



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



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



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		<p><i>ai/nk/ee</i></p> <p>CEW <i>Be, me, his, no, so, has, do, her my, by,</i></p>	<ul style="list-style-type: none"> Role-play opportunities 	<ul style="list-style-type: none"> Accepting and challenging other viewpoints <p>Managing Self:</p> <ul style="list-style-type: none"> Making positive choices (knowing right and wrong) Revisit: What makes us special? Christopher Winter RSE scheme <p>Building Relationships:</p> <ul style="list-style-type: none"> What is empathy? How to care for others Virtues (RE Crosslink) 	<ul style="list-style-type: none"> 1-mile blue track <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> Consistent letter and number formation practice Handwriting Dough Disco 	<ul style="list-style-type: none"> FFT Shared Readers – Steps 9-14 Red words and Green words Keywords within topics <p>Writing:</p> <ul style="list-style-type: none"> <u>T4W</u>: The Tiger Who Came to Tea <u>T4W</u>: Jaspers Bean 	<p>Numerical Patterns:</p> <ul style="list-style-type: none"> Mass and Capacity (WRM) 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day Winter around the world <p>The Natural World:</p> <ul style="list-style-type: none"> Winter (crosslink with Literacy) <u>School Trip</u>: Church visit Science experiments Develop skills in learning how to look after our natural world (Gardening? – Lent 2) 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> Role play and small world continual provision T4W recount and retell, including finger puppets Music Mondays - Charanga Music
Lent 2	<ul style="list-style-type: none"> Growing 	<ul style="list-style-type: none"> Phase 3 <i>FFT Phonics Steps 15 – 20</i> <i>lgh/oa</i> <i>oo/oo/ar</i> <p>CEW <i>ask, our, says, they, said, was, were, put, all, there, like</i></p>	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> Talk4Writing <p>Speaking:</p> <ul style="list-style-type: none"> Talk4Writing Free flow play Role-play opportunities Mother's Day assembly 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> Revisit emotional vocabulary Breathing – Using breathing to help regulate our feelings <p>Managing Self:</p> <ul style="list-style-type: none"> Personal hygiene: brushing teeth 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> PE – 6 lessons – Feet and Hands (Ball Skills) Outside area 1-mile blue track <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> Consistent letter and number formation practice 	<p>Comprehension:</p> <ul style="list-style-type: none"> Life Cycles Spring <p>Word Reading:</p> <ul style="list-style-type: none"> Home guided reading books FFT Shared Readers – Steps 15-20 Red words and Green words 	<p>Number:</p> <ul style="list-style-type: none"> Length, Height and Time (cont.) WRM Building 9 and 10 (WRM) <p>Numerical Patterns:</p> <ul style="list-style-type: none"> Exploring 3D shapes (WRM) 	<p>Past and Present:</p> <ul style="list-style-type: none"> Learn a basic timeline and chronological order of life cycles Farming then and now and baby animals and adult animals <p>People, Culture and Communities:</p>	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Literacy themed craft Book related artwork Mod Roc <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> Mother's Day assembly



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				<p>(local dentist nurse to visit?)</p> <p>Building Relationships:</p> <ul style="list-style-type: none"> Dialogic story-time – Discussing the challenges of others (Empathy and understanding others perspectives) 	<ul style="list-style-type: none"> Handwriting Funky fingers area in the classroom 	<p>Writing:</p> <ul style="list-style-type: none"> <u>T4W</u>: The Easter Story 		<ul style="list-style-type: none"> Pancake Day St David's Day St Patrick's Day Mother's Day Learning about places that are special to members of our community <p>The Natural World:</p> <ul style="list-style-type: none"> Spring (crosslink with Literacy) <u>School Trip</u>: Visit to the farm Science experiments Grow our own plants from seeds Gardening 	<ul style="list-style-type: none"> Role play and small world continual provision T4W recount and retell, including finger puppets Music Mondays - Charanga Music
Pentecost 1	<ul style="list-style-type: none"> Good News 	<ul style="list-style-type: none"> Phase 3 <i>FFT Phonics Steps 21-26</i> <i>Or/ur/ow/Oi/ear</i> CEW <i>Here, where, today, when.</i> 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> Talk4Writing <p>Speaking:</p> <ul style="list-style-type: none"> Talk4Writing Free flow play Role-play opportunities 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> Confidently share their ideas and work in class discussions Goal setting <p>Managing Self:</p> <ul style="list-style-type: none"> Screen-time; how to be safe 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> PE – 6 lessons – Luton Town Football Outside area 1-mile blue track 	<p>Comprehension:</p> <ul style="list-style-type: none"> People Who Help Us Summer <p>Word Reading:</p> <ul style="list-style-type: none"> Home guided reading books FFT Shared Readers – Steps 21-26 	<p>Number:</p> <ul style="list-style-type: none"> How many now? (WRM) Manipulate, compose, and decompose (WRM) 	<p>Past and Present:</p> <ul style="list-style-type: none"> Vehicles then and now Revision of previous learning; looking at work books and special books 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> Literacy themed craft Book related artwork Charcoal



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		<i>What, come, some, push, pull, friend, school, out.</i>		<p>and what is appropriate use of time</p> <ul style="list-style-type: none"> ▪ Healthy eating <p>Building Relationships:</p> <ul style="list-style-type: none"> ▪ Making friendships with others in the community (other schools) 		<ul style="list-style-type: none"> ▪ Red words and Green words <p>Writing:</p> <ul style="list-style-type: none"> ▪ <u>T4W</u>: The Little Red Hen 	<ul style="list-style-type: none"> ▪ Sharing and grouping (WRM) <p>Numerical Patterns:</p> <ul style="list-style-type: none"> ▪ To 20 and beyond (WRM) 	<p>People, Culture and Communities:</p> <ul style="list-style-type: none"> ▪ Learn about the people in our community who help us ▪ Have visits from members of our community (police etc) <p>The Natural World:</p> <ul style="list-style-type: none"> ▪ Summer (crosslink with Literacy) ▪ School trip: Park ▪ Gardening 	<p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> ▪ Role play and small world continual provision ▪ T4W recount and retell, including finger puppets ▪ Music Mondays - Charanga Music
Pentecost 2	<ul style="list-style-type: none"> ▪ Friends ▪ Our World 	<ul style="list-style-type: none"> ▪ Phase 3 <i>FFT Phonics Steps 27-32</i> <i>Air, ure, er,</i> CEW <i>One, once, your, love, house, full, little.</i> 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> ▪ Talk4Writing <p>Speaking:</p> <ul style="list-style-type: none"> ▪ Talk4Writing ▪ Free flow play ▪ Role-play opportunities 	<p>Self-Regulation:</p> <ul style="list-style-type: none"> ▪ Revisit emotional vocabulary ▪ Express written statements about their feelings, opinions and ideas. <p>Managing Self:</p> <ul style="list-style-type: none"> ▪ Road safety ▪ Learning the importance of decent rest/sleep 	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> ▪ PE – 6 lessons – Games for Understanding (Attack v Defence) ▪ Outside area ▪ 1-mile blue track 	<p>Comprehension:</p> <ul style="list-style-type: none"> ▪ African Savannah ▪ CAFOD (A Day with Musa) <p>Word Reading:</p> <ul style="list-style-type: none"> ▪ Home guided reading books ▪ Tricky and high frequency words (crosslink with Phonics) <p>Writing:</p> <ul style="list-style-type: none"> ▪ <u>T4W</u>: Elmer 	<p>Number:</p> <ul style="list-style-type: none"> ▪ Sharing and grouping (cont.) (WRM) ▪ Visualise, build and map (WRM) <p>Numerical Patterns:</p> <ul style="list-style-type: none"> ▪ Make connections (WRM) 	<p>Past and Present:</p> <ul style="list-style-type: none"> ▪ Seaside holidays (now and then) <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> ▪ Learning familiarities and differences of our lives and those of 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> ▪ Literacy themed craft ▪ Book related artwork ▪ Watercolour paints <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> ▪ Role play and small world



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				Building Relationships: <ul style="list-style-type: none">Revisit: what makes a good friend				others around the world The Natural World: Develop vocabulary to express their connection with nature in what they see, hear and feel.	continual provision <ul style="list-style-type: none">Music Mondays - Charanga Music
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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 learning observations and data tracking on Target Tracker.
- Whilst our Curriculum Overview provides an in-depth insight into the opportunities we provide children, we also follow children's individual interests, needs and goals which inform further learning opportunities and provision of the learning environment.