20</li> <li>Red words and Green words</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li><u>T4W</u>: Jasper's Beanstalk</li> <li><u>T4W</u>: The Easter Story</li> </ul>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>Length, Height and Time (cont.) WRM</li> <li>Building 9 and 10 (WRM)</li> </ul> <p><b>Numerical Patterns:</b></p> <ul style="list-style-type: none"> <li>Exploring 3D shapes (WRM)</li> </ul>	<p><b>Past and Present:</b></p> <ul style="list-style-type: none"> <li>Learn a basic timeline and chronological order of their lives and Jesus (crosslinks to RE)</li> </ul> <p><b>People, Culture and Communities:</b></p> <ul style="list-style-type: none"> <li>Pancake Day</li> <li>St David's Day</li> <li>St Patrick's Day</li> <li>Mother's Day</li> <li>Crosslinks to RE</li> </ul>	<p><b>Creating with Materials:</b></p> <ul style="list-style-type: none"> <li>Literacy themed craft</li> <li>Book related artwork</li> <li>Mod Roc</li> <li>RE based art</li> </ul> <p><b>Being Imaginative and Expressive:</b></p> <ul style="list-style-type: none"> <li>Mother's Day assembly</li> <li>Role play and small world continual provision</li> <li>T4W recount and retell,</li> </ul>



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				<b>Building Relationships:</b> <ul style="list-style-type: none"> <li>Dialogic story-time – Discussing the challenges of others (Empathy and understanding others perspectives)</li> </ul>				<b>The Natural World:</b> <ul style="list-style-type: none"> <li>Spring and lifecycle of a plant (crosslink with Literacy)</li> <li>Grow our own plants from seeds</li> </ul>	including finger puppets <ul style="list-style-type: none"> <li>Music Mondays - Charanga Music</li> </ul>
<b>Pentecost 1</b>	<b>RED Branch 5</b>  <i>To the ends of the earth</i>  <b>Objectives 1-6</b>	<ul style="list-style-type: none"> <li><b>Phase 3</b> FFT Phonics Steps 21-26  Or/ur/ow/Oi/ear  <b>CEW</b> Here, where, today, when. What, come, some, push, pull, friend, school, out.</li> </ul>	<b>Listening, Attention and Understanding:</b> <ul style="list-style-type: none"> <li>Talk4Writing</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Talk4Writing</li> <li>Free flow play</li> <li>Role-play opportunities</li> </ul>	<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Confidently share their ideas and work in class discussions</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>Screen-time; how to be safe and what is appropriate use of time.</li> <li>Ten:Ten RSE Module 1 – Created and Loved by God Unit 4 – Life Cycles</li> </ul> <b>Building Relationships:</b> <ul style="list-style-type: none"> <li>Making friendships with others in the community (other schools)</li> </ul>	<b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>PE – 6 lessons – Luton Town Football</li> <li>Outside area</li> <li>1-mile blue track</li> </ul>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>Summer</li> <li>The english seaside / pirates</li> </ul> <b>Word Reading:</b> <ul style="list-style-type: none"> <li>Home guided reading books</li> <li>FFT Shared Readers – Steps 21-26</li> <li>Red words and Green words</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>T4W: The Rainbow Fish</li> </ul>	<b>Number:</b> <ul style="list-style-type: none"> <li>How many now? (WRM)</li> <li>Manipulate, compose, and decompose (WRM)</li> <li>Sharing and grouping (WRM)</li> </ul> <b>Numerical Patterns:</b> <ul style="list-style-type: none"> <li>To 20 and beyond (WRM)</li> </ul>	<b>Past and Present:</b> <ul style="list-style-type: none"> <li>The seaside – then and now.</li> </ul> <b>People, Culture and Communities:</b> <ul style="list-style-type: none"> <li>Clean beaches, and recycling in our community</li> <li>Lifeguards, fishermen.</li> </ul> <b>The Natural World:</b> <ul style="list-style-type: none"> <li>Summer (crosslink with Literacy)</li> <li>Exploring sea-life</li> <li>Science experiments on water</li> </ul>	<b>Creating with Materials:</b> <ul style="list-style-type: none"> <li>Literacy themed craft</li> <li>Book related artwork</li> <li>Charcoal</li> <li>RE based art</li> </ul> <b>Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>Role play and small world continual provision</li> <li>T4W recount and retell, including finger puppets</li> <li>Music Mondays - Charanga Music</li> </ul>



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<b>Pentecost 2</b>	<b>RED - Branch 6</b>  <b>Dialogue and Encounter</b>  <b>Objective 1-6</b>	<ul style="list-style-type: none"> <li><b>Phase 3</b> <i>FFT Phonics Steps 27-32</i>  <i>Air, ure, er,</i>  <b>CEW</b> <i>One, once, your, love, house, full, little.</i></li> </ul>	<b>Listening, Attention and Understanding:</b> <ul style="list-style-type: none"> <li>Talk4Writing</li> </ul> <b>Speaking:</b> <ul style="list-style-type: none"> <li>Talk4Writing</li> <li>Free flow play</li> <li>Role-play opportunities</li> </ul>	<b>Self-Regulation:</b> <ul style="list-style-type: none"> <li>Revisit emotional vocabulary</li> <li>Express written statements about their feelings, opinions and ideas.</li> </ul> <b>Managing Self:</b> <ul style="list-style-type: none"> <li>Road safety</li> <li>Learning the importance of rest/sleep</li> </ul> <b>Building Relationships:</b> <ul style="list-style-type: none"> <li>Ten:Ten RSE Module 3 – Created to Live in the Community Unit 1 – Religious Understanding Unit 2 – Living in the wider world</li> </ul>	<b>Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>PE – 6 lessons – Games for Understanding (Attack v Defence)</li> <li>Outside area</li> <li>1-mile blue track</li> </ul>	<b>Comprehension:</b> <ul style="list-style-type: none"> <li>Minibeasts</li> <li>People who help us</li> </ul> <b>Word Reading:</b> <ul style="list-style-type: none"> <li>Home guided reading books</li> <li>Tricky and high frequency words (crosslink with Phonics)</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li><u>T4W</u>: Elmer</li> </ul>	<b>Number:</b> <ul style="list-style-type: none"> <li>Sharing and grouping (cont.) (WRM)</li> <li>Visualise, build and map (WRM)</li> </ul> <b>Numerical Patterns:</b> <ul style="list-style-type: none"> <li>Make connections (WRM)</li> </ul>	<b>Past and Present:</b> <ul style="list-style-type: none"> <li>Learning familiarities and differences of our lives and those who help us (gender equality)</li> </ul> <b>People, Culture and Communities:</b> <ul style="list-style-type: none"> <li>People who help us</li> </ul> <b>The Natural World:</b> <b>Minibeasts</b> Develop vocabulary to express their connection with nature in what they see, hear and feel.	<b>Creating with Materials:</b> <ul style="list-style-type: none"> <li>Literacy themed craft</li> <li>Book related artwork</li> <li>Elmer 3d art</li> <li>Take one picture</li> </ul> <b>Being Imaginative and Expressive:</b> <ul style="list-style-type: none"> <li>Role play and small world continual provision</li> <li>Music Mondays - Charanga Music</li> </ul>
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- Assessments in phonics occur half termly via the FFT Reading Assessment programme
- Regular assessment of children's progress is recorded through a diverse range of learning observations, children's work and data tracking on Target Tracker.
- Whilst our Curriculum Overview provides an in-depth insight into the opportunities we provide children, following children's individual interests, needs and goals is our guide which informs further learning opportunities and provision of the learning environment.