

EYFS Reception Curriculum Overview

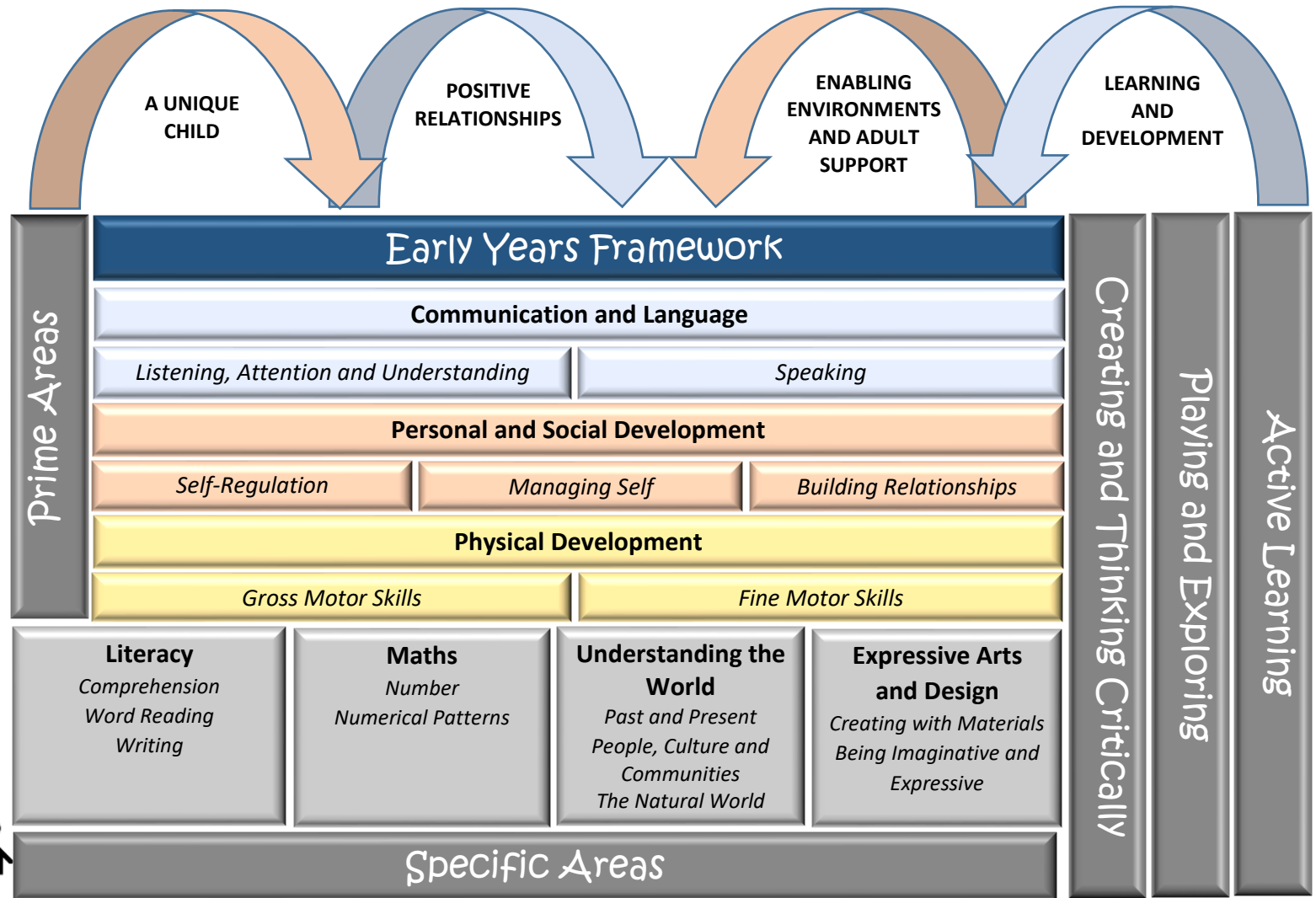
'The goal of early childhood education should be to activate the child's own natural desire to learn'

Maria Montessori







Every child deserves the best possible start in life and support that will enable them to fulfil their potential. At St Aloysius, our Early Years team are passionate about inspiring children from the very start of their journey with us. We offer a wide range of exciting opportunities and experiences through the delivery of a rich curriculum which encompasses the best of both the indoor and outdoor space. Our aim is to ignite and nurture a love for learning; providing children with the core characteristics required to become active learners and independent, confident, hardworking and creative individuals.

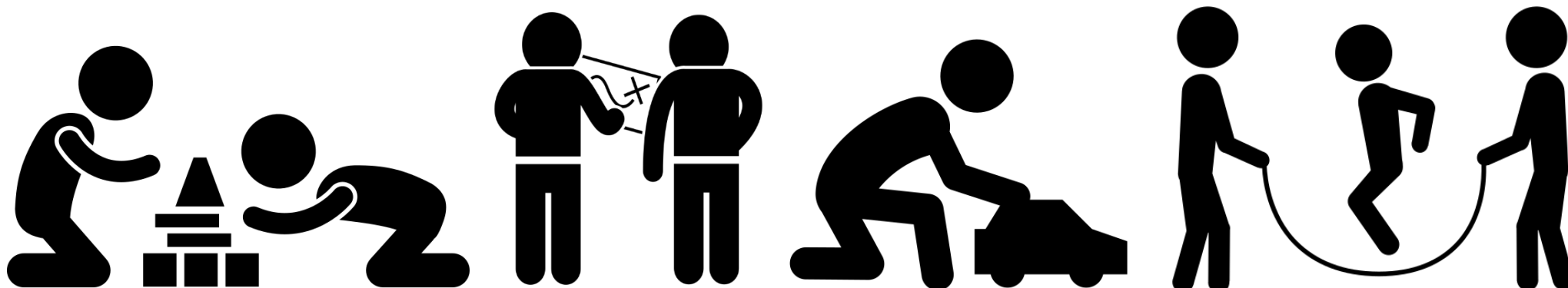














At St Aloysius, we understand that children learn best when they are **absorbed, interested** and **active**. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that engage and involve children for sustained periods of time. We believe that Early Years education should be as practical as possible and our bespoke curriculum has been carefully tailored to provide children with memorable learning experiences that will set firm foundations for their futures.















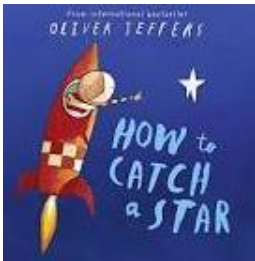


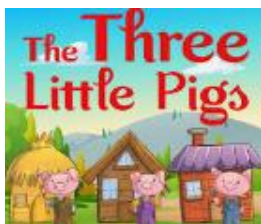
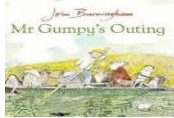

Reception Curriculum Overview







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Over Arching Themes	<i>Magnificent Me</i> 	<i>Home Sweet Home</i> 	<i>People Who help us</i> 	<i>A Bug's Life</i> 	<i>Up, Up and Away</i> 	<i>At the Seaside</i> 
Over Arching Principles	<p align="center"><u>Characteristics of Effective Learning</u></p> <p>Playing and Exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active Learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <hr/> <p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling Environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p>					

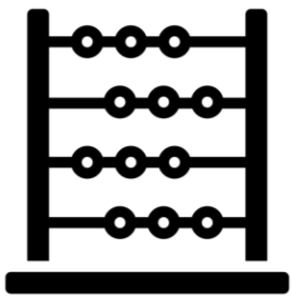























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Ideas/Lines of enquiry						
<i>Magnificent Me</i> <i>Autumn 1</i> 	The unit will begin by sharing a range of photos of the class teacher across time. The children will put these pictures in chronological order. They will bring in a baby photo of themselves and talk about what they used to look like. The children will paint a self-portrait of themselves at present. We will all share photos of our family and will ask questions about each other's families. We will think about things that we celebrate in our families and how our birthdays are different each year. We will compare our birthdays with our parents/carers/grandparents. The children will explore photographs in different colours. We will identify different families. The children will finalise the unit by creating a family portrait.					
<i>Home Sweet Home</i> <i>Autumn 2</i> 	During this unit of work, children will be introduced to a map of St Aloysius. We will identify the infant and junior school sites. The children will explore their classroom environment and compare it with a junior school classroom environment. Using our immediate school environment, we will explore the Secret Garden. The children will draw a map of the Secret Garden, highlighting the key features. We will look at our local area identifying the street name of the school and where we live. Children will describe where they live and tell us their address. We will compare different styles of housing. Children will explore shape and colour whilst will painting their house.					
<i>People Who help us</i> <i>Spring 1</i> 	During this unit of work, children will re-cap different people/jobs in our community. They will focus upon emergency services. They will learn that if they ever need these service's help, they can ring 999. We will compare the clothes and transport of the emergency services in the past to the present day. The children will talk about the technology that the emergency services use like walkie talkies, x-rays etc. The children will create their own lifeboats using junk modelling. They will be introduced to Grace Darling. They will learn of the challenges she faced when she was helping the soldiers in her hospital. We will sort pictures of hospitals/medical equipment from the past and present.					
<i>A Bug's Life</i> <i>Spring 2</i> 	The children will firstly establish what minibeasts are and will hunt for them in our Secret Garden. They will discuss the different types of minibeasts and how they all have similarities and differences. The children will sort different types of minibeasts based upon their features. They will talk about where the minibeasts in the garden were found and will use their senses to describe the different environments where they live. Following on from this, they will identify a range of plants and vegetation. We will focus upon leaves on different plants and flowers. We will learn about the lifecycle of a butterfly. The children will complete a quiz which involves choosing suitable environments for minibeasts to live.					
<i>Up, Up and Away</i> <i>Summer 1</i> 	During this unit of work, children will recap their understanding of their local area. They will observe different types of maps by exploring satellite images and will have lots of opportunities to create their own maps using photographs, drawings and real-life objects. They will look at a country which has a contrasting geographical landscape and culture to their own. They will learn how to make comparisons between both physical and human geographical features.					
<i>At the Seaside</i> <i>Summer 2</i> 	The unit will look at the features of the seaside and children will learn how to keep safe in the sun. They will experiment with materials to fix a bucket. The children will create their own version of a Nursery Rhyme based upon what they used to fix the bucket. They will design a sea creature through their exploration of materials. We will think about why it is important to look after our planet. Our unit will end by playing sea creature games.					

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'WOW' Experiences	Meeting Year 6 buddies	Diwali	New Year's Day	Shrove Tuesday	Map work	Child Safety Week
Enrichment Events	World Space week	Halloween	Chinese New Year	Ash Wednesday	Earth Day	World Ocean Day
Opportunities for Parental Involvement	World Mental Health Day	Bonfire Night	Number Day	Lent	Eid	Healthy Eating Week
	Autumn Festival	Remembrance Day	Children's Mental Health Week	Easter celebrations	Mini Multi-skills	Father's Day
	Black History Month	Nursery Rhyme Week	Health Week	Easter egg decorating	Secret Garden	Sports Day
	Book Brunch	Anti-Bullying Week	Safer Internet Day	Visit to church	Summer Celebration	End of year celebrations
	Phonics Cafe	Road Safety Week	Valentine's Day	World Book Day	Teddy Bear's Picnic	Trip to the beach
		Children in Need	Family Learning (Children's Literature)	Science Week	World Bee Day	
		Advent	Emergency Services visits to school	Red Nose Day		
		Christmas Jumper Day		Mother's Day		
		Hanukkah		Spring Spectacle		
		Christmas				
		Kindness Cafe				
Communication and Language	Reception Baseline Assessment	Autumn Data Assessment	Daily story time	Spring Data Assessment	Daily story time	Summer Data Assessment
	Daily story time	Daily story time	Talk time	Daily story time	Talk time	Daily story time
	Talk time	Talk time	Small group work	Talk time	Small group work	Talk time
	Small group work	Small group work	Questioning	Small group work	Role play ideas:	Small group work
	Role play ideas: Home corner/space station	Questioning	Role play ideas: Doctors/vets	Role play ideas: Shop/dentist	Cafe/camping	Role play ideas: Travel agents/festival area
PSED	Children will be supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. They will learn the importance of oral hygiene. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					

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Physical Development	Multi- skills: movement, directions, co-ordination to stop a ball, co-ordination to roll a ball , balance and co-ordination to jump and land safely.	Hands: throwing a ball, stopping/rolling a ball, catching a ball, dribbling with hands, striking with the ball	Gymnastics: Rolling techniques, balancing on different width equipment, balancing on one leg, skipping.	Athletics: spatial awareness when running, spatial awareness and direction when running, jumping and balancing, jumping side to side, throwing a ball towards a target.	Feet: kicking with dominant foot, receiving ball with dominant foot, controlling the ball with dominant foot, dribbling a ball with both feet, striking a ball with both feet.	Dance: clapping along to rhythm, moving feet along to rhythm, moving body to match the rhythm, move body either fast/slow based upon the music, learn a simple routine.
Literacy	Key Text: <u>How to Catch a Star</u>  Segmenting Blending Word building Letter formation Story map Labelling	Key Text: <u>Meg and Mog</u>  Word building Letter formation Story map Labelling Shot sentence writing (through dictation)	Key Text: <u>The Little Red Hen</u>  Word building Letter formation Story map Labelling Short sentence writing Innovation Speech	Key Text: <u>The Three Little Pigs</u>  Story map Labelling Short sentence writing Innovation Speech Independent writing Dictation	Key Text: <u>Mr Gumpy's Outing</u>  Word building Letter formation Story map Labelling Short sentence writing Innovation Speech Independent writing Dictation Story writing	Key Text: <u>Clean up</u>  Word building Letter formation Story map Labelling Short sentence writing Innovation Speech Independent writing Dictation Story writing Extended sentences

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Phonics	a,i,m,s,t, n, p, o, b, c, g, h	d, e, f, v, k, l, r, u, j, w, z, ll, ss, ff, zz	x, y, ccvc, cvcc, ccvcc	sh, ch, tch, th, ck, wh, q,u,ng. Initial code – Unit 11	Consolidate Initial Code	Bridging units
Mathematics NCETM (Mastering Number)	Number: Subitise within 3, match and sort, compare amounts, opportunities to develop knowledge of counting sequence. MSST: Compare size, mass and capacity, explore pattern,	Number: Subitise within 5, represent numbers to 5, number bonds to 5, one more and one less. MSST: Circles/triangles, positional language, squares/rectangles, time.	Number: Explore number patterns within 5. Verbal counting to 20. Represent quantities between 5 and 10. Explore the composition of 6. MSST: Compare mass, compare capacity, length, height.	Number: Explore symmetrical patterns linking with doubles. Consolidate understanding of cardinality working with larger numbers within 10. Become more familiar with counting pattern beyond 20. MSST: Time, 3D shapes, spatial awareness, patterns.	Numbers to 20. Practise familiar subitising arrangements (1 more/double patterns). Explore composition of 10. ST: Spatial reasoning, matching, rotating, manipulating, composing and decomposing shapes/pictures.	Number: Consolidate understanding of concepts through working in a variety of contexts and with different numbers. ST: spatial reasoning, visualising and building, mapping.



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Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Carousel Activities					
	Music 	Music 	Music 	Music 	Music 	Music 
	<u><i>Rhyme Time</i></u> Children will learn how to sing a wide range of nursery rhymes.	<u><i>Moving to the beat</i></u> Children will move to their songs, exploring how movements might change depending on tempo.	<u><i>Play Along</i></u> Children will introduce musical instruments to their songs focussing on keeping the beat.	<u><i>Instrument Study</i></u> Children will look at a variety of instruments and explore the sounds they make.	<u><i>Performing</i></u> Children create their own music using the instruments they have studied.	<u><i>Instrument Inspiration</i></u> Children to create their own musical instruments for a performance
	EAD Art 	EAD <i>DT: Cooking & Nutrition</i>	EAD  <i>DT: Design & Make</i>	EAD Art	EAD Art 	EAD <i>DT: Design & Make</i>
	<u><i>Marvellous Marks</i></u> Children explore a range of tools to create a wide variety of marks.	<u><i>Fruit Kebabs</i></u> Children will be exposed to a wide variety of fruits. They will make choices and decisions about their design after tasting different types of fruit.	<u><i>Brilliant Bugs</i></u> Children will create creepy crawlies using a variety of skills (drawing, designing, making, evaluating and problem solving). The children will learn about illustrator, Eric Carle.	<u><i>Media and Materials</i></u> Children will explore how to manipulate different media and materials.	<u><i>Exploring with Elmer</i></u> Children will Link PSED to creativity, looking at the story of Elmer and making links with the artist, Mondrian.	<u><i>Creative Challenge</i></u> Children will be set a challenge to use the techniques/skills they have learnt over the year to create and make an object.
	UTW 	UTW 	UTW 	UTW 	UTW 	UTW 
	<u><i>Autumnal Observations</i></u> Children will observe seasonal changes.	<u><i>Ice Explorers</i></u> Children will explore materials and changes in matter.	<u><i>Magnets</i></u> Children will explore magnets and how they work – link to materials.	<u><i>Spring Observations</i></u> Children will observe seasonal change, plant bulbs and explore life cycles.	<u><i>Beyond the Sky</i></u> Children will learn about Earth, satellites, planes and materials.	<u><i>Floating and Sinking</i></u> Children explore the different reasons why objects may float or sink.