Baslow St. Anne's C of E Primary School

Life in all its fullness .. growing healthy minds and hearts together

Kindness - Respect - Diversity





Overview of Reception Curriculum Baslow St Anne's C of E Primary School



The Early Years Foundation Stage Curriculum allows for flexible planning to respond to current events in the setting as well as the interests of the children.

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than being subject specific.

Children move from supported exploration and early skill development into more structured learning, increased independence, sustained concentration and application of knowledge across contexts, preparing them securely for Year 1. Throughout the year, children's knowledge and skills across the seven areas are developed through a mix of adult-led, adult-initiated and child- initiated activities and by access to high quality continuous provision which meets their learning needs and next steps, as they move towards achieving the ELG's for each of the seven areas.

Tiger Class Top Ten

1. Welly walk to Chatsworth
2. Take part in a Nativity play
3. Learn to ride a balance bike
4. Go on a coach trip with your friends
5. Make a picture using natural resources
6. Do something to help others
7. Make something delicious to eat and share
8. Dance like your favourite animal
9. Make up a story with your friends
10. Have a picnic with your friends

Our school Vision	Life in all its fullness (John 10:10) –growing healthy minds and hearts together
Our Values	Kindness Respect Diversity
Spirituality	Pause - Wonder - Connect

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Umbrella area of learning	Dino -Roar	Twinkle Sparkle	Where in the world will I find a polar bear?	What's in the garden?	Do all superheroes wear tights?	Under the sea
Potential themes/ interests	Talking shoeboxes All about me Our school Harvest Festival Black History month World Mental Health day	Autumn / Winter Diwali Bonfire Night St Andrews Day Remembrance Day Advent/Christmas	New Year/ Winter World Religion Day Safer Internet Day National Story telling week Lunar New Year RSPB Big School Birdwatch	British Science Week St David's Day/St Patrick's Day Holi Mother's day Pancake Day/ Easter Life cycles Eid	St Georges Day Spring/ Summer May Day Earth Day World Ocean Day	Summer Environment/ recycling/ save the oceans Father's day Holidays
Excursions	Church visit	Welly walk to Chatsworth grounds	Winter walk	Visit to Open Centre Derby	Spring walk to Orchard Woodland Explorers weekly	Adventure day – Duke's Barn Woodland Explorers weekly

Communication and Language Throughout the year = Learn new vocabulary. Use new vocabulary through the day. Listen carefully to rhymes and songs, pay attention to how they sound .Learn rhymes, poems and songs. Use new vocabulary in different contexts. Develop through high quality interactions in wide range opportunities	**Listening, Attention and Understanding** Children will be able to understand how to listen carefully and know why it is important. Begin to engage in story times **Speaking** Children will talk in front of small groups and their teacher offering their own ideas. **Activities**- Settling in activities and carpet times. Nursery rhymes. Zones of Regulation – moods and feelings. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Show and Tell.	**Listening, Attention and Understanding** Children will begin to understand how and why questions. Ask questions to find out more and to check they understand what has been said to them. **Speaking** Children will learn new vocabulary and use it in play/conversations. Children will learn & perform different poems by heart Develop social phrases. Engage in story times. **Activities** - Links to festivals, children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news. Show and Tell. Tiger Puppets taken home and their activities shared in school (ongoing rest of year)	**Listening, Attention and Understanding** Children will learn to ask questions to find out more. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **Speaking** Children will talk in sentences using conjunctions, e.g. and, because. Articulate their ideas and thoughts in well- formed sentences. **Activities** - Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions...	**Listening, Attention and Understanding** Children will retell a story and follow a story without pictures or props. **Speaking** Children will engage in nonfiction books and use new vocabulary in different contexts. Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. **Activities -** Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news	**Listening, Attention and Understanding** Children will be able to understand a question such as who, what, where, when, why and how. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. **Speaking** Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events. **Activities -** Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened to in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. Take part in the EYFS Year 1 showcase to the school and parents	**Listening, Attention and Understanding** Children will be able to have conversations with adults and peers with back-and-forth exchanges. **Speaking** Children will use talk in sentences using a range of tenses. 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 context **Activities -** Able to talk about own abilities in a positive way. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
Personal, social and emotional development Children develop their skills throughout the year, through the DCC PSHE Matters , circle times, social stories and diversity and inclusivity stories	**Self-Regulation** Children will be able to follow one-step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Introduce Tiger Rules through role play and stories **Managing Self** Children will learn to wash their hands independently. Children will change for PE with support **Building Relationships** See themselves as a valuable individual. Build constructive and respectful relationships. Children will seek support from adults and gain confidence to speak to peers and adults. Follow DCC PSHE Matters – EYFS – Exploring emotions / Relationships	**Self-Regulation** Children will talk about how they are feeling and consider others' feelings. Managing Self Children will understand the need to have rules. Children will learn some ways of keeping their body fit and well. Children will change for PE with support. Manage their own needs. Develop the confidence and self- belief to participate in a whole class performance – perform to parents **Building Relationships** Children will begin to develop friendship Follow DCC PSHE Matters – EYFS – Money matters / Difference and diversity	**Self-Regulation** Children will be able to focus during longer whole class lessons. **Managing Self** Children will develop independence when dressing and undressing. **Building Relationships** Children will be able to use taught strategies to support turn taking. Express their feelings and consider the feelings of others. Follow DCC PSHE Matters – EYFS – Being me / Being Healthy	**Self-Regulation** Children will identify and moderate their own feelings socially and emotionally. **Managing Self** Children will manage their own basic needs independently. Children will learn to dress themselves independently. Identify and moderate their own feelings socially and emotionally. **Building Relationships** Children will listen to the ideas of other children and agree on a solution and compromise Follow DCC PSHE Matters – EYFS – Changes / Bullying matters	**Self-Regulation** Children will be able to control their emotions using a range of techniques. **Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. **Building Relationships** Think about the perspectives of others.. Children will learn to work as a group. Perform in EYFS Year 1 Showcase to parents and classes in school Follow DCC PSHE Matters – EYFS – Being safe/ Drug Education	**Self-Regulation** Children will be able to follow instructions of three steps or more. **Managing Self** Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Talking about change and managing big transitions **Building Relationships** Children will have the confidence to communicate with adults around the school. Supporting others using our experiences Follow DCC PSHE Matters – EYFS – Growing up /Being responsible
Physical development Throughout year build fine motor stamina and control to support fluent writing. Improve gross and fine motor skills daily by engaging in Wiggle to Squiggle, dough disco and range of fine motor activities. Gross motor skills developed to ensure basis to fully participate in future PE lessons During year= Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Be increasingly independent in putting on coats, shoes, getting dressed/undressed .	**Gross Motor** Children will learn to move safely in a space. Children will develop overall body-strength, balance, coordination and agility. **Fine Motor** Children will begin to use a tripod grip when using mark making tools **Activities** Wiggle to squiggle. Dough activities. Daily name writing activities. Threading, cutting, scooping, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand.. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip Work with Year 1 peers on fundamental movement skills + Dance	**Gross Motor** Children will explore different ways to travel using equipment. Children will practise basic movements including running, jumping, rolling & catching. **Fine Motor** Children will accurately draw lines, circles and shapes to draw pictures. **Activities** Daily name/CVC writing activities. Hole punching, threading, loom bands, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Work with Year 1 peers on yoga	**Gross Motor** Children will jump and land safely from a height. Children will balance on a variety of equipment and climb. **Fine Motor** Children will handle scissors, pencil and glue effectively. **Activities** Daily name/CVC writing activities. Wrapping sticks, pipettes, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Work with Year 1 peers on gymnastics	**Gross Motor** Children will be able to control a ball in different ways. **Fine Motor** Children will use cutlery appropriately **Activities** CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Work with Year 1 peers on throwing, catching and kicking – bean bags and balls	**Gross Motor** Children will move safely with confidence and imagination, communicating ideas through movement. **Fine Motor** Children will hold scissors correctly and cut out small shapes. **Activities** Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross. Work with Year 1 peers on cooperation games + practise sports day	**Gross Motor** Children will be able to play by the rules and develop coordination. **Fine Motor** Children will form letters correctly using a tripod grip **Activities** Threading, cutting, weaving, playdough, Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Work with Year 1 peers on bats and balls and target games

Literacy (Phonics)	Comprehension Children will independently look at a book, hold it the correct way and turn pages Word Reading Little Wandle Autumn 1 Phase 1 and 2 sounds Writing Children will give meanings to marks they make. Begin to learn correct letter formation using Little Wandle formation phrases	Comprehension Children will engage and enjoy an increasing range of books Word Reading Little Wandle Autumn 2 Recap phase 2 sounds – consolidation and blending Writing Children will begin to write CVC words supported by adult. Name writing. Labelling using initial sounds. Story scribing. Retelling stories and sequencing stories. Continue to learn correct letter formation using Little Wandle formation phrases	Comprehension Children will act out stories using recently introduced vocabulary Word Reading Little Wandle Spring 1 Phase 3 sounds Writing Caption writing and tricky words. Have a dominant hand when holding a pencil. Write from left to right. Orally compose a simple sentence and hold it in memory before attempting to write it. Spell and write VC and CVC words independently Writing some of the tricky words (I me my like to the) Labels using cvc, cvcc , ccvc words Guided writing based around developing short sentences Create a story board	Comprehension Children will be able to talk about the characters in the books they are reading Word Reading Little Wandle Spring 2 Recap phase 3 sounds – consolidation and blending Writing Children will begin to write simple sentences. Orally compose sentences. Hold and write a sentence. Create own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps	Comprehension Children will retell a story using vocabulary influenced by their book Word Reading Little Wandle Summer 1 Consolidation and blending with phase 2 and 3 Writing Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Use familiar words in their writing Build upon knowledge of letter sounds	Comprehension Children will be able to answer questions about what they have read Word Reading Little Wandle Summer 2 Consolidation and blending with phase 2 and 3 and tricky words Writing Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation.
Possible texts	Harry and his bucketful of dinosaurs Dinosaur roar Dinosaur's in my school Cave Baby Gigantosaurus Princess and the Wizard Our Nursery rhymes/ Finger Rhyme Fun	All Kinds of religions Goldilocks and the three bears Stickman The First Christmas Autumn non fiction Deepak's Diwali	The snail and the whale Where the wild things are Animal Encyclopaedia Winter non fiction	The very hungry caterpillar The seed Jack and the Beanstalk Spring non fiction	Super Daisy Charlie's superhero underpants Superworm Non-fiction books about people who help us / minibeasts	The rainbow fish The Lighthouse keeper's lunch Pirates in underpants
	Children read twice weekly with Teacher/Teaching Assistant (TA) from phonetically matched books. Phonetically matched books are sent home. Children who are not attaining the phonic phase have additional 1-1 reading and keep up with a TA following teachers' assessment. Daily Little Wandle teaching develops the technical aspects of reading. Phonics is taught daily for 20 minutes. Children falling behind are given additional daily catch up through precision teaching. Children use their knowledge of phonics to read and write with enjoyment and confidence. They use known patterns for spelling and common exception words and spell these correctly. Books are at the heart of the setting and all children are encouraged to take part in supported browsing. Reading for pleasure books are readily available from our EYFS Book Shed are children and parents are encouraged to take and share at home. Children will read independently and develop a love of books, through which they develop a deeper knowledge and understanding of the world.					

Maths	Getting to know the children through play Match, sort, compare amounts Talk about measures and patterns	1,2,3 – represent, compare, composition of Circles and triangles Positional language Represent numbers to 5 1 more and 1 less 4 sided shapes Time	Intro 0, 0 – 5 – find, subitise, represent, 1 more, 1 less, composition, conceptual subitise to 5 Mass and capacity – compare mass, find a balance, explore and compare capacity Growing 6,7,8 – find, represent, 1 more, 1 less, compare, make pairs (odd/even), doubles to 8 (find and make), combine 2 groups, conceptual subsidising Length + Height	9 10 – counting to 9 and 10, comparing numbers to 10, bonds to 10, 1 more and 1 less 3D shapes Spatial awareness patterns	Build numbers beyond 10, count patterns beyond 10 Spatial reasoning Match, rotate, manipulate Adding more Taking away Composing and decomposing	Doubling/ halving (sharing / grouping) Odds/ evens Spatial reasoning Visualise and build Directions Number bonds to 5 2D/3D shapes £
Understanding the world	**Are people just like fish?** Animals including Humans (bodies and senses) **Dino – Roar** Past and present, getting to know each other and adults **Natre (RE)** - why is the word God so important to Christians?	**Why do I need to bring a coat to school?** Autumn and Winter **Twinkle Sparkle** - what is a celebration? Exploring celebrations they know and ones they don't, intro to the diversity of faiths and religions in the world **Natre (RE)**- why do Christians perform Nativity plays at Christmas?	**Where have all the leaves and flowers gone?** Winter and Spring **Where in the world will I find a polar bear?** Different habitats and animals of the world **Natre (RE)**–Being special : where do we belong?	**What is a plant?** Plants **What's in the garden?** Finding out about Spring and plants and their importance **Natre (RE)** - Why do Christians put a cross on their Easter Garden?	**Can I have my paddling pool out?** Spring and Summer **Do all superheroes wear tights?** Real and pretend superheroes, people who help us, safety – sun, water, road **Natre (RE)**– Which places are special and why?	**What shall I use to make my bucket?** Everyday materials **Under the sea** - pirates and mermaids, seaside, recycling – looking after our planet **Natre (RE)**– Which stories are special and why?
Expressive arts and design	Drawing: Marvellous marks Portraits/ dino picture/ paint splatter Dinosaur model **Music** - Little Voices, Big Songs /Celebration Music	Seasonal Crafts: Dinosaur model/ Diwali lamp/ giant poppy/ window leaf pictures Spinning Rocket **Music** - Little Voices, Big Songs / Celebration Music	Painting and mixed media: Paint my world Watercolour plants Animal Junk model **Music** - Music and Movement / Musical Stories	Seasonal Crafts: Holi / St David's Day/ 3D daffodil Lacing Easter Egg Nests **Music** – Music and Movement / Musical Stories	Sculpture and 3D: Creation station Outdoor art Moving Vehicle Superhero Cape **Music** - Transport / Big Band	Craft and design: Let's get crafty Large paintings / chalk outdoors Make a boat **Music** - Transport / Big Band