

EYFS- Reception Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn during their time in Reception, in order to provide them with the Cultural capital they need to succeed in life.

Knowledge; skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
Core Story & Overarching Question	<p>Supertato/ Goldilocks and the Three Bears Are vegetables good or evil? Can you give a bear a hug?</p> <p>Theme: Emotions & Healthy Me/ Choices</p>	<p>The Gruffalo/ Mr Wolfs Pancakes Are big things scarier than little things?/ Should you always help your friends?</p> <p>Theme: Fears/ Friendship</p>	<p>My Granny Went to Market/ Journey Into Space Are all places the same?/ Is the Moon made of cheese? Theme: Around the world/ Space</p>
Communication and Language	<p>Tier 2 and Tier 3 specific vocab to be mapped on Medium term planning. Vocab to be identified through Literacy and UWT topics.</p> <p>Star words to be identified in each Maths lesson.</p> <p>Children identified for Neli intervention.</p>	<p>Tier 2 and Tier 3 specific vocab to be mapped on Medium term planning. Vocab to be identified through Literacy and UWT topics.</p> <p>Star words to be identified in each Maths lesson</p> <p>Neli interventions to begin with identified children.</p>	<p>Tier 2 and Tier 3 specific vocab to be mapped on Medium term planning. Vocab to be identified through Literacy and UWT topics.</p> <p>Star words to be identified in each Maths lesson</p> <p>Neli interventions completed.</p>
	<p>Rhymes and Poems:</p> <p>Heads, Shoulders, Knees and toes. I've got a body. The Hokey Cokey. Dingle Dangle Scarecrow. Shake and Shake. Washing Machine. I know an old Lady. Goldilocks went to the house of the bears. Peter Peter pumpkin eater. Father Christmas.</p>	<p>Rhymes and Poems:</p> <p>Jack and Jill. Wee Willie Winkie. Polly put the kettle on. Miss Polly had a dolly. Little Miss Muffet. Dr Foster went to Gloucester. Old Mother Hubbard. One Two buckle my shoe. Little Bo Peep. Pancake Song.</p>	<p>Rhymes and Poems:</p> <p>London Bridge. The Grand Old Duke of York. Cumala Vista. Frere Jaques. A Sailor went to sea. Hi, Hello, Bonjour, Gutentag. Five little men in a flying saucer. Here is the beehive. Theres a hole in the bottom of the sea. Elevator song. I am a robot.</p>
Personal, Social and Emotional Development	<p>Community: Kindness, manners, children's rights, working together.</p> <p>Choice: Good/ bad choices, caring for ourselves and others, how to be healthy.</p> <p>Health and Self Care Handwashing, toileting, family dining, getting changed for outdoor learning</p>	<p>Celebration: Similarities and differences, what makes me me, what is special about our friends, anti bullying, kind words.</p> <p>Care: Feelings, worries, safety, how to take care of ourselves and others.</p> <p>Health and self-care Car safety, dental hygiene, healthy eating</p>	<p>Collaboration: Friendship, supporting others, working together, shared goals, being helpful.</p> <p>Challenge: Persevering, setting goals, words of encouragement, jobs and aspirations.</p> <p>Health and self-care Staying safe on trips, road safety, oral health</p>
Physical Development	<p>Movement and Agility: negotiating space, knowing routines of the school day, climbing safely, safely, ranges of movement, following instructions.</p>	<p>Throwing: aiming for targets, underarm and overarm throws, throwing using our dominant hand</p> <p>Catching: Learning the technique to catch smaller balls, catch a ball using two hands</p>	<p>Athletics: Understand what good sportsmanship is, running and jumping, hopping on one foot, know the importance of working as a team.</p>



	<p>Balance and Gymnastics: Balancing using different body parts, traversing and jumping, how to negotiate space safely.</p> <p>Bikes: A range of bikes including balance bikes, two wheeled with and without stabilizers and scooters are provided throughout the year to meet the developing physical needs of all children</p>	and not our arms, the importance of position when catching a ball.	<p>Manipulation and Control: Run with controlled speed in a straight line, understand how to play group games with simple rules, manipulate sporting instruments with more control.</p>
Literacy	<p>Writing Be aware that writing communicates meaning and ascribe meaning to marks made. Write name by copying from a name card or from memory. Write initial sounds from words using learnt graphemes.</p>	<p>Writing Use appropriate letters for initial sounds. Blend and segment known sounds for reading and writing VC, CVC Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Writing Continue to apply knowledge of blending and segmenting to reading and spelling simple two syllable words, captions and simple sentences. Write more graphemes from memory and write a simple caption using phonic knowledge.</p>
	<p>Word Reading Taught Set 1 single letter sounds and digraphs, orally blend sounds into words, able to link grapheme to phoneme. RWI Expectations: Read Sound Blending Books</p>	<p>Word reading Recapping Set 1 sounds, reading single words phonetically, reading common exception words (red words) RWI Expectations: Read Ditty & Red Storybooks</p>	<p>Word reading Learning Set 2 sounds, reading sentences and texts using phonic knowledge, reading common exception words (red words) RWI Expectations: Read Green Storybooks.</p>
	<p>Comprehension Key Text: Supertato & Goldilocks and the Three Bears Focus on Favourite Five books (Chapatti Moon, What Happened to You?, Not Now Noor, Wrinkles, A Superhero Like You/ You, Julian at the Wedding, The Kindest Red, The Colours of Us, Where's My Teddy?) to embed simple language patterns, repetitive language and rhyme, answer simple 'who, where, what' questions and make simple inferences about characters. Sequence and learn 2 parts of a story (beginning and resolution) Talk Through Stories: Billy and The Dragon, Geckos Echo, Ravis Roar, The Invisible, Dogger, Burglar Bill, Cops and Robbers, The Rainbow Fish.</p>	<p>Comprehension: Key Text: The Gruffalo & Mr Wolfs Pancakes Focus on Favourite Five books (I can name 50 Trees Today, If I Were Prime Minister, Tidy, The Weather Girls, Stickman/ Amy Wu and the Perfect Bao, Little Red, Thank You Omu, Martha Maps It Out, The Tiger Who Came to Tea), use picture clues to infer and predict, sequence and learn 3 parts of a story (Beginning, problem and resolution), recognise repeated language and orally create their own stories based upon key texts. Talk Through Stories: The Lion Inside, A Little Bit Brave, Billy and the Beast, My Monster and Me, The Gruffalo, Farmer Duck, After the Fall, The Giant Jam Sandwich, I'm In Charge, One Snowy Night.</p>	<p>Comprehension: Key Text: My Granny Went to Markey & Journey Through Space Focus on Favourite Five Books (Eyes That Kiss In The Corners, My Name Is Not Refugee, The Tale of the Whale, Same Same but Different, King for a Day/ Clean Up, The Wall and the Wild, Darkest Dark, The Bee Book, If I Were the World) to make simple, plausible suggestions for what will happen next, make inferences to answer why questions, sequence and learn 4 part of a story (beginning, problem, resolution and ending), when prompted show understanding of unfamiliar words and phrases within stories. Talk Through Stories: Anna Hibiscus Song, Handas Hen, The Extraordinary Gardener, On the Way Home, Stick Man, Aliens Love Underpants, Perfectly Norman, Sonyas Chickens, The Squirrels Who Squabbled, Tiddler.</p>
Mathematics	<p>Early Mathematical Experiences Classifying, matching, comparing and ordering.</p>	<p>Number Numbers to 10, numerals to 10, addition and subtraction within 10, concept of zero, doubling and halving numbers to 10, one more and one less than, number bonds to 5</p>	<p>Number Counting on and back from any given number beyond 10, counting on when adding, number bonds to 10, patterns in numbers.</p>
	<p>Number Count up to 5, subitising to 5, recognise numerals, represent numbers to 5, partition numbers to 5, understand bigger/ smaller/ one more/ one less to 5.</p>	<p>Shape and Space 3D shapes, properties and names, ABB, ABBC patterns.</p>	<p>Shape and Space Replicate models from verbal statements and using positional language, describing where objects are in relation to one another.</p>



	<p>Shape and Space</p> <p>2D shapes, rotation of 2D shapes, positional language.</p>	<p>Measure</p> <p>Know and use language of mass, capacity, length and height. Days of the week, months of the year and seasons.</p>	<p>Measure</p> <p>Matching arrangements of shapes with different rotations, rotation of all shapes.</p>
	<p>Measure</p> <p>Key events in daily routine, time order vocabulary, measuring time in simple ways.</p>		
Understanding the World	<p>History</p> <p>Past and present events in own life, how the passing of time has changed familiar situations, Christmas, Guy Fawkes and Remembrance Day</p> <p>Geography</p> <p>Features of the local environment, know where food comes from in the local area, identify common terrains, features of the Arctic</p> <p>Science</p> <p>Plants: Where food comes from</p> <p>Humans: Body parts and good hygiene</p> <p>Seasons: Seasonal changes of Autumn</p> <p>Animals: Habitats</p> <p>Materials: Changing states</p> <p>RE</p> <p>Engaging with religious festivals (Divali/Christmas), learning where in the world they originate and how they are celebrated</p> <p>Ourselves and Families: Family compositions, our own religions, occupations</p>	<p>History</p> <p>Items from the past, understand the past through stories and rhymes, changes in our own lifetimes, times and events that are special to us.</p> <p>Geography</p> <p>Features of British Woodland, Landmarks local to Bradford</p> <p>Science</p> <p>Animals: Native animals, mammals, nocturnal animals</p> <p>Humans: Senses</p> <p>Seasons: Seasonal changes of Winter and Spring</p> <p>Materials: Forces</p> <p>RE</p> <p>Engaging with religious festivals (Lunar New Year, Easter, Holi), learning where in the world they originate and how they are celebrated</p> <p>Ourselves and Families: Artefacts special to us, respect</p>	<p>History</p> <p>Exploring sources of evidence, Understand the past through events, development of themselves over time, timelines and family trees.</p> <p>Geography</p> <p>Physical features of contrasting place, world map to introduce children to relevant places, introduction to global warming, features of the Earth</p> <p>Science</p> <p>Plants: Parts of a plant</p> <p>Animals: Butterfly life cycle, bees</p> <p>Humans: Life cycles</p> <p>Earth and Space: Gravity, planets</p> <p>Materials: Natural and Manmade</p> <p>Seasons: Seasonal changes of Summer</p> <p>RE</p> <p>Engaging with religious festivals (Eid/Ramadan), learning where in the world they originate and how they are celebrated</p> <p>Ourselves and Families: Aspirations and jobs.</p>
Expressive Arts and Design	<p>Music</p> <p>Fast/ slow/ loud/ quiet sounds, exploring music through instruments.</p> <p>Art and Design</p> <p>Artist: Wassily Kandinsky</p> <p>Masterclasses: Powder-paint/ Clay</p>	<p>Music</p> <p>Patterns using body movements and percussion, exploring pitch</p> <p>Art and Design</p> <p>Artist: Piet Mondrian</p> <p>Masterclasses: Woodwork/ Drawing</p>	<p>Music</p> <p>Exploring beat and pulse, create patterns of music, singing familiar songs</p> <p>Art and Design</p> <p>Artist: Henry Moore</p> <p>Masterclasses: Textiles/ Card and Paper</p>

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

