



Foundation Stage - Reception Curriculum Overview - 2023/2024

Topic- Enquiry question-	Autumn 1 - All About Me I wonder what's Special	Autumn 2 - Exploring Materials I wonder what we celebrate	Spring 1 - Winter I wonder how it feels	Spring 2 - Spring I wonder what grows	Summer 1 - Animals I wonder what's out there	Summer 2 - Our Body I wonder how to keep healthy
Communication and Language	<p>Talk about what we did during the holidays.</p> <p>Begin to know the names of staff and other children.</p> <p>Listen to a variety of stories.</p> <p>Listen to poems and rhymes - Talk about what a family is and how our families are different.</p> <p>Know that relatives are people in your family.</p> <p>Talk about our hair, eye, skin colour.</p> <p>Talk about where we were born, where we live and the languages we speak.</p> <p>Talk about our pets and their names.</p>	<p>Share our ideas and listen to the ideas of others.</p> <p>Talk about our likes and dislikes.</p> <p>Use talk in our play to communicate with our friends and to add a storyline.</p> <p>Concentrate for longer periods of time at activities.</p>	<p>Give attention to others as we share what we have been doing in the holidays.</p> <p>Share the stories that we have been learning about including our own versions.</p> <p>Begin to answer questions based on familiar stories.</p> <p>A Snowflake: A Winter Story for T4W https://www.youtube.com/watch?v=c4J3kZg</p>	<p>Share news from our half term holidays and listen carefully to each other.</p> <p>Express ourselves by performing songs and poems during our Mother's Day performance and Easter bonnet parade.</p> <p>Listen carefully to instructions whilst taking part in Science and DT activities.</p> <p>Ask and respond to questions such as 'How does that work, and why?' during Science and DT fortnight.</p>	<p>To be able to talk in full sentences about their pets at home and animals that they may have seen in other places.</p> <p>To be able to tell and retell stories that are our own and stories that are known to us.</p> <p>To be able to confidently talk about what they have learnt, both now and in the past.</p> <p>To be able to talk about our own thoughts and feelings by beginning to answer questions such as 'Would you rather...'</p>	<p>Talk about the differences between fiction and non-fiction books.</p> <p>Discuss what is a healthy diet.</p> <p>Use correct etiquette when someone is speaking in a group.</p> <p>To continue to use new vocabulary throughout the day and in a range of contexts.</p>
Personal, Social and Emotional Development	<p>New Beginnings.</p> <p>See themselves as a valuable individual.</p> <p>Being me in my world.</p> <p>Class Rule Rules and Routines.</p> <p>Supporting children to build relationships.</p> <p>Healthy teeth support and visits from the dentist.</p>	<p>Getting on and falling out.</p> <p>How to deal with emotions</p> <p>Self - Confidence</p> <p>Build constructive and respectful relationships.</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Being confident to try new activities and also asking for help if they need it.</p> <p>Becoming independent in completing challenges set within the classroom.</p> <p>Becoming aware of how their actions can affect others.</p>	<p>Work together cooperatively during activities and games.</p> <p>Confidently talk to others and complete activities.</p> <p>Manage our behaviour and work together to follow the rules of our classroom.</p>	<p>Become increasingly independent in managing tasks, labelling work, finding personal items (hats), changing self- sock and shoes when in the large sand pits.</p> <p>Working as a team- playing board games such as pop up pirate, incy wincy spider, dominos, taking turn and accepting wins / losses</p> <p>Developing empathy for others and having a positive effect on changing others emotions, sharing toys, invitations to play, helping to find items</p> <p>Continued use of the worry monster in nursery to talk about emotions</p>	<p>Emotions, what makes me happy? (etc)</p> <p>Transition ensures children have an awareness of their emotions and that they can talk to adults if they are feeling worried about anything.</p> <p>Discussion around positive changes</p> <p>Sun safety- slip, slop slap and wrap campagne- https://www.youtube.com/watch?v=00ZkS5pL7Q8</p> <p>Understanding their own basic hygiene and personal needs including oral health and a visit from the dentist</p> <p>Keeping myself safe - road safety, stranger danger</p>
Physical Development	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil/paintbrush beyond whole hand grasp.</p> <p>Pencil Grip.</p>	<p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured</p>	<p>Fine Motor: Use tools and equipment safely e.g. when cutting snowflake patterns and when doing up our own coats.</p> <p>Continue to take part in 'Dough Disco' and 'Funky Fingers' activities to help strengthen our pencil grip.</p>	<p>Fine Motor: Use tools and equipment safely.</p> <p>Continue to take part in 'Dough Disco' to help strengthen our pencil grip?</p> <p>Gross Motor: Develop control over movements.</p> <p>Move like caterpillars and</p>	<p>Fine Motor: Use scissors to make animals masks</p> <p>Use pencils correctly to draw and write about animals in stories and at home.</p> <p>Continue to develop the strength for writing through a range of weekly fine motor activities</p>	<p>Fine Motor: Hold a pencil effectively for writing</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery.</p> <p>Continue to show accuracy and care when drawing</p>

	<p>Gross Motor: Ball skills- throwing and catching. Climbing – outdoor equipment Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Trikes, two-wheeled balance bikes and scooters. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting.</p>	<p>activities: further guide them in what to draw, write or copy. Teach and model correct letter formation. Improve strength in our hands by doing 'Dough Disco'. Gross Motor: Learn new dances. Negotiate space successfully.</p>	<p>Gross Motor: Develop control over movements. Become aware of how exercise affects our bodies. SKILLS FOCUS - cutting with scissors, zipping up coats, cutting with a knife and fork, picking things up with chopsticks, threading</p>	<p>butterflies. Become aware of how exercise affects our bodies?</p>	<p>Gross Motor: Negotiate space safely Shows strength, balance and coordination when playing Move energetically including running, jumping, dancing, hopping, skipping and climbing PE - Athletics</p>	<p>Gross Motor: Dance/different ways of moving Sports Day PE - Athletics Growth mindset - mindfulness yoga, guided meditation for kids</p>
Literacy	<p>Comprehension: Joining in with rhymes and showing an interest in stories with repeated refrains. Recognising print in the environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary. Word Reading: Phonics Sounds: Children will complete RWI making a strong start in Reception and then will work in ability groups and progress through the RWI scheme Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Writing: Name writing activities. Children will take part in strengthening activities such as dough disco ready for writing To learn to write the graphemes</p>	<p>Comprehension: Christmas letters/lists. Retelling stories using images /apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letters– sound correspondences. Enjoys an increasing range of books. Word Reading: Phonic Sounds: Children will work in ability groups and progress through the RWI scheme Learn to read and write the high frequency words Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting graphemes in words. Show children how to use 'phonics fingers' to segment simple words in order to read and write them. Writing: To begin to sound out and blend simple words for writing using the graphemes learnt. Provide daily significant writing opportunities. Create story maps based on The Foggy, Foggy Forest. Create individual stories using a</p>	<p>Comprehension: A Snowflake: A Winter Story https://www.youtube.com/watch?v=c4J3kZg for T4W Re-tell familiar stories using their own language. Begin to record their own stories. Think about 'what might happen next' at the end of a story Word Reading: Phonic Sounds: Children will work in ability groups and progress through the RWI scheme Begin to read cv and cvc words using the graphemes we have learnt. Writing: Continue to form letters with a focus on using the correct formation Use phonics fingers to sound out words in order to write them. Begin to write cv and cvc words using the graphemes we have learnt. Write some simple tricky words</p>	<p>Comprehension: Explore the story 'The Very Hungry Caterpillar' by Eric Carle Use key vocabulary both from familiar stories and the knowledge organiser in context To be able to talk about what they have read when using phonically decodable books Word Reading: Phonic Sounds: Children will work in ability groups and progress through the RWI scheme Write graphemes, digraphs and trigraphs we have learnt, and use them in words. Writing: Begin to write simple sentences using a variety of stimuli e.g. pictures, story dice, story characters with speech bubbles</p>	<p>Comprehension: Explore the story 'Dear Zoo' by Rod Campbell Use key vocabulary both from familiar stories and the knowledge organiser in context To be able to talk about what they have read when using phonically decodable books Word Reading: Recap phonic Sounds: Children will work in ability groups and progress through the RWI scheme To be able to identify which letters are vowels. To be able to recognise the letter when it is written as a capital. Begin to read sentences to include words that need decoding and some tricky words. Writing: Begin to write sentences to include words that need decoding and some tricky words. To be able to take part in a range of writing activities related to Dear Zoo including sentence writing, labelling and making lists.</p>	<p>Comprehension: To be able to understand what has been read to them by retelling stories using their own words and recently introduced vocabulary. To be able to anticipate key events in stories To use and understand recently introduced vocabulary. Word Reading: Reading: Children will work in ability groups and progress through the RWI scheme To begin to learn strategies for reading polysyllabic words. To be able to say a sound for each letter in the alphabet and at least 10 digraphs To be able to read words consistent with their phonic knowledge by sound blending To read aloud simple sentences and books that are consistent with their phonic knowledge, including some tricky words. Writing:</p>

	forming letters correctly Create story maps based on Little Rabbit Foo Foo. Create individual stories using a story map. Provide mark making stimulus in role-play areas that are easily accessible at all times. Weekly guided writing with a focus on name writing and the graphemes recently learnt.	story map. Provide mark making stimulus in role-play areas that are easily accessible at all times. Weekly guided writing with a focus on name writing and the graphemes recently learnt and vc and cvc words where appropriate.				
Mathematics	Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets Subitising Ordering objects and sets / introduce manipulatives Number recognition 2D Shapes Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting Recognise numbers in the environment A number a week Calendar and time Days of the week, seasons Sequence daily events	Numbers within 5 Count up to six objects One more or one fewer Order numbers 1 – 5 Conservation of numbers within five Addition and subtraction within 5 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe and sort 2d shapes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events	Early Mathematical Experiences Comparing numbers to 5 Composition of numbers 3 -8 Comparing Mass Capacity Length and height Pattern and early number Making pairs Combining two groups	Early Mathematical Experiences Composition of numbers 9-10 Comparing numbers to 10 Bonds to 10 3D shape Pattern and early number Making more complex patterns	Early Mathematical Experiences Building numbers beyond 10 Adding more and taking away Pattern and early number Counting patterns beyond 10 Spatial reasoning	Early Mathematical Experiences Doubling Sharing and grouping Even and odd Pattern and early number Spatial reasoning
Understanding the World	RE:Theme: Special People Key Question: What makes people special? Religions:Christianity, Judaism UW: Talk about where we live. Draw pictures of our family, naming them. Know that there are things that are the same and things that are different about our homes and our families. Great grandparents, compare and contrast toys / technology from when they are children to now. Find friends that enjoy the same things as us. Find out about the jobs our families and the people in our community do. Festivals: Harvest Festival,	RE: Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation UW: Discover what makes us the same and what makes us different from our friends. Explore a variety of celebrations. Use a variety of technology in class e.g. iPod, iPad, search engines. Explore a variety of materials to see if they will float or sink. Talk about Guy Fawkes and his role in Bonfire night Festivals: Diwali, Christmas	RE:Theme:Celebrations Key Question: How do people celebrate? Religions: Hinduism UW: Talk about what we have been doing in the holidays, and compare this to what our friends have been doing. Explore Winter and look at the effect Winter has on the environment. Look at how Winter changes our behaviour. Look at how Winter changes animal's behaviour. Use the Internet and books to research Polar animals. Use the iPads to complete simple computer programs. Festivals: Chinese New Year, Holi	RE: Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation UW: Investigate and talk about new environments to us, what makes them the same & different. Sharing the knowledge we already have about the world around us then using technology to support us is finding out more. Explore the natural world around us and think about what we can do to support it. Look at the changing season and how it affects us, plants & animals. Talk about and celebrate the people that are important to us and our families.	RE: Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism UW: Look at and compare animals that are native to the UK and those from around the world Use globes to look at where different parts of the world are in relation to us (UK) Use maps to look at the world and where different animals and people come from	RE:Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism UW:Transitions, lookin at the wider school community and how we move through this Look at images from beach holidays from the past, talk about similarities and differences Compare coastal destination from around the world Compare where we live to the coastal town which we visit Occupations - farmers, etc. Road GB safety

	Dussehra / Vijaya Dashami (Hindu festival)		(Hindu festival)	Festivals: Shrove Tuesday, Easter		
Expressive Arts and Design	<p>Join in with songs both familiar and new.</p> <p>Join in with role-play in familiar settings such as home corner, child's bedroom, occupations that interest them.</p> <p>Look closely at ourselves and paint self-portraits.</p> <p>Paint a picture of our class mascot.</p> <p>Explore a range of art resources, learning how to use them effectively and safely.</p> <p>Share our favourite stories and rhymes.</p>	<p>Find out about Bonfire night and make firework art.</p> <p>Make a clay hedgehog and hibernation home.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Diva lamps, Rangoli patterns.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems.</p> <p>Create party hats and decorations to help with our celebrations.</p> <p>Role-play of The Nativity</p> <p>Explore colour mixing with media such as paint.</p> <p>Learn new songs and perform to an audience.</p> <p>Think carefully about how we draw and take turns in paired drawing.</p> <p>Explore how to mix materials to create different textures, such as adding sand to paint.</p>	<p>Find out about 'Winter' and its effects on materials.</p> <p>Use different techniques to create wintery pictures; e.g. wax resistance and sugar painting, colouring mixing.</p> <p>Explore different textures by using our sense of touch.</p> <p>Make penguins by joining different materials together.</p> <p>Carry out detailed drawings e.g. a snowflake, an igloo</p>	<p>Represent our own ideas through creating stories.</p> <p>Make Mother's Day and Easter cards and gifts.</p> <p>Make an Easter bonnet.</p> <p>Use a range of tools and techniques to create caterpillars and butterflies.</p> <p>Design and create a mini garden.</p> <p>Become performers by practising a range of songs to sing at our Mother's Day performance and Easter bonnet parade.</p>	<p>Tingatinga art- looking at and responding to different art styles. Recreating art styles in our own ways</p> <p>Creating props to support story retelling, puppets, masks, props.</p> <p>Give more detail to pictures e.g. emotions and settings</p> <p>Maypole dancing- exploring the tradition of may pole dancing and recreating this.</p>	<p>Explore using our healthy bodies to move in a range of different ways</p> <p>Plan end of year party, invitations and decorations, party hats</p> <p>Ring and circle games</p> <p>Drama games including hot seating.</p>
Enrichment	<p>Scarecrow competition</p> <p>Welly walk</p> <p>Cooking / Tasting</p>	<p>Christmas market?</p> <p>Elf on the shelf throughout Dec</p> <p>Cooking / Tasting</p>	<p>Welly walk</p> <p>Bedtime story cafe Date TBC</p> <p>Cooking/ Tasting</p>	<p>Science and DT Day</p> <p>Mother's day celebration- 8th Mar</p> <p>Cooking / Tasting</p>	<p>Minibeats roadshow?</p> <p>Cooking / Tasting</p>	<p>Beach Trip</p> <p>Dentist visit</p> <p>Sports day</p> <p>Father's Day picnic 14th June</p> <p>Cooking / Tasting</p>
Important dates	<p>Transition into Reception</p> <p>National Poetry day (5th Oct)</p>	<p>World Nursery Rhyme Week (13th-13th Nov)</p> <p>CIN (18th Nov)</p> <p>Christmas performance Date TBC</p>	<p>Children's mental health week (5th-11th Feb)</p> <p>Bedtime story cafe Date TBC?</p>	<p>World Book day (7th Mar)</p> <p>RND (17th March)</p> <p>British Science week (8th-17th March)</p> <p>Mother's Day (10th Mar)</p> <p>World Poetry day (21st Mar)</p>	<p>Eid- (16th/17th Mar)</p> <p>St George's day 23rd April</p>	<p>Father' Day (16th June)</p> <p>Party day Date TBC</p>