



Achievement for All, Learning Together, Learning for Life



## EYFS Curriculum (Reception)

## Intent & Implementation: Our EYFS Provision for Learning and Development

### *At Pioneer our curriculum and provision*

- *Reflects the needs and interests of the cohort of children.*
- *Will encourage children to build positive relationships.*
- *Will provide an environment that challenges and encourages learning through exploration and positive adult interaction.*

*This will be implemented through opportunities to develop the characteristics of effective learning.*

- *Communication and language development opportunities will underpin all provision and modelled teaching.*
- *There will be a balance of child initiated learning experiences, guided learning and direct teaching across the children's time in Reception.*

*Early Years Staff will be supporting and building children's learning styles by encouraging them to:*

- *Play and Explore - Children will investigate and experience things, and 'have a go'.*
- *Become Active learners - Children will work on concentrating and keep on trying if they encounter difficulties, and enjoy achievements.*
- *Be Creative and Critical Thinkers - Children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.*



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Amazing Me – Who am I and where do I live?</b>	<b>Let's Celebrate Why do we celebrate?</b>	<b>Off We Go Who helps us?</b>	<b>Once Upon a time What happens in fairy land?</b>	<b>How does it grow?</b>	<b>What do we know about water?</b>
<p><b>Suggested texts:</b> Famer Duck Rosie's Walk The Little Red Hen Incredible You Different is a Great Thing to Be</p> <p><b>Other supportive texts:</b> And Tango Makes Three, Incredible You, Winnie the Pooh</p>	<p><b>Suggested texts:</b> The story of Rama and Sita The Nativity What is Red Stick Man</p> <p><b>Other Supportive texts:</b> Binnie's Diwali What do we celebrate? Where the poppies now grow.</p>	<p><b>Suggested Texts:</b> Naughty Bus Whatever Next? Non-fiction who helps us texts.</p> <p><b>Other Supportive texts:</b> Terrific trains Flashing Supertato fire engines Chinese New Year books.</p>	<p><b>Suggested texts:</b> The Three Little Pigs Little Red Riding Hood Jack and the Beanstalk.</p> <p><b>Other Supporting texts:</b> Goldilocks Gingerbread Man</p>	<p><b>Suggested texts:</b> The Tiny Seed Jaspers beanstalk Oliver's vegetables Handa's surprise Green planet short clips.</p> <p><b>Other Supportive texts:</b> Greta and the Giants</p>	<p><b>Suggested texts:</b> The night pirates The Big Blue Who swallowed Stanley What the ladybird heard at the seaside</p> <p><b>Other Supportive texts:</b> Tiddler Snail on the whale</p>

**Communication & language Intent**  
Communication & Language skills underpin all elements of our curriculum and provision.

<p><b>Communication and Language:</b> Talking about what we look like and where we live. Talk about what makes us different. Talk about animals, sounds they make. Books with no words. Treasure Boxes</p>	<p><b>Communication and Language:</b> Remember Remember the 5<sup>TH</sup> November song. Remembrance and key texts discussion and exploration. and stories Christmas Story. Nativity? Talking about my Christmas plans</p>	<p><b>Communication and Language:</b> Sharing my Christmas news. Where would I go if I was the Naughty Bus? What journeys have I taken on a train etc.? What did I learn on my school trip? Talking about Chinese New Year</p>	<p><b>Communication and Language:</b> Learning repeated refrains. Traditional story language How would I change the endings of the stories? Acting stories out.</p>	<p><b>Communication and Language:</b> Instructions on how to plant seeds. Retelling story. Healthy Living – Make Fruit Kebabs – Why is being healthy important? Movement and sleep. Exploring the changes in the caterpillars. What fruit and veg I like. (pictograms) Differences in the cultures in the book and the pictures.</p>	<p><b>Communication and Language:</b> Role Play Hot seating the characters. Say something nice about someone else Performing Will I travel with the pirates or stay at home? Ocean sounds</p>
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**Communication & Language Impact**

<p>I know how to listen well, by looking at the person who is talking. I know how to respond to what I have heard. I know how to make comments and answer questions. I know how to have a conversation, by waiting for my turn.</p>	<p>I know key words linked to the topics, stories, poems and experiences I have had. I know how to explain my learning. I know how to explain why and how things work? I know how to talk about non-fiction books, poems and a range of genres. I know how to communicate in different group sizes.</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me –	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Physical Development Intent &amp; Implementation</b>					
PD: Gross motor, Jump Ahead, crossing the midline, write dance, dough disco, fine motor provision, using tools and scissors, pencil grip and control, handwriting.  Safety whilst we move around	PD: Gross motor, Jump Ahead, crossing the midline, write dance, dough disco, fine motor provision, using tools and scissors, pencil grip and control,  Firework safety	PD: Gross motor, Jump Ahead, crossing the midline, write dance, dough disco, fine motor provision, using tools and scissors, cutlery, pencil grip and control, handwriting.	PD: Gross motor, Jump Ahead, crossing the midline, write dance, dough disco, fine motor provision, using tools and scissors, pencil grip and control, handwriting.	PD: Gross motor, Jump Ahead, crossing the midline, write dance, dough disco, fine motor provision, using tools and scissors, pencil grip and control, handwriting  Healthy eating	: Gross motor, Jump Ahead, fine motor provision, using tools and scissors, pencil grip and control, handwriting.  Ball skills and dedicated PE Sessions.  Water safety
<b>Physical Development Impact</b>					
<p style="text-align: center;">Gross Motor</p> <p>I know how to move in a range of ways. I know how to avoid obstacles and consider others. I know how to balance in different ways. I can show strength, balance and co-ordination, I know how to use a variety ball skills.</p>			<p style="text-align: center;">Fine Motor</p> <p>I know how to hold a pencil using the tripod grip. I know how to use a range of small tools and be safe with them. I know how to control a pencil to write letters and draw accurately. I know how to use scissors safely and with control.</p>		

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
JIGSAW Being me in the World  Zones of Regulation	JIGSAW Celebrating Difference	JIGSAW Dreams and Goals	JIGSAW Relationships	JIGSAW Healthy Me	JIGSAW changing me
<b>PSED Impact</b>					
<p>I know how to tell you how I am feeling and I manage this. I know what different feelings could look or feel like in my body. I know how to wait for something. I know how to focus in different situations. I can try new activities and experiences.</p>		<p>I know it is good to keep trying and problem solving. I know the difference between right and wrong. I know how to tend to my self-care needs. I know how to share resources and turn take. I know how to set my own goals and work towards it.</p>		<p>I know how to form positive relationships with others, including peers and adults. I know how to be sensitive to mine and others' needs. I know and can talk about how to look after my body, teeth and health.</p>	

**2022-23 maths curriculum**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me –	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Maths Intent &amp; Implementation</b>					
A number a week, Subitizing and cardinal principle. Methods for exploring numbers, 2D shape walk. Measuring	A number a week, Number ordering and addition, Colour and shape Patterns, sorting (more and less)	Consolidation of numbers to 10, number bonds to 5, Doubles/symmetry, Maths rhymes One more and one less	Addition & Shapes and comparisons. Number bonds to 10. Odds and evens (odd tot and even steven), counting to 20, estimating One more and one less.	Subtraction and patterns in number, measuring/capacity Number Bonds to 10, odds and evens	Capacity, spacial reasoning. Numbers beyond 10. Comparison of length/height, money (treasure/coins)
<b>Maths Impact</b>					
I know that a numeral represents an amount. I know how to count to 10. I know what 2D shapes look like. I know the names of 2D shapes.	I know how to subitise amounts to 5. I know what different numbers look like. I know how to make an ABAB pattern. I know what more or less looks like in resources.	I know my numbers bonds to 5. I know some doubling facts. I know 1 more and 1 less than numbers to 5. I know a number rhyme or song.	I know there are odd and even numbers. I know that adding two numbers together make a bigger number. I know 1 more and 1 less than numbers to 10. I know 3D shape names and their 2D shapes.	I know and am working on number bonds to 10 using resources. I know how to share amounts between groups. I know what subtraction means. I know how to subtract.	I know the numbers that come before and after each other. I know how to talk about numbers and the number system. I know how to verbally count to, and beyond 20.

**Maths Overview**  
**White Rose Maths Reception**  
Scheme of learning

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Maths Intent &amp; Implementation</b>					
Match, sort and compare objects and amounts Explore, copy, continue and create patterns. Find, subitise and represent 1,2 & 3. 1 more and 1 less.	Identify, name and compare circles and triangles. Describe position Find, subitise and represent 4 and 5. 1 more and 1 less. Composition of 1-5 Identify and name shapes with 4 sides	<b>Term 3 onwards To be released and updated in Nov 2023.</b>			
<b>Maths Impact</b>					
I know how to find, subitise and represent amounts to 3. I know that a numeral represents an amount. I know how to find 1 more and 1 less.	I know and can describe what a circle is. I know and can describe what a triangle is. I know how to find, subitise and represent amounts to 5. I know how to find 1 more and 1 less. I know and can describe 4 sided shapes.				

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me –	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Literacy Intent &amp; Implementation</b>					
Phase 1 & Phase 2 Little Wandle Phonics, Fine Motor provision, emergent writing, initial sounds and cvc words, familiar songs.	Phase 2 & 3 Little Wandle Poetry, Lists, invitations, cards, story retelling Letter writing Recipe writing	Little Wandle Phase 3 Phonics Caption Writing, writing letters, simple story mountains, speech and thought bubbles, Top trumps cards	Little Wandle Phase 3 Alternative endings, sentence structure (finger spaces, caps, full stops), short plays	Little Wandle Phase 4 Growth diaries, instruction booklets, life-cycles, fact files.	Little Wandle Phase 4 Safety/anti-litter posters, Wanted Posters, Treasure map, story map (5 step for Night Pirates), alternative versions.
<b>Literacy Impact</b>					
<p>I know how to retell a story in my own words.</p> <p>I can predict what may happen next.</p> <p>I know how to blend sounds together to read a word CV word.</p> <p>I know how to write some letters.</p> <p>I know single / phase 2 phonemes.</p>		<p>I know how to blend sounds together to read a CVC word.</p> <p>I know some common exception words</p> <p>I know how to write CVC words using my phonics.</p> <p>I know how to read at least 10 digraphs.</p> <p>I know how to talk about key texts (including poems, stories, rhymes, non-fiction).</p>		<p>I know how to write some common exception words.</p> <p>I know how to write a simple sentence.</p> <p>I know how to blend and segment words.</p> <p>I know what a champion sentence has (full stop, finger space, capital letter).</p> <p>I know how to look at my writing and how to begin to read it back to make sure it makes sense.</p>	

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Understanding the World Intent &amp; Implementation</b>					
Getting to know us, changes in my life (baby pictures), birthdays, treasure boxes, Our school and world around us, food and life choices.	Seasons, Time, other religions, cultures and celebrations seasons	Good health and teeth, Finding out about different jobs Safety	Past and present, Easter and new birth/ circle of life, Materials, making gingerbread seasons	Similarities and differences in how things grow and change, environment, life cycles, Seasons	Different oceans of the world, fact files for different animals, Floating and sinking
<b>Understanding the World Impact</b>					
I know what has happened in my life and that of those close to me. I know about my local area and describe where I live.	I know about the seasons and the changes that happen. I know people celebrate and believe different things.	I know how to talk about what I have seen. I know who can help us. I know what number to call in an emergency.	I know some similarities between the past and now. I know how to find out about the past. I know people celebrate and believe different things such as Easter.	I know how things change and grow. I know how to draw things in the environment and things I see.	I know similarities and differences in my worlds. I know about life in different countries and can talk about how others live.
East Hoathly & St Marys – Church Schools RE Curriculum (Links with Understanding the World)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
F4: Being Special. Where do we belong?	F2: Why is Christmas special for Christians – Understanding Christianity Incarnation	F1: Why is the word 'God' so important to Christians? Understanding Christianity – GOD	F3: Why is Easter Special to Christians Understanding Christianity – Salvation	F5: What places are special and why?	F6: What times/stories are special and why?
<b>RE Intent &amp; Implementation:</b>					
Explore stories about new life or have a visit from a new baby. Explore what makes them special. Activities to support God showing love – Palm 139 – Palm of Gods hand.	Explore stories in the bible about baby Jesus. Roleplay and have activities to help children developed awareness of special occasions.	Explore the world using bible stories. Paint and create art work linked to Gods world. Explore ways of looking after the world and make links.	Easter story – Making links with other bible stories previously explored. Explore different emotions and feelings throughout the story. Share experiences of Easter at their homes.	Church visit or another place of worship. Explore special or safe places for them and others around them. Make links between special, safe and places of worship.	Explore different stories that are special to Christians or other faiths. Talk and roleplay, thinking about how these can help us as people. Explore different special books.

**RE Impact**

<p>I know what makes me special. I know how to talk about special times in my life and why I felt special. I know what happens when a baby is welcomed into a religion (Baptism) and that God shows love.</p>	<p>I know and can recall the Christmas story. I know how Christians celebrate Christmas and make links with how I celebrate.</p>	<p>I know the story of how God created world. I know how to look after our world. I can talk about my ideas and feelings linked to God's world.</p>	<p>I know that Easter is a special time for Christians. I know some of the symbols of Easter (cross, palm, eggs) I know the Easter celebrates new life and new beginnings.</p>	<p>I know my special place. I know a special place for Christians and what makes it special. I know that some special places link to God. I know some parts of special places (e.g. windows, pews)</p>	<p>I know some bible stories and stories from other religions. I know what the stories teach us and can make links to my life. I know important and sacred books (Bible, Torah)</p>
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Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me –	Let's Celebrate	Off We Go	Once Upon a time	How does it grow?	Water
<b>Expressive Art and Design: Intent &amp; Implementation</b>					
<p>Expressive Art and Design: Self-portraits Playdough, lines to create representation, Painting and Collage Warhol, Picasso, Frieda Carlo Small world</p>	<p>Expressive Art and Design: Roleplay, singing songs, Craft decorations, diva lamps, Rangoli patterns Artists Focus- Kandinsky, Paul Klee</p>	<p>Dressing up in different costumes, hot seating, fire and water painting (Jackson Pollack – fire and water colours.</p>	<p>Expressive Art and Design: Roleplay, Craft, banquet dancing, waltz Artist focus- Michael Rosen</p>	<p>Expressive Art and Design: Drama and role play of different places and stories. Artist focus- Van Gogh, Archimboldo, David Attenborough- filmmakers.</p>	<p>Expressive Art and Design: Craft using natural materials. Under the water themed craft. Artist focus- Andy Goldsworthy, Monet, sea shanties, Kandinsky/matisse (snails).</p>
<b>Expressive Art and Design: Impact</b>					
<p align="center"><b>Creating with Materials</b></p> <p>I know how to use a range of materials and techniques safely. I know how to create art inspired by others. I know how to talk about what I have created. I know how to make things and include these in my roleplay.</p>	<p align="center"><b>Being Imaginative &amp; Expressive</b></p> <p>I know how to sing a range of songs. I know how to perform to others. I know how to invent, adapt and recount stories in focus sessions and in my own play.</p>		<p align="center"><b>Creating with Materials</b></p> <p>I know how to use a range of materials and techniques safely. I know how to create art inspired by others. I know how to talk about what I have created. I know how to make things and include these in my roleplay.</p>		

## EYFS

### Forest School skills and suggested activities: **Implementation**

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| <ul style="list-style-type: none"><li>• Using your body over the styles</li><li>• Getting ready independently</li><li>• Foraging for wild fruit and harvest- blackberries</li><li>• Making shelters in parachutes or with taps in the woods</li><li>• Tool skills – saws, drills, hammers, knives, bow saws, secateurs</li><li>• Safe and secure knot tying</li><li>• Compass and map skills to the woods</li><li>• Making 3d maps of the village/a town</li><li>• Identifying fungi. Looking at seasonal changes/ Autumn</li><li>• Plant and fern identification in the winter, fire making</li><li>• Making houses of London/ great fire of London</li><li>• Child led activities</li><li>• Gardening – sowing seeds, weeding, watering, planting, harvesting and selling crops.</li></ul> | <ul style="list-style-type: none"><li>• Emergence of spring, new shoots, identifying trees in spring, first blossoms, bluebells, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed</li><li>• Identifying animals footprints</li><li>• Compass and maps again, position and direction</li><li>• Creating 3d maps in the woods</li><li>• Parachute games</li><li>• Using peelers with hazel, observing the woodland floor changes and wildflowers emerging and growing,</li><li>• Mental Health awareness week in May</li><li>• Structure building, you are only safe games, giants, wizards, elves games,</li><li>• Cooking on the campfire – adult led/supported</li><li>• Mud kitchen and being creative with natural resources</li><li>• Bug hunting</li><li>• Bug hotel management</li><li>• Team building games</li><li>• Physical activity – balance, teamwork, strength and safety</li></ul> |
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