



‘Let your light shine!’ (Matthew 5:16)

Reception Curriculum Mapping Overview from Spring One 2024.

	Autumn		Spring		Summer	
Overarching Topic Title:	<i>It's Good to be me!</i>	<i>A Dazzle & A Sparkle!</i>	<i>Once Upon a Time...</i>	<i>How Does Your Garden Grow?</i>	<i>Are we Nearly There Yet?</i>	<i>We're Not Scared!</i>
Themes:	Starting school/ new beginnings. All about me! How have I changed? / Human Body. Autumn. Autumn Animals. Harvest- Food- How can I stay healthy? Life Cycles- Pumpkins.	Bonfire Night. Birthday's. Diwali. Light & Dark. Hannukah Christmas in England and Australia.	Traditional Tales. Winter. Birds- Big Garden Birdwatch. Lunar New Year. Shrove Tuesday/ Valentines Week.	Spring. Life cycles- Flowers. Communication Week- Bucks. Minibeasts/insects- Life Cycle of a caterpillar. Spring Animals.	Pirates. Journeys Seaside & Holidays. Vehicles- past and present. Space.	Summer. People who help us! Farm animals. Safari/ Jungle animals. Dinosaurs. Sea animals. Animals of the world- where do we find them?
Dates to Remember:	Recycle Week- 16 th -22 nd October. Harvest Festival- 23 rd October. Black History Month (October)	Bonfire Night- 5 th November. Diwali- 12 th November. Remembrance Sunday- 12 th November. World Nursery Rhyme Week- 13 th -17 th November. Road Safety Week- 19 th -25 th November. St Andrews Day- 30 th November. Hannukah- 7 th -15 th December.	Big Garden Birdwatch- 26 th -28 th January. Safer Internet Day- 6 th -8 th February. Chinese New Year- 10 th February. Shrove Tuesday- 13 th February. Ash Wednesday- 14 th February. Valentines Day- 14 th February.	St Davids Day- 1 st March, World Wildlife Day- 1 st -4 th March. World Book Day- 7 th March. Mothering Sunday- 10 th March. British Science Week: Time- 8 th -17 th March. St Patricks Day- 17 th March. Easter Weekend- Friday 29 th March- 1 st April.	Earth Day- 22 nd April. St George's Day- 23 rd April. International Dance Day- 29 th April. VE Day- 8 th May.	Pride Month- June. Independence Day (America)- 4 th July.
WOW moments and opportunities. (Cultural Capital)	Autumn Walk in village.	Hindu visitors? -Diwali. Nativity.	Winter Walk in village. Opportunities for Grandparents to visit- talk about comparison of toys etc when they were younger.	World Book Day.	Summer Walk in village. Bring your bike/scooter to school day.	Visits from People who help us: Police, Firemen, nurses etc. Hogshaw Farm or Zoo?
Weekly Texts: Drawing Club: (Starts Autumn 2)	When a Dragon Goes to School. Our Class is a Family. The Colour Monster. Leaf Man. The Enormous Turnip. Pumpkin Soup.	The Gingerbread Man. The Christmas Pine. Stick Man.	The Three Little Pigs. Goldilocks and The Three Bears. Elves and the Shoemaker. Lost and Found. I Love Chinese New Year. Mr Wolves Pancakes.	That's my Flower! The Tiny Seed by Eric Carle. The Hungry Caterpillar. The Odd Egg!	Rosie's Walk. We're Going on a Bear Hunt! Tiddler. The Night Pirates. Mr Grumpy's Motor Car.	Are the Dinosaurs Dead, Dad? Would you Rather? Dear Zoo. Billy and the Beast. Stuck. A Little Bit Brave.
Reading Spine relevant to themes:	Little Red Hen. Olivers Vegetables. Hair.	The Best Diwali Ever. 8 Nights, 8 Lights.	The Go Away Bird. Love Grows Everywhere. Under the Love Umbrella.	Handa's Surprise. The Woolly Bear Caterpillar. Hello Spring!	Never Mess with a Pirate Princess. Pirate Pete.	We all went on a Safari- Counting Journey through Tanzania.



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				Bloom.	Martha Maps it Out! Coming to England. The Light House Keepers Lunch. Stella and the Seagull.	
Other high-quality texts that cover themes of diversity to be planned for and out in provision areas to be readily accessed by all children in EYFS.						
Prime Areas of Learning						
Personal, Social and Emotional Development.	<p>Managing Relationships: Builds constructive and respectful relationships. Recreates what they have learnt about social interactions from relationships with close adults, in their play and relationships with others.</p> <p>Sense of Self: Manage their own needs- Personal Hygiene. Feels part of a community and contributes to this.</p> <p>Understanding Emotions: Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others, offering empathy and comfort.</p>	<p>Managing Relationships: Increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise, sometimes by themselves, sometimes with support. Proactive in seeking adult support and able to articulate their wants and needs.</p> <p>Sense of Self: Shows confidence in choosing resources and perseveres in the face of a challenge. Knows and talks about different factors that support their overall health and wellbeing; regular physical activity, healthy eating, toothbrushing etc.</p> <p>Understanding Emotions: Attempts to repair a relationship or situation where they have caused upset and understand how their actions impact others. More able to manage their feelings and tolerate situations in which their wishes can't be met.</p>	<p>Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave; accordingly, - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>			
	(PSHE: SCARF)	<p>Me & My Relationships: All About Me. My Special People. My Feelings.</p> <p>Valuing Difference: Same & Different Families. Same & Different Homes. Kindness & Caring.</p>	<p>Keeping Myself Safe: Keeping my body safe. Listening to my feelings. People who help me keep me safe.</p> <p>Rights & Responsibilities: Looking after myself & my friends. Caring for my environment. Looking after money.</p>	<p>Being my Best: Bouncing back (Growth Mindset) Healthy Eating. Exercise & sleep.</p> <p>Growing & Changing: Changes. Life Stages. Bodies.</p>		
Communication & Language. (Focus through everything)	<p>Listening & Attention: Listen carefully.</p> <p>Understanding: Understand questions using 'who, why, when, where and how'</p>	<p>Listening & Attention: Indicate two channelled attention- can both listen and do for a short period of time. Listen to and talk about stories to build familiarity and understanding: Engage in non-fiction books.</p>	<p>Listening & Attention: Listen attentively and respond to what they hear with relevant questions 'who, why, when, where, what and how', comments and actions when being read to.</p>			



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	<p>Responds to ideas expressed by others in conversations.</p> <p style="text-align: center;">Speaking: Introduce a story line and narrative into their play. Articulate ideas and thoughts in well-formed sentences.</p>	<p style="text-align: center;">Understanding: Retell a story, once developed familiarity with text including repetition and some in own words. Follow a story without pictures and props.</p> <p style="text-align: center;">Speaking: Ask ‘who, why, when, where, what and how’ questions to find out more of an interest. Connect ideas together using a range of connectives. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Make comments about what they have heard and ask questions ‘who, why, when, where, what and how’ to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges.</p> <p style="text-align: center;">Speaking: Participate in small group, class and one to one discussion offering ideas and new vocabulary. Offer explanations for why things might happen using new vocabulary from stories, rhymes and poems where appropriate. Express ideas and feelings about experiences using full sentences. Including use of past, present and future tenses and conjunctions to extend sentences.</p>
Physical Development.	<p style="text-align: center;">Fine motor: Develop skills to use fine tools confidently and competently for example, pencils, paintbrushes, scissors and cutlery.</p> <p style="text-align: center;">Gross Motor: Use core muscle strength to sit with good posture at the table or on the carpet. Move fluently, with control and grace where required-rolling, crawling, walking, jumping, hopping, skipping and climbing.</p>	<p style="text-align: center;">Fine motor: Handle tools, objects and malleable materials safely and with increasing control and purpose. Holds a pencil correctly, in a tripod grip to form recognisable letters, most of which are correctly formed.</p> <p style="text-align: center;">Gross Motor: Jump off on object and land appropriately using hands, arms and body to stabilise and balance. Increasing control over of an object through pushing, patting, throwing, catching or kicking.</p>	<p style="text-align: center;">Fine Motor: Hold a pencil effectively, using tripod grip in all cases to write fluently. Use a range of small tools effectively and with purpose including scissors, paintbrushes, tweezers and cutlery. Begin to show accuracy with marks.</p> <p style="text-align: center;">Gross Motor: Negotiate space and obstacles safely with confidence. Demonstrate strength, balance and coordination when playing. Move energetically and in control such as running, jumping, dancing, hopping, skipping and climbing.</p>
	<p>PE Focus: Gym- Real PE Fundamentals Yoga- Real PE Fundamentals</p>	<p>PE Focus: Dance- Real PE Fundamentals. Gym- Real PE Fundamentals</p>	<p>PE Focus: Country Dancing Athletics Multi-skills School Games Activities</p>
	<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.</p>		
Specific Areas of Learning			
Literacy Writing:	Writing words and captions using Phase 2 words known.	Writing words, captions, labels and sentences using Phase 2 and 3 words known.	Writing words, captions, labels and sentences using Phase 2 and 3 words known.
Literacy Reading:	Read some letter groups that each represent one sound and say sounds for them- Phase 2. Read individual letters by saying the sound for them- Phase 2.	Blend sounds into words so that they can read short words made up of known letter-sound correspondences- Phase 2&3.	Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- Phase 2,3 & 4. Re-read what they have read to check it makes sense. Read words consistent with their phonic knowledge by sound blending- Phase 2,3 & 4.



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		Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words- Phase 2 & 3.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Phonics (Little Wandle)	Little Wandle, Letters and Sounds, Phase 2.	Little Wandle, Letters and Sounds, Phase 3.	Little Wandle, Letters and Sounds, Phase 4.
Mathematics: NCETM & White Rose.	<p>Number: Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. Spot smaller numbers 'hiding' inside larger numbers Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. Compare sets of objects by matching Begin to develop the language of 'whole' when talking about objects which have parts</p> <p>Shape, Space & Measure: Shapes: Circles & Triangles. Shapes with 4 sides: Square & Rectangle. Compare size- smaller & bigger/ taller & shorter Compare Mass- Heavier & Lighter. Compare capacity- more & less. Copy and continue simple ABAB patterns.</p>	<p>Number: Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. Begin to identify missing parts for numbers within 5. Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame. Focus on equal and unequal groups when comparing numbers. Understand that two equal groups can be called a 'double' and connect this to finger patterns. Sort odd and even numbers according to their 'shape'. Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. Order numbers and play track games. Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p>Shape, Space & Measure: Compare mass: lighter & heavier, float & sink, balanced. Capacity: full & empty. Compare Capacity: more & less. Explore & compare length: longer & shorter. Explore & compare height: taller & shorter. Time: yesterday, last week, tomorrow, at the weekend, before/after school, first, then. 3D Shapes. Shapes in the environment. Patterns ABC/ ABCD/AABB/ABBA.</p>	<p>Number: Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. Begin to generalise about 'one more than' and 'one less than' numbers within 10. Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.</p> <p>Shape, Space & Measure: Manipulate, compose and decompose shapes. Patterns. Positions- create maps.</p>
Knowledge and Understanding of the World: People, culture and Communities:	Make sense of their own life story and family's history. Talk about members of their immediate family and community.	Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Bonfire Night, Diwali, Hannukah, Christmas around the world. Lunar New Year.	Enjoys joining in with other people but understands people have different likes/dislikes and the link this has with special times and events for them and others among families, communities and traditions.



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(Religious Education links)					Likes/dislikes and memories they've had. Comparison of their memories and others.		
Celebrations:	Harvest	Christmas Diwali Hanukkah	Chinese New Year	Easter	Ascension/Pentecost.		
Religious Education: ODBE 2023	Are all families the same?		Who are Christians and what do they believe?		Does everyone believe in God?		
	What do people celebrate and why?						
Knowledge and Understanding of the World: The Natural World: (Science links)	Recognises their body parts and can begin to explore their senses.	Materials- Light & Dark.	Changes in materials- melting and freezing.	Recognises and names part of a flower.	Materials- Shadows.	Different animal groups- where do they live? How do they survive?	
	Life Cycles- How have they grown since being a baby? And Pumpkins.		Materials- Hard & Soft.	Lifecycles- flowers and caterpillars.			Materials- Floating and sinking.
	Harvest- How are foods grown?			How do we look after the environment and living/growing things?			Recognises and names body parts of animals. How are they the same/different?
Seasonal Focus throughout the year: Explore the natural world around them and properties of materials found/explored. Understanding the effect of changing seasons on the natural world around them							
Knowledge and Understanding of the World: (Geography links)	Maps- Where do I live? My journey to school- retell this. My School- Where is my school? Where are different things in my class/school? Eco- What can we do in our houses and school to help protect the environment?	Maps- Finding and exploring different parts of the world and comparing how Christmas is celebrated differently in comparison to us- with a focus of Australia.	Maps- Journeys the characters have been on in the Traditional Tales. Finding and exploring China- How is it the same/ different to where we live?		Maps- Find places/beaches the children have been to on holiday- how are these countries the same/ different to ours? (include beaches, campervan holidays etc) Maps- What journeys have we been on? Go on a walk around the village- what did we see? Where did we go? Can you redraw this map? Treasure maps.	Maps- Where do the different animals originate from around the world? Eco- What can we do to protect our sea animals?	
	Discuss weather daily & the seasons and how this changes throughout the year- Walks in Winslow village during the different seasons to identify and observe the seasonal changes & to identify key features we have in our local area, Winslow.						



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<p>Knowledge and Understanding of the World:</p> <p>Past and Present:</p> <p>(History links)</p>	<p>Comment on images of familiar situations in the past- Pictures of them when younger/celebrations- How have I, my friends and my family changed? How else will we change as we continue to grow?</p>	<p>Understand the past drawing on their experiences- How have they celebrated Bonfire night/ Christmas in the past?</p>	<p>Spot the difference: Looking at different objects/pictures of technology, toys etc- Which are from the past? What/ how have they changed?</p> <p>*Opportunities for visitors from Grandparents etc.</p>		<p>Comment on images of familiar situations in the past.</p> <p>Understand the past from drawing on their experiences and what has been read in class: Own experiences of journeys and holidays in the past.</p> <p>Spot the difference: Looking at different objects/pictures of vehicles. Which are from the past? What/ how have they changed?</p>	<p>Spot the difference: Looking at pictures of emergency vehicles and, uniform to police and firemen: How is it the same/different? How has it changed? Why do we think this?</p>
<p>Knowledge and Understanding of the World:</p> <p>Technology:</p> <p>(Computing links)</p>	<p>We can understand instructions: Follow a set of instructions and know how to use electronic items such as; scales, microwave.</p>	<p>We are game players: Playing digital games by understanding how to control them to work.</p>	<p>We can email: Sending emails to fictional characters.</p>	<p>We are successful: Capturing learning using tablets and cameras.</p>	<p>We can count: Controlling Beebots by programming them.</p>	<p>We are creative: Creating paintings using software on the tablets or computers.</p>
<p>Expressive Art and Design:</p> <p>(Art links)</p>	<p>Drawing: Marvellous Marks.</p> <p>Mark making with wax crayons (rubbing and patterns; mark making with felt tips (patterns- circles, zig zags etc); mark making with chalk; observational pencil drawings; observational self-portraits (using pencils and mirrors); observational self-portraits with colour.</p> <p>Seasonal Craft: Nature Wreaths.</p>	<p>Painting and Mixed Media: Paint My World.</p> <p>Finger painting; outdoor painting; painting with natural objects; painting with different tools; colour mixing; collages.</p> <p>Seasonal Craft: Salt dough decoration.</p>	<p>Seasonal Craft: Threaded Snowflakes.</p>	<p>Craft and Design: Let's Get Crafty.</p> <p>Cutting skills on different materials; threading techniques for paper and card- brace, slot, tape, fold, flange, tie, stick; fold, cut and curl paper to make colourful caterpillars/worms/sea animals etc; observational drawing and colouring skills of flowers; tissue paper scrunching/collaging.</p> <p>Seasonal Craft: Easter Egg threading.</p>	<p>Seasonal Craft: Petal Mandala Suncatchers.</p>	<p>Sculpture and 3D: Creation Station.</p> <p>Explore clay; create 3D landscape pictures out of natural resources; design and make animal sculptures out of clay.</p> <p>Seasonal Craft: Salt Painting</p>
<p>Expressive Art and Design:</p>	<p>Cooking and Nutrition: Soup.</p>	<p>Structures: Junk Modelling.</p>		<p>Structures: Boats.</p>		<p>Textiles:</p>



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<p>(Design Technology links)</p>	<p>Exploring and tasting different fruits and vegetables; developing cutting skills to cut fruit and vegetables; cooking soup.</p> <p>Seasonal Project: Making a Hibernation Box.</p>	<p>Cutting and scissor skills; exploring materials; designing; exploring different joins (paper clips, split pins, folding, tape, tying a knot, stapler, glue).</p>		<p>Explore materials and determine whether they float or sink; design, make and test the boat.</p> <p>Seasonal Project: Flower threading.</p> <p>Seasonal Project: Make a sandwich for a picnic.</p>		<p>Threading and weaving with different materials; paper weaving; sewing with hessian.</p> <p>Seasonal Project: Make a rainbow salad.</p>
<p>Expressive Art and Design:</p> <p>(Music links)</p> <p>Charanga Music:</p>	<p>Me! Explore: growing, homes, colour, toys, how I look.</p>	<p>Everyone! Explore: Family, friends, people, and music from around the world.</p> <p>Celebration Music. Diwali music; Hannukah music; traditional Christmas music; Christmas action songs.</p>	<p>My Stories! Explore: using your imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p>	<p>Our World! Explore: Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea and space.</p>	<p>Big Bear Funk! Explore: interrelated dimensions of music through singing, improvising and playing instruments.</p>	<p>Reflect, Rewind, Replay. Explore: Contextualising the history of music.</p>
<p>Poetry Basket Poems:</p>	<p>Chop, Chop (4 line poem) A Basket of Apples (6 line poem) Leaves are falling (8 line poem)</p>		<p>Carrot Nose (8 line poem) Pancakes (6 line poem) A Little Seed (6 line poem)</p>		<p>Pitter Patter (6 line poem) Thunderstorm (6 line poem) A Little Shell (8 line poem)</p>	
<p>Nursery Rhymes:</p>	<p>Learn various Nursery Rhymes throughout the academic year- focusing on the ones that children enjoy more so that they can learn to recall, recite and act out with confidence.</p>					