



**EYFS Curriculum**

**2021-2022**

**(Reception)**

**INTENT : What we would like to do**

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Amazing Me - Who am I?	Let's Celebrate Why do we celebrate?	Once Upon a time What happens in fairy tale land?	How does it grow?	What do we know about water?	Where do we live?
Suggested texts: Famer Duck Rosies Walk Naughty Bus Two Dads	Suggested texts : The story of Rama and Sita, The Nativity, Stubby the dog, The night before Christmas	Suggested texts : The Kiss that Missed, The Castle the king built, The queen's hat, The egg box dragon, Jack and the beanstalk, The Jelly Beanstalk	Suggested texts : The Tiny Seed, Jaspers beanstalk, Oliver's vegetables/ fruit salad, Handa's surprise, Greta and the Giants	Suggested texts : The night pirates, The Big Blue, Who swallowed Stanley, What the ladybird heard at the seaside, tiddler,	Suggested texts: Non- fiction, maps of local area, Winnie the Pooh
Literacy: Phase 1 & 2 Phonics, Fine Motor provision, emergent writing, familiar songs.	Literacy: Phase 2 & 3 Phonics Poetry, Lists, invitations, cards, story retelling	Literacy: Phase 2 & 3 Phonics and Caption Writing, writing letters, Talk for writing stories, speech and thought bubbles	Literacy: Sentence Structure & Story writing, fact files, information writing	Literacy: Writing Postcards, messages in bottles, story writing	Literacy: Writing for different purposes, transition, letters to new intake, buddies, invitations,
Maths: Number and counting exploration. Subitizing and cardinal principle. Methods for exploring numbers.	Maths: Number ordering and addition, estimating amounts. Patterns	Maths: Addition & Shapes and comparisons. Number bonds to 5. Odds and evens	Maths: Subtraction and patterns in number, measuring. Number Bonds to 10, odds and evens	Maths: Capacity, special reasoning. Numbers beyond 10. Comparison of length/height.	Maths: Problem solving and counting in multiples. Exploring patterns in higher numbers and amounts
Understanding the World: Getting to know us, changes in my life, birthdays, Our school and world around us People Who Help Us, good health, teeth, food and life choices	Understanding the World: Seasons, Time, other religions, cultures and celebrations	Understanding the World: Past and present, Easter and new birth/ circle of life	Understanding the World: Similarities and differences in how things grow and change, environment, life cycles, Seasons	Understanding the World: places around the world, life cycles, looking after the planet,	Understanding the World: How we have changed and grown, the local area, where the school is in the village, local people from here, how to stay safe in the sun.
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, ,	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	: Gross motor, Jump Ahead, fine motor provision, using tools and scissors, pencil grip and control, handwriting. Ball skills and dedicated PE Sessions.	PD: Gross motor, developing accuracy and pencil control
Expressive Art and Design: Playdough, lines to create representation, Painting and Collage Warhol, Picasso.	Expressive Art and Design: Roleplay, singing songs, Craft decorations, diva lamps, rangoli patterns Artists Focus- Kandinsky, Paul Klee	Expressive Art and Design: Roleplay, Craft, banquet dancing, waltz Artist focus- Michael Rosen	Expressive Art and Design: Drama and role play of different places and stories. Artist focus-Van Gogh, Archimboldo,David Attenborough- filmmakers	Expressive Art and Design: Craft using natural materials. Under the water themed craft. Artist focus-Andy Goldsworthy, Monet, sea shanties	Expressive Art and Design: Artist focus-local artists links, Picasso, EH Shepherd
PSHE: Being me in the world, getting dressed independently, self care	PSHE: Celebrating Difference getting dressed independently,	PSHE: Dreams and Goals getting dressed independently	PSHE: Healthy Me getting dressed independently, healthy eating	PSHE: Relationships getting dressed independently	PSHE: Changing Me getting dressed independently

	RE: Why do we have celebrations	RE: Why do we celebrate Christmas	RE: Why do we visit the Church? Who was a friend of God?	RE: Who did Jesus spend time with? Easter Meals with Jesus	RE: New life all around	RE: Why are we special?
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<b>IMPLEMENTATION: How will this happen?</b>	<b>Our EYFS Provision for Learning and Development</b>	<p>We will be thinking about the underpinning principles for EYFS Pedagogy;</p> <ul style="list-style-type: none"> <li>- Keeping in mind that every child is a <b>Unique Child</b> who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>- Providing an Environment that develops <b>Positive Relationships</b>, encouraging them to be strong and resilient.</li> <li>- Children learn and develop well in <b>enabling environments with teaching and support from adults</b>, who respond to their individual interests and needs and help them to build their learning over time.</li> <li>- Children benefit from a <b>strong partnership</b> between practitioners and parents and/or carers.</li> <li>- Having an awareness and knowledge of importance of <b>learning and development</b>. Children develop and learn at different rates.</li> </ul>
	<ul style="list-style-type: none"> <li>- Will reflect the needs and interests of the cohort of children.</li> <li>- Will encourage children to build positive relationships.</li> <li>- Will provide an environment that challenges and encourages learning through exploration and positive adult interaction.</li> </ul> <p>This will be implemented through opportunities to develop the characteristics of effective learning.</p> <p>Communication and language development opportunities will underpin all provision and modelled teaching.</p> <p>There will be a balance of child initiated learning experiences, guided learning and direct teaching across the children's time in Reception.</p>	<p>Early Years Staff will be encouraging and building children's learning styles by encouraging them to:</p> <p><b>Play and Explore</b> - Children will investigate and experience things, and 'have a go'.</p> <p><b>Become Active learners</b> - Children will work on concentrating and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Be Creative and Critical Thinkers</b> - Children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>

**IMPACT: Knowledge & Skills Gained**

<p><b>Communication &amp; Language</b></p>	<p><b>Listening and Attention</b>          I know how to listen well.          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.          I know how to communicate in different group sizes.</p>		<p><b>Speaking</b>          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.</p>
<p><b>PSED</b></p>	<p><b>Self- Regulation</b>          I know how to tell you how I am feeling and I manage this.          I know how to wait for something.          I know how to focus in different situations.          I know how to set my own goals and work towards it.</p>	<p><b>Managing Self</b>          I can try new activities and experiences.          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 and can talk about how to look after my body, teeth and health.</p>	<p><b>Building Relationships</b>          I know how to share resources and turn take.          I know how to form positive relationships with others, including peers and adults.          I know how to be sensitive to mine and others' needs.</p>
<p><b>Physical Development</b></p>	<p><b>Gross Motor</b>          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><b>Fine Motor</b>          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.</p>
<p><b>Literacy</b> (Links with C&amp;L)</p>	<p><b>Comprehension</b>          I know how to retell a story in my own words          I can predict what may happen next.          I know how to talk about key texts (including poems, stories, rhymes, non-fiction).</p>	<p><b>Word Reading</b>          I know how to blend sounds together to read a word and simple sentences.          I know how to read at least 10 digraphs.          I know some common exception words</p>	<p><b>Writing</b>          I know how to write using my phonics.          I know how to write some common exception words.          I know how to a simple sentence, using finger spaces.          I know how to look at my writing and how to begin to read it back.</p>

	<b>Maths</b>	<p><b>Number</b>  I know how to subitise amounts to 5.  I know that a numeral represents an amount.  I know my numbers bonds to 5, and I am working on number bonds to 10.  I know some doubling facts.  I know how to share amounts between groups.</p>	<p><b>Numerical Pattern</b>  I know how to verbally count to, and beyond 20.  I know there are odd and even numbers.  I know the numbers that come before and after each other.  I know how talk about numbers and the number system.</p>	
	<b>Understanding the World</b>	<p><b>Past and Present</b>  I know what has happened in my life and that of those close to me.  I know some similarities between the past and now.  I know how to find out about the past.</p>	<p><b>People, Cultures and Communities</b>  I know how to talk about what I have seen.  I know about my local area and describe where I live.  I know people celebrate and believe different things.  I know about life in different countries and can talk about how others live.</p>	<p><b>The Natural World</b>  I know how things change and grow.  I know similarities and differences in my worlds.  I know how to draw things in the environment and things I see.  I know about the seasons and the changes that happen.</p>
	<b>EAD</b>	<p><b>Creating with Materials</b>  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><b>Being Imaginative &amp; Expressive</b>  I know how to sing a range of songs.  I know how to perform.  I know how to invent, adapt and recount stories.</p>	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Me and My World	Let's Celebrate	Once Upon a time	The Great Outdoors		
Key Question	Who am I?	How do we Celebrate?	What happens in fairy tale land?	How Does it grow?	What do we know about water?	Where do we live?
Trips / Events / Visitors (including mystery readers)	Visit local area - Park/Wood/Croft School tours Buddies Church	Visit Memorial  Link with fire station/fighters around fire safety	External providers for drama, dance workshops, linking up with local colleges Bodium/ Hever castle	Woodland Walks Hatching Chicks Visitor - Baby Farm / Plumpton Butterflies	Sea side Sea life centre Groombridge place Beach	Village Walks
Key Celebrations	Birthdays Harvest	Autumn Diwali Christmas Bonfire Remembrance	Pancake Day Songran - Buddist Festival of water	Queens Jubilee Easter	Fathers Day May Day SMV - May pole festival Sports Day	Chidd - Chiddingly Festival Sports Day
Suggested Texts to include in learning	Famer Duck Rosies Walk Naughty Bus Two Dads The Colour Monster	The story of Rama and Sita, The Nativity, Stubby the dog, The night before Christmas	The Kiss that Missed, The Castle the king built, The queen's hat, The egg box dragon, Jack and the beanstalk, The Jelly Beanstalk	The Tiny Seed, Jaspers beanstalk, Oliver's vegetables/ fruit salad, Handa's surprise, Greta and the Giants	The proudest blue - Ibtihaj Someone Swallowed Stanley - Fish - Brenden Kearney Snail & Whale	Non-fiction, maps of local area, Winnie the Pooh