

What do we do in the EYFS?

In Reception we aim to build on the fantastic start our children have had in Nursery. We also warmly welcome children from over settings and have a carefully planned transition process. What children can do and are interested in is always our starting point for planning.

As in Nursery, there are seven areas of learning and development. These are split into three prime areas and four specific areas.

The three **PRIME** areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

These areas underpin the following specific areas.

The four **SPECIFIC** areas are:

- Literacy
- Numeracy
- Understanding the World
- Expressive Arts and Design

Through exciting topics we ensure coverage of the above specific areas.

Within each half-termly topic, we also include 'mini-topics'. These can be based on the children's interests or celebrations, such as Harvest, Diwali, and Remembrance Day. We feel it is important to develop the children's understanding of their own and other communities.

We recognise that children learn in different ways and at different rates. In our provision we offer children opportunities to learn through:

- Play and exploration
- Being active
- Being creative and thinking critically

Reception Curriculum Overview

In the on-coming academic year, our topics will be:

Term	Topic	Curriculum Coverage
Autumn 1 8 weeks 4th Sept – 25th October	'What do I know about me?' Mini-topics: Autumn/ Harvest/ Halloween Visit to library Special Events: Harvest Assembly	Prime Areas: <ul style="list-style-type: none"> * Maintains attention, concentrates and sits quietly during appropriate activity. * Respond to instruction involving a two-part sequence. * Experiment with different ways of moving. * Negotiate space successfully when playing racing or chasing games. * Begin to learn about letter formation. * Eats a range of healthy foods. * Describe themselves in positive terms. Specific Areas: <ul style="list-style-type: none"> * Hears and sounds the initial sound in words. * Can sound out simple words to read and write. * Counts 3 or 4 objects. * Recognise numerals 1-5 and above. * Selects a particular named shape. * Orders by length or height. * Enjoy joining in with family customs and routines. * Know that information can be retrieved from computers. * Explore and describe the sounds of instruments. * Explore what happens when they mix colours. * Create simple representations of people and events.
Autumn 2 7 weeks 4th Nov – 20th Dec	'Twinkle, twinkle, little star, how I wonder what you are.' (Space) Mini-topics: Halloween Bonfire Night	Prime Areas: <ul style="list-style-type: none"> * Extends vocabulary, learning and using new words. * Follow and understand a more complex story. * Travel with confidence in a variety of ways. * Begins to form recognisable letters. * Shows some understanding of how to keep healthy. * Confident to speak to others about interests and opinions. Specific Areas: <ul style="list-style-type: none"> * Links sounds to letters, naming and sounding the letters of the alphabet.

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	<p>Diwali Christmas / Winter Wonderland</p> <p>Special Events: Diwali (Oct 27th), Halloween (Oct 31st), Bonfire Night (Nov 5th), Remembrance Day (Nov 11th), Nativity.</p>	<ul style="list-style-type: none"> * Begins to break the flow of speech into words. * Counts objects to 10 and above. * Selects the correct numeral to represent up to 10 objects. * Counts an irregular arrangement of up to 10 objects. * Uses the language 'more' and 'fewer' to compare two sets. * Begins to use mathematical names for shapes and describe these. * Orders two items by weight or capacity. * Looks closely at similarities and differences. * Completes a simple program on a computer. * Build a repertoire of songs and dances. * Describes textures of items. * Understands that media can be combined to create new effects. * Initiates new combinations of movement to express ideas and feelings.
<p>Spring 1</p> <p>6 weeks</p> <p>6th Jan – 15 4th Feb</p>	<p>Who are the famous characters inside my books?</p> <p>Mini-topics:., the Jolly Postman, Where the Wild things are, Room on the Broom, Billy Goats Gruff, the Gruffalo.</p> <p>Special Events: Pancake Day, Valentines Day – 14th February; Chinese New Year – 25th Jan– Year of the Rat</p>	<p>Prime Areas:</p> <ul style="list-style-type: none"> * Use language to imagine and recreate roles and experiences. * Show increasing skill in using small apparatus, such as balls, bean bags and hoops. * Manage own basic hygiene needs. * Say why they like some activities more than others. <p>Specific Areas:</p> <ul style="list-style-type: none"> * Begins to read words and simple sentences * Uses some identifiable letters to communicate meaning, representing some sounds in sequence. * Uses the language 'more' and 'fewer' to compare two sets. * Uses familiar objects and shapes to create patterns and build models. * Finds the total number of items in two groups by counting all of them. * Talk about features of own environment. * Recognise and use a range of technology- computers, ipads, programmable toys, etc. * Constructs with a purpose in mind, using a variety of resources. * Uses simple tools and techniques competently. * Chooses particular colours to use for a purpose.
<p>Spring 2</p>	<p>Superheroes</p>	<p>Prime Areas:</p>

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<p>6 weeks 24th Feb -3rd April</p>	<p>Special Events: Mothering Sunday (31st March) Easter Egg competition</p>	<ul style="list-style-type: none"> * Listens and responds to ideas and thoughts expressed by others. * Uses talk to organise, sequence and clarify thinking, ideas and feelings. * Continue to practise letter formation. <p>Specific Areas:</p> <ul style="list-style-type: none"> * Uses vocabulary and forms of speech that are increasingly influenced by books. * Writes own name and other things such as labels and captions. * Says the number that is one more than a given number. * Finds one more or one fewer from a group of objects. * Uses everyday language related to time and measures short periods of time. * Begins to use everyday language related to money. * Select programs and technology for different purposes. * Selects appropriate resources to make pictures and models. * Plays alongside other children who are engaged in the same theme.
<p>Summer 1 5 weeks 20th April – 22nd May</p>	<p>Are all mini-beasts scary?</p> <p>Mini-topics: Farm visit: Growing: Life cycles</p> <p>Special Events: Buy Caterpillars, Visit pond, Visit from 'Meet the Minibeasts' mini beast expert, butterflies?</p>	<p>Prime Areas:</p> <ul style="list-style-type: none"> * Listen to stories, anticipating events and responding to what they hear. * Express themselves effectively. * Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. * Understands the importance for good health of exercise and healthy diet. * Confident to speak in a familiar group. * Form positive relationships with adults and children. <p>Specific Areas:</p> <ul style="list-style-type: none"> * Enjoys an increasing range of books. * Know that information can be retrieved from books and computers. * Attempts to write short sentences. * Begins to use the vocabulary involved in adding and subtracting. * Records and explains work. * Count reliably with numbers 1-20. * Orders and sequences familiar events. * Compare characteristics of everyday shapes. * Make observations of animals and plants.

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		<ul style="list-style-type: none"> * Learn that they can go to exciting places on-line on a computer, but they need to remain safe by following certain rules. * Sing songs, make music and dance, experimenting with ways of changing them. * Plays co-operatively as part of a group to develop and act out stories.
<p>Summer 2</p> <p>7 weeks</p> <p>1st June – 21st July</p>	<p>What is under the sea?</p> <p>Mini-topics: Water Summer fun! Let's keep fit!</p> <p>Special Events: Sports Day</p>	<p>Prime Areas:</p> <ul style="list-style-type: none"> * Introduces a story line into their play. * Give attention to what others have to say and respond appropriately. * Handle tools and equipment effectively, including pencils for writing. * Talk about ways to keep healthy and safe, including sun safety. * Able to choose the activities they need for their chosen activities. * Play co-operatively, taking turns with others. <p>Specific Areas:</p> <ul style="list-style-type: none"> * Read and understand simple sentences. * Use skills in phonics to read and write regular words and some irregular words. * Write simple words that match their spoken sounds. * Write simple sentences which can be read by themselves and others. * Place numbers in order to 20 and above and say which number is one more or one fewer than a given number. * Talk about size, weight, capacity and time. * Recognise, create and describe patterns. * Talk about patterns and change. * Use a variety of tools, materials and techniques to model. * Represent own ideas and feelings through art, music, dance and role play.

* Please note that children learn at different rates and some will achieve these learning objectives before others.

* Many of the objectives are on-going as children need to practise these in a wide range of activities to secure their understanding.

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*** We recognise that all Children are Capable of learning and support them in doing the best they can.**