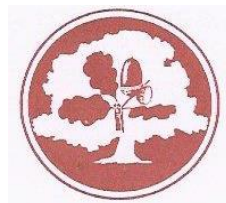




EYFS Curriculum (Reception)

Park Mead Primary School



EYFS Curriculum (Reception)

This curriculum cycle is a suggested framework. Each year cohort specific interests, strengths and focus's may mean the overarching topics are adapted to enhance pupils engagement in play based learning through our open, flexible approach. This approach will focus on developing the prime areas of learning and development, which feed into the specific areas of learning.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
INTENT All include suggested activities to allow for individual interests	<p>Once upon a time Stories, knowing about self. Suggested texts: Three Little Pigs, Little Red Riding Hood Literacy: Phase 1 & 2 Phonics Maths: Number recognition Understanding the World: Our school and world around us Expressive Art and Design: Painting and Collage RE: Why are we special? PSHE: Being me in the world Music: Charanga – Me!</p> <p>Five a day challenge</p>	<p>Festivals and Celebrations (Noisy Nightlife, Light and Dark) Visit to local Church Suggested texts : Owl Babies, Jolly Christmas Postman Literacy: Phase 2 & 3 Phonics Maths: Number ordering and addition Understanding the World: Animals, Seasons and time Expressive Art and Design: Roleplay, Craft RE: Why do we celebrate Christmas? PSHE: Celebrating Difference Music: Charanga – My stories!</p> <p>Forest School Owls nest/other birds hibernation</p>	<p>People & Vehicles (Jobs, community, transport, heroes, past and present) Parents talking about relevant jobs Suggested texts : Naughty Bus, Whatever Next Literacy: Phase 2 & 3 Phonics and Caption Writing Maths: Addition & Shapes Understanding the World: Vehicles, People Who Help Us Expressive Art and Design: Roleplay, Craft RE: Why do we visit the Church? Who was a friend of God? PSHE: Dreams and Goals Music: Charanga – Everyone!</p>	<p>Turrets and Tiaras (Castles, Knights and Princesses) Visit to Lewes Castle/Bodiam Suggested texts: The Kiss that Missed, Zog, Castle non-fiction texts. Literacy: Sentence Structure & Story writing Maths: teen numbers, addition and subtraction and pattern in number, shape Understanding the World: Similarities and differences, old and new, change over time. Expressive Art and Design: Drama and role play of in different places and stories. RE: Who did Jesus spend time with? Easter Meals with Jesus PSHE: Keeping Happy Music: Charanga – Our World!</p>	<p>Our World (places, plants, bugs, growing, differences and changes) Visit from bug/reptile specialist or trip to BEDES zoo Suggested texts : Jack and the Beanstalk, Hungry Caterpillar, What the Ladybird Heard. Maths: Doubling and Halving Understanding the World: Similarities and differences in how things grow and change Expressive Art and Design: Craft using natural materials. RE: New life all around PSHE: Relationships Music: Charanga – Big Bear Funk!</p>	<p>Summer (sea, travel, pirates, transition) Trip to the seaside/go on a train Suggested texts: The Night Pirates, Pirate Pete Literacy: Writing for different purposes. Maths: Problem solving and counting in multiples Understanding the World: Using technology to investigate Expressive Art and Design: Under the water themed craft. RE: Why do we have celebrations? PSHE: Changing Me Music: Charanga – Reflect, Rewind and Replay</p>
Implementation Characteristics of EFFECTIVE Learning	<p>Our EYFS Provision for Learning and Development</p> <ul style="list-style-type: none"> - Will reflect the needs and interests of the cohort of children. - Will encourage children to build positive relationships. <ul style="list-style-type: none"> - Will provide an environment that challenges and encourages learning through exploration and positive adult interaction. <p>This will be implemented through opportunities to develop the characteristics of effective learning.</p>	Characteristics of Effective Learning				
		Playing and Exploring	Active Learning	Creative and Critical Thinking		
		<ul style="list-style-type: none"> • Finding out and Exploring • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests <p>Playing with what they know</p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people <p>Being willing to have a go</p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Taking a risk, engaging in new experiences, and learning by trial and error 	<p>Being Involved and Concentrating</p> <ul style="list-style-type: none"> • Maintaining focus on their activity for a period of time • Showing high levels of energy, fascination • Not easily distracted • Paying attention to details <p>Keeping on trying</p> <ul style="list-style-type: none"> • Persisting with activity when challenges occur • Showing a belief that more effort or a different approach will pay off • Bouncing back after difficulties <p>Enjoying achieving what they set out to do</p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals • Being proud of how they accomplished something- not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise 	<p>Having their own ideas</p> <ul style="list-style-type: none"> • Thinking of ideas • Finding ways to solve problems • Finding new ways to do things <p>Making links</p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect <p>Choosing ways to do things</p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, • solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked 		

<p>IMPACT: Knowledge Gained Understanding the World</p>	<p>Understanding the World: People and Communities</p> <p>Early Learning Goal – most children should know</p> <ul style="list-style-type: none"> I know about myself and my family I know people have different jobs I know that I am unique I know about celebrations I know which words to use when I talk to my friends politely I know I should talk to others to try to solve problems I know life was different in the past I know people believe different things and have different ideas I know that you have to treat other people with Respect 	<p>Understanding the World: Technology</p> <p>Early Learning Goal – most children should know</p> <ul style="list-style-type: none"> I know different technology I select and use technology for particular purposes. I know the tablets and cameras can be used to take photos I know the computer or Interactive Whiteboard is where I can play games I know the computer has a keyboard for writing <p>Exceeding (some children might know)</p> <ul style="list-style-type: none"> I know different technologies and what I can use them for I know the iPad can take photos of my work or things that interest me at school I know what technology I can use to record an event- such as a journey on a steam train. 	<p>Understanding the world</p> <p>Early Learning Goal – most children should know</p> <ul style="list-style-type: none"> I know what my environment looks like I know other places are different I know about the world around me I know I have to take care of my environment and living things I know that living things grow and change <p>Exceeding (some children might know)</p> <ul style="list-style-type: none"> I know some actions which people in their own community do that help to maintain the area they live in. I know the properties of some materials and can suggest some of the purposes they are used for. I know you have to feed and home animals to look after them I know that I have to put my rubbish in the bin and that some things are recycled I know I use water to test if something will sink or float
<p>IMPACT: Knowledge Gained Expressive Art and Design</p>	<p>Exploring and using Media and materials</p> <p>Early Learning Goal – Most Children should know...</p> <p>I know a range of songs.</p> <ul style="list-style-type: none"> I know tools are used for different reasons and how to use them safely I know how to use a range of tools and art materials. I know how to mix colours, resources and tools to create a product. <p>Exceeding – Some Children might know...</p> <ul style="list-style-type: none"> I know how to plan and adapt my creations I know how to adapt and change materials. 		<p>Being Imaginative</p> <p>Early Learning Goal – Most Children should know..</p> <ul style="list-style-type: none"> I know colours can be used for specific items and mixed to create new ones. I know different ways to show my imagination. I know that my ideas and imagination are special. I know that I can work with others to create something. <p>Exceeding – Some Children might know...</p> <ul style="list-style-type: none"> I know that talking about my ideas can help other understand them, and they can help me. I know that I can explain, edit and adapt my ideas and work.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Once upon a time – Stories, knowing about self.	Festivals and Celebrations (Noisy Nightlife, Light and Dark)	People & Vehicles (Jobs, community, transport, heroes, past and present)	Our World (places, plants, bugs, growing, differences and changes)		Summer (sea, travel, pirates, transition)
Trips / Events	Curriculum Days / Whole School Events (e.g. Awe & Wonder Day, pause days)	Walk around the village / Post office	Bus Trip Visit to or from Public Service (Police, fire, nurse)	External Trip – Linked to animals	Wildlife Trip - Woodland, Farm.	Seaside Visit (Aquarium, Life Boat, Beach)
Literacy skills	Phase 1 – Sound Exploration Phase 2 – Early phonic sounds Mark Making experiences and pencil grip	Phase 2 / 3 – Segmenting, Blending and CVC writing. Learning HFWs	Phase 3 Diagraphs – Using our knowledge of phonics to read and write.	Phase 3 Revisiting and Embedding Using our knowledge of phonics to read and write	Phase 4 – Applying our HFW's in reading and writing. Reading and discussing what we have read.	Cohort specific Phonic needs.
Maths Skills	Number recognition and awareness. Shape exploration.	Number ordering and addition including more than less than. Weighing and Measuring	Addition & Subtraction Patterns in number Developing Pattern Capacity	Teen Numbers & Place Value 3D Shapes	Doubling and Halving Time	Problem Solving, counting in multiples Money, Capacity
Key Celebrations	Halloween Harvest Festival	Christmas Diwali	Pancake Day Chinese New Year	Easter	May Festival	Transition 'Mid-Summer'

Forest School	Using your body over the styles Getting ready independently Identification of wild fruit and harvest- blackberries, noticing changes in the leaf colour, new routines and environments	Celebrations, singing songs of celebrations in the woods, divali storytelling/ lantern making, physical independence over styles, confidence in their physical abilities, climbing on the slack line, reading 'Stick Man'	Making fires, talking about the 'old Railway line' trains and Hartfield station, jobs farmers and foresters do, fire awareness, how to stay safe around the fire, red dragon, green dragon games.	Making willow horses to be knights to ride to the woods, role playing stories, reading signs along the route, Emergence of spring, new shoots, identifying trees, first blossoms, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed, making drink out of sticky weed.	Observing plant growth, answering why questions about materials and plants- (Exceed ELG), floating and sinking items in the stream, you are only safe games, leaf printing, making crowns for the May festival, starting to use tools- peelers.	Walking across the river Medway, journeys, making story sticks of found items along the way, transition confidence, talking about changes in themselves and the season, reflections of yearly FS sessions, increased physical independence.
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