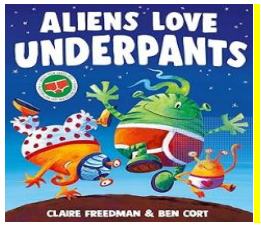
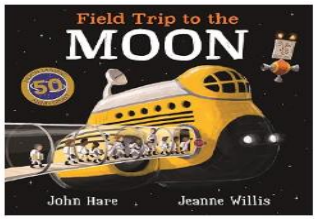
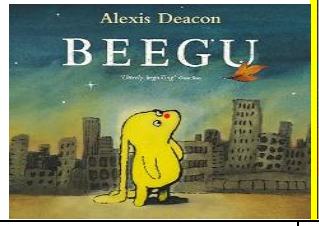
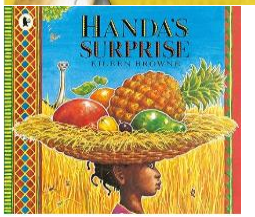
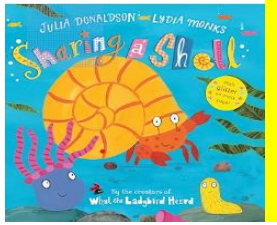
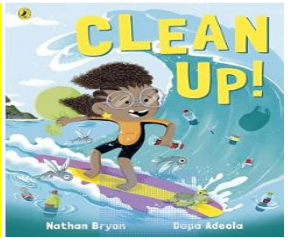
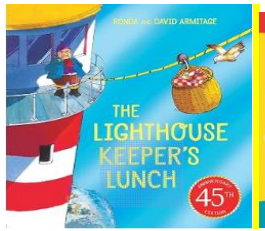
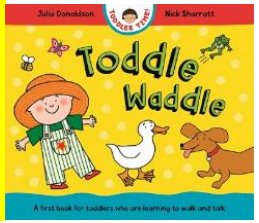
Haslingfield Endowed Primary School - Reception EYFS Curriculum Overview

	Autumn		Spring		Summer	
	Alien Adventure		**Let's Go Exploring!**		**Oh we do like to be beside the seaside**	
Trips/visitors/ experiences	Sparkle Day Visiting planetarium Local walk Black History week Pumpkin assembly	Children in Need Odd Socks Day Whole School Maths Day Nativity Performance Christmas Service at Church Christmas shopping morning Pantomime - Aladdin	Sparkle Day Science Day Art Day Children's Mental Health Week Internet Safety Day	Woburn Safari Park trip Easter Service at Church Book Week World Book Day Easter Egg Hunt	Sparkle Day Skipping Week Walk around the village	Hunstanton trip Swimming Sports Day Enterprise Day
Key Events and Parental involvement	-Baseline -Meet the teacher -Phonics Workshop -Harvest Festival -Tapestry -Wow stars -Reading Practice - Books -Forest school – in school	-Curriculum Evening -behaviour and adaptions -Parents evenings -Open classroom for parent/families -Christmas lunch -Santa Dash - Christmas jumper day -Remembrance -Opportunity to volunteer at Forest School	-Opportunity to volunteer at Forest School -Tapestry -Wow stars -Reading Practice Books -Forest school – offsite	-Mid-year reports to go home -Parent survey -Open classroom for parent/families -Easter Service -Opportunity to volunteer at Forest School -Tapestry -Wow stars -Reading Practice Books	-Cherry Tree Class assembly -Opportunity to volunteer at Forest School – offsite -Tapestry -Wow stars -Reading Practice Books -Forest school – offsite	-Parents evenings -Parent Survey -EYFSP Data -Sports Day -Thank you, assembly, for volunteers -End of term service at church -Opportunity to volunteer at Forest School - offsite -Tapestry -Wow Stars

		-Forest school – offsite -Tapestry -Wow stars -Reading Practice Books		-Forest school – offsite		-Reading Practice Books
Personal Social and Emotional Development **(Cycle B)**	Belonging and beginning MMR1 BBF	Family and friends MMR2 FFF My emotions MMR3 MEF	Me and my world Cit2MWF	My body and Growing up HSL1 BGF	Keeping safe HSL2 KSF	Healthy lifestyles HSL3 HLF SRE Day
	myHappymind – Meet Your Brain	myHappymind - Celebrate	myHappymind – Appreciate	myHappymind – Relate	myHappymind - Engage	X
Communication and Language	Settling, listening and Building Confidence **Focus:** Developing secure listening skills, understanding routines and beginning to communicate confidently. • Follow the school's listening and speaking expectations. • Listen attentively to adults and peers. • Understand and follow classroom routines and simple instructions. • Learn and use new vocabulary through daily interactions and play.		Explaining, Describing and Reasoning **Focus:** Extending vocabulary, developing sentence structure and deepening understanding through talk. • Continue to listen attentively and respond appropriately. • Use an increasing range of vocabulary from across the curriculum. • Speak in longer, more detailed sentences. • Retell familiar stories, events and experiences. • Ask and answer questions.		Discussion and Collaboration Confident Communicators **Focus:** Using language effectively to share ideas, collaborate and present thinking. • Participate confidently in group discussions. • Listen and respond thoughtfully to others' ideas. • Build on and extend conversations. • Use subject-specific vocabulary across the curriculum. • Retell stories with detail and sequence.

	• Talk about themselves, their family and experiences. • Share what is important to them. • Recognise and talk about their feelings and emotions. • Join in with stories, rhymes and repeated phrases. • Begin to talk about story events and characters. • Use simple sentence stems in Maths and across the curriculum. • Develop vocabulary through Phonics, Reading and Topic lessons. • Begin to speak in longer phrases and simple sentences. • Take turns in conversations and paired discussions.		• Describe people, places, objects and experiences. • Explain their ideas and thinking. • Extend vocabulary through explicit teaching and rich texts. • Listen to understand and respond to information. • Sequence events in stories and real-life experiences. • Make predictions. • Give reasons for their opinions, choices and ideas. • Use talk to support problem-solving and thinking. • Build confidence in partner and small-group discussions.		• Explain learning, discoveries and achievements. • Present ideas to small groups and the class. • Justify opinions and choices using clear reasoning. • Collaborate with others to solve problems and complete tasks. • Reflect on experiences and evaluate their learning. • Adapt language for different purposes and audiences. • Use a broad and secure vocabulary when speaking.	
Physical development - Gross Motor **(Complete PE Units)**	• Gymnastics – moving • Yoga	• Dance – dinosaurs • Games for Understanding	• Gymnastics: Body Parts • Ball skills: Feet	• Dance: Heroes • Health and Wellbeing	• Ball Skills: Hands 1 • Team Building	• Swimming • Locomotion: Jumping
Physical development – Fine Motor	Little Wandle Handwriting Unit 1: Practising patterns	Little Wandle Handwriting Unit 2: Curly letter family Unit 3: Long letter family	Little Wandle Handwriting Unit 6: Capital letters	Little Wandle Handwriting Unit 6: Capital letters	Little Wandle Handwriting Unit 7: Diagraphs and trigraphs	Little Wandle Handwriting Unit 7: Diagraphs and trigraphs

		Unit 4: Bouncy letter family Unit 5: Zig-zag letter family				
	Scissor skills	Scissor skills	Scissor skills	Scissor skills	Scissor skills	Scissor skills
	Dough Disco X3 Weekly	Dough Disco X3 Weekly	Dough Disco X3 Weekly	Dough Disco X3 Weekly	Dough Disco X3 Weekly	Dough Disco X3 Weekly
	x	x	x	Number formation	Number formation	Number formation
Phonics	Little Wandle Autumn 1	Little Wandle Autumn 2	Little Wandle Spring 1	Little Wandle Spring 2	Little Wandle Summer 1	Little Wandle Summer 2
English- Word Reading	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly	Reading Practice Sessions X3 Weekly
English – Writing	-Mark making focus -Begin to recognise their name -Tracing their names -Use discussion to explain their ideas - Writing initial sounds -Give meaning to marks they make -Whole class story maps -Oral storytelling with actions -Sequencing 2-3 key events	-Early writing focus -Develop phonological awareness. -Hear and identify initial sounds. -Form some recognisable letters. -Understand that writing conveys meaning. -Retell familiar stories. -CVC words -Sequencing beginning, middle and end	-Writing words and captions -Apply Phase 2 and 3 phonics. -Write CVC words. -Use sound-letter correspondences. -Begin writing simple captions. -Continue developing vocabulary. -Label pictures and models. -Create simple story maps. -Retell stories using story maps	-Writing Simple Sentences. -Sentence composition -Orally rehearse sentences before writing. -Write simple sentences using phonics knowledge. -Use finger spaces. -Begin using capital letters and full stops. -Re-read writing to check meaning.	-Writing for different purposes -Develop writing stamina -Use known phonics confidently; -Begin writing sequences of sentences -Create own story maps -Plan stories independently -Dictated sentences	-Independent writers. -Apply phonics automatically. -Compose simple narratives. -Write information texts. -Communicate ideas independently. -To write simple phrases and sentences that can be read by others. -Spell words using phonically plausible strategies

		-Use repeated story language				-Dictated sentences
	Core texts:     		**Core texts:**    **- Non-fiction texts linked to Africa, Arctic and Antarctica.**		**Core texts:**     	
Maths (White Rose)	• Getting to Know You • Match Sort and Compare • Talk about Measure and Patterns • It's me 1 2 3 (wk 1)	• It's me 1 2 3 (wk 2) • Circles and Triangles • 1,2,3,4,5 • Shapes with 4 sides	• Alive in 5 • Mass and Capacity • Growing 6,7,8	• Length, height and time • Building 9 and 10 • Explore 3D Shapes	• To 20 and Beyond • How many now? • Manipulate, compose and decompose	• Sharing and grouping • Visualise, build and maths • Make connections
Understanding the World	• Me and My Small World • What's in my Basket	• Let's go outside • What's Changed? • Night and Day	• Changes in Winter • Let it flow	• Watch it grow • Animal detectives	• From city to sea • Look all around • Test it out!	• Happy and healthy • Our wonderful world

(Science – White Rose)	• Senses		• From desert to jungle	• Pushes and pulls		• We're going on an animal hunt
Understanding the World	**All About Me:** -Homes around the world -We are all unique - colour monster/feelings -To understand how we grow and change. **Harvest:** -Planting seeds **Autumn** – seasons	**Celebrations:** **Fireworks and Bonfire night:** -Safety -Why is the date important? **Diwali:** -Who celebrates it and how families celebrate using light, decorations, food and special traditions. **Remembrance:** **-**Looking at the world (globes/maps) -Why is the date important? -Poppies **Birthdays:** -Why is the date important?	**Lunar New Year**: -Who celebrates it and how families celebrate through traditions, food, decorations and good luck wishes. **People who help us:** • Doctor • Nurse • Teacher • Police officer • Firefighter • Paramedic • Postal worker • Dentist -How do they help us? -How do they look around the world? -Dentist – looking after our teeth (self-care)	**Easter:** -What Easter is and how people celebrate it through traditions, symbols and family celebrations. **Spring** -seasons -Planting seeds	**Our local area and our country:** -To look at their local area, explore London as the capital city of England, and compare life in another country with their own. **Transport:** -To look and compare new and old different types of transport and how they help people travel from place to place. -Transport of the future. -The best mode of transport for exploring.	**Animals:** -Dinosaurs -Sorting animals -Drawing animals - Animals and their young -To understand that animals live in different habitats around the world. -Different types of animals. -What a habitat is? -Animals from hot and cold places. -How animals are suited to their habitats. -Similarities and differences between animals. -Life cycles **Environments:** -Compare environments beach, mountain and city.

		-How do different people celebrate? **Christmas:** -Why do people celebrate? -How do different countries celebrate Christmas? -Christmas traditions -The Christmas Story **Winter** - seasons				-Look at how they have changed over time. **Summer** -seasons
	Topic – The Moon Landings (History)	Topic - To understand that Earth is part of a wider world and that different places have different features. (Geography)	Topic – How has exploring Africa and Antarctica changed over time? (History)	Topic – To understand that places around the world have different climates, animals and landscapes. (Geography)	Topic - History of the Seaside (History)	Topic – What is it like to visit the seaside? (Geography)
Religion and Worldviews **(Kapow)**	Respectful Religion and World Views: What do I believe? (Unit 1) How did the World begin? (Unit 2)	What do some people believe God looks like? (Unit 3)	What is God's job? (Unit 4)	Why should we care for the World? (Unit 5)	How do we know that new babies are special? (Unit 6)	Why should we care for others? (Unit 7)

Expressive arts and design **(Kapow)**	Drawing Marvellous Marks (Art)	Mechanisms making a moving storybook (Design and Technology)	Painting and Mixed media; Paint My World (Art)	Structures Junk Modelling (Design and Technology)	Sculpture and 3D: Creation Station (Art)	Textiles: Bookmarks (Design and Technology)
Expressive arts and design **(Music – Kapow)**	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big Band