



## Castleway EYFS Reception Curriculum Overview 23-24

### RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>TOPIC</b>	<p>All about me I wonder what makes me special?</p> <p>Body parts. What is a community, Where do I live? comparing growth stages. Similarities and differences between us.</p>	<p>Traditional Tales I wonder what is a story?</p> <p>Traditional tales, retelling stories, Halloween, bonfire night, Diwali, Christmas, Autumn to winter.</p>	<p>People who help us I wonder who can help us?</p> <p>What is a superhero? Characteristics of superheroes, everyday superheroes. Local superheroes,</p>	<p>Journeys I wonder how things move?</p> <p>Modes of transport, comparing places, travelling the world, journeys, travelling inventions.</p>	<p>Animals around the world I wonder where different animals live?</p> <p>Seasons, life cycles, hot places &amp; cold places, around the world, animals,</p>	<p>Seaside I wonder what we can find in the sea and at the seaside?</p> <p>Sealife, comparing seashores in the past, our local seaside, protecting the seaside</p>
<b>ENRICHMENT ACTIVITIES</b>	<p>Black history month</p> <p>Local area walk</p>	<p>Halloween Bonfire Night Diwali Remembrance day Anti-bullying week, Nursery Rhyme week Road Safety Week Children in Need Hannukah Christmas</p>	<p>National Storytelling week children's mental health week Lunar New Year, Pancake day/shrove Tuesday Holi Mother's day Easter Visitors - Nurse, police officer, forces Local Ferry trip</p>	<p>Safer internet day Valentines day St Davids Day World book Day Ramadan</p>	<p>Mental health awareness week Eurovision song contest, National Sport week Eid Healthy eating week Father's day</p>	
<b>TRIPS</b>					<p>Visit to seaside</p>	
<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	<p>Begin to express feelings appropriately Identify their own needs Express their feelings and consider the feelings of others. Begin to build relationships Begin to see themselves as an individual To know that they belong to different groups e.g. family, school, friendship groups, sports. Supported by adults to understand the perspective of others. Identify and being to moderate emotions Begin to manage their own basic hygiene and personal needs, including washing hands, dressing, going to the toilet and understanding the importance of healthy food choices.</p>		<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs supported to understand why this is important Work towards given goals Begin developing the skill to listen and do To know some vocabulary to help resolve conflicts, e.g. sorry, that made me feel To explain the feelings of others.</p>		<p>Show confidence, 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. 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, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	
<b>JIGSAW</b>						
<b>PHYSICAL DEVELOPMENT</b>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, tweezers, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					



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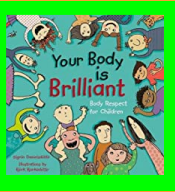
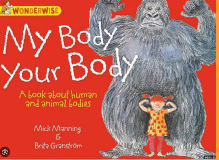
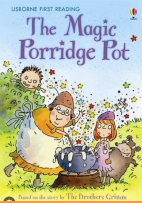






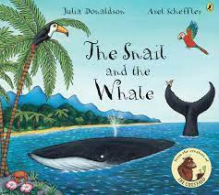
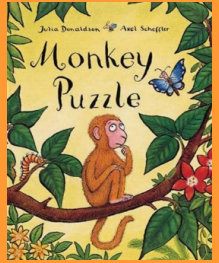

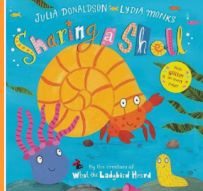
<p><b>PHYSICAL DEVELOPMENT</b></p> <p><b>FINE MOTOR</b></p> <p><b>GROSS MOTOR</b></p>	<p>In Autumn term we focus on the further development of gross motor skills giving the children opportunities such as large scale brushing outside, large scale painting and climbing.</p> <p>Develop confidence in using one handed tools with support.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Revise and refine the fundamental movement skills they have already acquired: walking, jumping, running, hopping, skipping,</p>	<p>Know how to hold a pencil effectively and form most letters correctly</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, climbing.</p> <p>Combine different movements with ease and fluency</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Confidently uses a range of small tools.</p> <p>Develops accuracy and care when drawing.</p> <p>Refine ability to negotiate space and obstacles.</p> <p>Safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p><b>PE</b></p>	<p><b>Locomotion:</b> Walking and Jumping</p>	<p><b>Ball Skills</b> Hands</p>	<p><b>Gymnastics:</b> High, Low, Over, Under</p>	<p><b>Dance</b> Nursery Rhymes</p>	<p><b>Ball Skills</b> Feet</p>	<p><b>Games For</b> Understanding</p>
<p><b>COMMUNICATION &amp; LANGUAGE</b></p> <p><small>WELLCOMM ASSESSMENTS &amp; INTERVENTIONS TO SUPPORT DEVELOPMENT OF C&amp;L</small></p>	<p style="text-align: center;">In order to support Communication and Language we:</p> <p style="text-align: center;">Allow for the children to engage in numerous high quality conversations with their peers and with adults each day</p> <p style="text-align: center;">Provide a language rich environment</p> <p style="text-align: center;">Build language effectively through noticing, commenting and echoing back to children on what they are interested in</p> <p style="text-align: center;">Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems and then provide them with opportunities to use and embed new words</p> <p style="text-align: center;">Promote storytelling and role play where children share their ideas with support and modelling from their teacher, children therefore become confident to use a range of vocab and language structures.</p>					
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p><b>SHREC APPROACH</b></p>	<p>Understand how to listen carefully and why listening is important. Engage in story times. Confidently start a conversation with a friend or adult in a variety of ways.</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Use language to share opinions and ideas. Develop social phrases Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen. Use new vocabulary in a range of contexts.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. To use language to share ideas clearly and with reasoning.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Understand, ask and answer why, how, where, who and what questions in whole class, small group and 1:1 situations.</p>



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<b>RHYMES</b>	10 in the bed Little Jack Horner	Hey diddle diddle Ten green bottles	Bobby shafto A sailor went to sea	London bridge is falling down 1, 2 buckle my shoe	10 currant buns Alouette	BINGO Grand old duke of york
<b>POEMS</b>	Jack be Nimble Little Miss Muffet Hickory Dickory Dock	Creepy Crawly. Busy Bugs Snail, Worm, Spider Ladybird, Ant, Grasshopper The Spider & the Fly Bye Bye Ladybird, Spider's Web What can it be?	When Daddy Fell into the Pond  I Promise I'll be Careful!	The farmyard Two feet Animal voices farmyard	Behold look	Peas Eat your peas louise Please from Don't Put Mustard in the Custard Dinner-Time Rhyme
<b>LITERACY PLODS</b>	<ul style="list-style-type: none"> <li>Write own name</li> <li>Make postcards</li> <li>Make maps</li> <li>Experiment with mark making in a range of media</li> <li>Listen to stories.</li> <li>Make labels.</li> </ul>	<ul style="list-style-type: none"> <li>Story map</li> <li>Labels</li> <li>Retell stories</li> <li>Begin to independently correctly form letters</li> <li>letter writing</li> <li>Write lists</li> </ul>	<ul style="list-style-type: none"> <li>Speech bubbles</li> <li>Read a few common exception words matched to littlewandle.</li> <li>Wanted poster.</li> <li>Predictions</li> </ul>	<ul style="list-style-type: none"> <li>Instructions</li> <li>Develop fluency and understanding and enjoyment of reading.</li> <li>Recognise some upper case letters and begin to form them.</li> </ul>	<ul style="list-style-type: none"> <li>Write letters</li> <li>Make posters</li> <li>Discussions about stories.</li> <li>Descriptions.</li> <li>Participate in debates.</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories</li> <li>Create own stories</li> <li>Write short sentences.</li> <li>Information leaflet.</li> </ul>

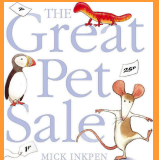
**PHONICS**      SEE PROG PLAN    LITTLE WANDLE

<b>KEY TEXT FOCUS FOR THE HALF TERM</b>	  	  	 	 	 	 
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<p>POETRY FOCUS</p>			<p>Into the Pond!</p> <p>Step Back in Time: A Poetry Anthology collated by The Literacy Company</p> <p>When Daddy Fell into the Pond by Alfred Noyes</p>			
<p>LITERACY 'AGAIN AGAIN BOOKS'</p> <p>DIVERSE &amp; INCLUSIVE TEXTS</p> <p>HIGH QUALITY MATHS TEXTS</p>						

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<p><b>MATHS</b> WHITEROSE SEE MED TERM PLAN FOR DETAIL</p>	<ul style="list-style-type: none"> <li>Match, Sort and compare</li> <li>Number recognition and counting 1-3</li> <li>Measures and patterns</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Number recognition and counting 1-5</li> <li>Shape</li> <li>Subitising</li> <li>1 more</li> <li>1 less</li> </ul>	<ul style="list-style-type: none"> <li>Number composition</li> <li>Mass and capacity</li> <li>Length height and time</li> <li>Shape</li> </ul>		<ul style="list-style-type: none"> <li>Number composition and counting 1-20</li> <li>Shape</li> <li>Sharing and grouping</li> <li>Patterns and position</li> </ul>	
<p>UNDERSTANDING OF THE WORLD (UTW) INCLUDES THE FOUNDATIONAL SKILLS IN SCIENCE, GEOGRAPHY, HISTORY AND RE</p>	<ul style="list-style-type: none"> <li>Compare animals homes</li> <li>Floating and sinking</li> <li>Similarities and differences between themselves and others</li> <li>Seasons</li> <li>Compare living in a city to a village</li> <li>Name people who are familiar to them.</li> <li>Maps</li> </ul>	<ul style="list-style-type: none"> <li>Changes in state.</li> <li>Overflowing pot experiment</li> <li>Baking</li> <li>christmas story</li> </ul>	<ul style="list-style-type: none"> <li>Shadows - night and day</li> </ul>	<ul style="list-style-type: none"> <li>Compare vehicles in the past to now.</li> <li>History of air travel.</li> <li>Experiment with a range of investigation questions e.g. How can you make the car travel faster down the ramp?</li> <li>Traffic survey.</li> </ul>	<ul style="list-style-type: none"> <li>Compare lives in different countries</li> <li>maps</li> <li>globes</li> <li>Explore changing states of matter.</li> <li>Investigate the natural world around them.</li> <li>Discuss similarities and differences between different religions and cultural communities.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate the natural world around them.</li> </ul>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					
<p>SCIENCE: WHAT AN EYES SCIENTIST NEEDS TO UNDERSTAND</p>	<p>That there are changes in the natural world through the seasons; That there are similarities and differences in the natural world. That there are key words/vocabulary associated with science; That the world is made up of different animals and plants; There are important processes and changes that happen; Use a range of scientific equipment to help them develop their lines of enquiry. How science is used to help us.</p>					
<p>GEOGRAPHY: WHAT AN EYES GEOGRAPHER</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p>					




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NEEDS TO UNDERSTAND	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.					
HISTORY: WHAT AN EYFS HISTORIAN NEEDS TO UNDERSTAND	Develop a sense of now and in the past That there are key words/vocabulary associated with the passage of time; That the passage of time changes us all; That the passage of time changes the world around us; We need to change what we do/wear in response to the passage of time; That events/celebrations take place at specific points of the year.					
EAD WORKSHOP IN PROVISION SUPPORTS INDEPENDENT APPLICATION OF SKILLS	<ul style="list-style-type: none"> <li>• Use a range of art media to create big art.</li> <li>• Animal foot patterns</li> <li>• Sing nursery rhymes</li> <li>• Making caves</li> <li>• Decorations for the party</li> <li>• Making parachutes</li> <li>• Roleplay familiar stories.</li> <li>• Bake cakes.</li> <li>• Create a pot</li> <li>• Show emotions in drawings</li> <li>• Explore colour and colour-mixing</li> <li>• Create their own songs</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> <li>• Know what Pointillism is and try the technique.</li> <li>• Explore collage</li> </ul>		<ul style="list-style-type: none"> <li>• Design and create junk model vehicles.</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance.</li> <li>• Singing in a group and on their own..</li> <li>• Develop storylines in pretend play.</li> <li>• Colour mixing with white to create shades of a colour.</li> <li>• Tree of life.</li> <li>• Explore using watercolours</li> <li>• Painting from a stimulus</li> </ul>		<ul style="list-style-type: none"> <li>• Design and create your own small world props.</li> <li>• Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share creations, explaining the process they have used.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Create a jungle scene</li> <li>• Use fine brushes for precision.</li> <li>• Starry Night</li> </ul>	
ARTIST FOCUS	Georges Seurat	Henri Matisse	Gustav Klimt	Georgia O'Keeffe	Henri Rousseau	Vincet Van Gogh
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
MUSIC	Charanga Me! Nursery Rhymes Autumn and All About Me themed songs Number songs	Charanga My Stories Christmas` Songs Songs linked to topic	Charanga Everyone! Music linked to Trad Tales There was a Princess Long Ago Goldilocks went to the house of the bears Music Circle – Peter and the Wolf	Charanga Our World Musical instruments to represent insects Ugly Bug Ball Begin to look at composers, musicians and singers	Charanga Big Bear Funk Songs and dances linked to topic Musical instruments to match different wild animals	Charanga Reflect Rewind and Replay Music dance and role play focus of topic Performing for an audience Talent Show





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<p><b>RELIGIOUS EDUCATION</b></p> <p><b>DISCOVERY RE</b></p>	<p><b>Special People</b> Families Friends Role models Jesus Moses</p>	<p><b>Christmas</b> Giving Saying thank you The Christmas Story The Shepherds Wise Men Christmas – A Christian celebration</p>	<p><b>Celebrations</b> Celebrating New Year Chinese New Year Persian New Year Holi – a Hindhu festival</p>	<p><b>Easter</b> Signs of spring Spring into life Easter – a Christian Celebration</p>	<p><b>Story time</b> The Boy Who Cried Wolf (Aesop fable) The Crocodile and the Priest (A Sikh Story) Bilal and the Beautiful Butterfly (A Muslim Story) The Gold Giving Serpent Best Friends: A story from Asia The Lost Coin – A Christian Parable</p>	<p><b>Special Places</b> Homes around the world Our world Churches Mosques Synagogues</p>
<p><b>BRITISH VALUES</b></p> 	<p><b>Democracy: making decisions together:</b></p> <ul style="list-style-type: none"> <li>✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</li> <li>✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued.</li> </ul> <p><b>Rule of law: understanding rules matter</b></p> <ul style="list-style-type: none"> <li>✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.</li> <li>✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up</li> </ul> <p><b>Individual liberty: freedom for all</b></p> <ul style="list-style-type: none"> <li>✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks.</li> <li>✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions.</li> </ul> <p><b>Mutual respect and tolerance: treat others as you want to be treated</b></p> <ul style="list-style-type: none"> <li>✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.</li> <li>✓ To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences</li> <li>✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting others opinions</li> </ul> <p>Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					
<p><b>PARENTAL INVOLVEMENT</b></p>	<p>Stay and Play (weekly sessions)</p>	<p>Nativity Stay and Play (weekly sessions)</p>	<p>Stay and Play (weekly sessions)</p>	<p>Stay and Play (weekly sessions)</p>	<p>Sports Day Stay and Play (weekly sessions)</p>	<p>Summer Fayre Transition – welcome meetings, home visits and nursery visits, stay and play  Pride Picnic</p>



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						Stay and Play (weekly sessions)
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