



NEWTON BLUECOAT SCHOOL RECEPTION CURRICULUM OVERVIEW

"In the EYFS, we have an ambitious curriculum with high expectations. We provide a learning experience that meets the individual needs of each unique child teaching above and beyond the early learning goals. We intend to make every second of learning exciting as well as challenging teaching knowledge and skills that develop curiosity and love for learning to take with them to year one and beyond."

WE BELIEVE IN EXCELLENCE; INSPIRING EVERY CHILD TO FLOURISH WITHIN A CARING, CHRISTIAN COMMUNITY.

INTENT, IMPLEMENTATION, IMPACT ...

CHILDREN FEEL VALUED AND LOVED IN SCHOOL AND STAFF PRIDE THEMSELVES ON BUILDING STRONG RELATIONSHIPS WITH BOTH PARENTS/CARERS AND CHILDREN. WE TEACH LITERACY AND MATHS TO A HIGH STANDARD AND CHILDREN MAKE EXCELLENT PROGRESS THROUGHOUT THE EYFS. WE TREAT EVERY CHILD AS AN INDIVIDUAL AND ARE COMMITTED TO THE DEVELOPMENT OF THE 'WHOLE CHILD'. WE WANT CHILDREN TO ENTER KS1 HAPPY, SELF-ASSURED, INDEPENDENT LEARNERS WITH A THIRST TO LEARN AND THE CONFIDENCE TO KNOW THAT THEY CAN DO ANYTHING THEY WANT TO DO AND THAT WE WILL SUPPORT THEM ON THEIR JOURNEY"

THE EYFS TEAM AT NEWTON BLUECOAT C OF E SCHOOL.

Reception Curriculum						
	Autumn		Spring		Summer	
Topic	Marvellous Me	Let's Celebrate	Where Shall we go?	Helping Heroes	Growth and Change	A Seaside Adventure
Communication and language Listening, attention and Understanding Speaking (overlap)	Instructions involving a two-step sequence e.g. get your coat then your bag. Encourage curiosity and questioning involving why questions through story time. Tuning into environmental sounds. Sing a range of songs and rhymes. Daily Storytime Assess children using Wellcomm Stop and go musical games Wellcomm intervention Naming familiar objects Listening to rhymes and songs Expressing basic needs, wants and feelings	Word of the day Oracy Earlybird activities Recalling simple event sequences. Adults to model speak in sentence lengths of 4–6 words and provide opportunities for children to do so. Listening to short stories and answering who, what and where and what questions. Wellcomm intervention Children to begin to use vocabulary related to emotions, relationships, and routines. Introduction of talk partners Rhymes and listening games	Word of the day Oracy activities Understanding "how" and "why" questions Maintaining attention during whole group discussions. Assess children using Wellcomm Wellcomm intervention Use talk to organise and navigate play Adults to teach vocabulary related to topic and model regularly in conversations. Small world story-retelling Mystery objects	Word of the day Oracy activities Class debates Barrier games Introduction of non-fiction people who help us books to introduce new vocabulary. Wellcomm intervention Use talk to organise and navigate play Small world story-retelling Mystery objects Adults to teach vocabulary related to topic and model regularly in conversations. Creating and telling stories	Word of the day Oracy activities Listening to longer stories Assess children using Wellcomm Wellcomm intervention Adults to teach vocabulary related to topic and model regularly in conversations. Adults to support children to articulate their ideas and thoughts in well-formed sentences. Talking about lifecycles and growing. Using increasingly ambitious vocabulary. Speak confidently and ask relevant questions.	Word of the day Oracy activities Sustaining two-way attention in larger groups Wellcomm intervention Adults to teach vocabulary related to topic and model regularly in conversations. Adults to support children to articulate their ideas and thoughts in well-formed sentences. Use topic specific vocabulary Transition discussions

Literacy

Literacy counts
Consultancy

Autumn 1	
Mr Gumpy's Outing by John Burningham	
	
Outcome: Encodable Journey Story Sentences	Outcome: Encodable Lost Instruction Sentences
Purpose: To retell	Purpose: To instruct

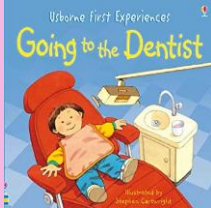
Autumn 2	
Star in the Jar by Sam Hay	
	
Outcome: Encodable Finding Story Sentences	Outcome: Encodable Poster Sentences
Purpose: To retell	Purpose: To inform

Spring 1	
Juniper Jupiter by Lizzy Stewart	
	
Outcome: Encodable Superhero Sentences	Outcome: Encodable Letter Sentences
Purpose: To retell	Purpose: To inform

Spring 2	
Little Red by Bethan Woolvin	
	
Outcome: Encodable Traditional Tale Sentences	Outcome: Encodable Instruction Sentences
Purpose: To retell	Purpose: To instruct

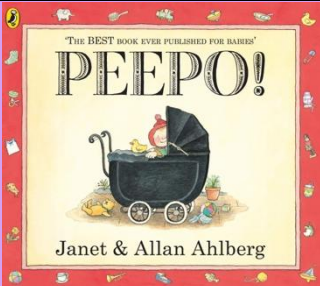
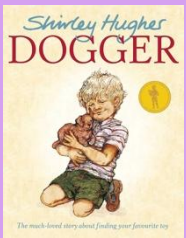
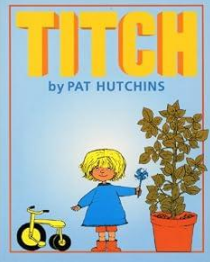
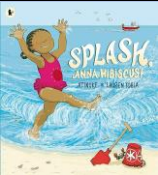
Summer 1	
The Extraordinary Gardener by Sam Boughton	
	
Outcome: Encodable Instruction sentences	Outcome: Encodable Transformation Story Sentences
Purpose: To instruct	Purpose: To retell

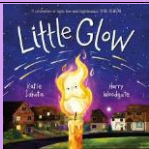
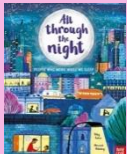
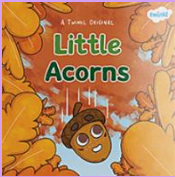
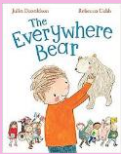
Summer 2	
The Storm Whale by Benji Davies	
	
Outcome: Encodable Friendship Story Sentences	Outcome: Encodable Whale Poem Sentences
Purpose: To retell	Purpose: To describe

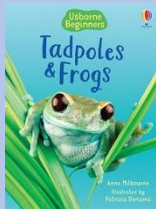
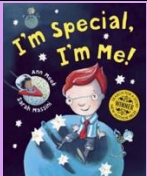
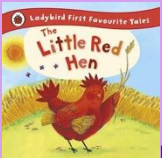
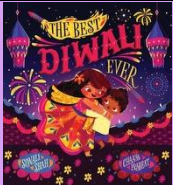
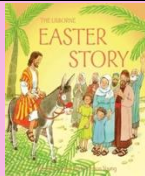
Personal, social and emotional development Emotions Sense of self Relationships My Happy Mind	Teach children where resources go in the classroom. Building resilience Tour the classroom to see which area is which. Teaching hygiene routines – toileting and handwashing Teaching safety routines- tidying up and lining up Snack and lunchtime routines I am Special RE topic- teach children why they are special and unique 	Social stories relating to positive behaviours and expectations in the classroom. Completing morning routines independently- putting coat and bag away Using visual timetables Consolidating hygiene routines – toileting and handwashing Consolidating safety routines- tidying up and lining up Meet Your Brain What does your brain look like? What does it help us with? How to look after our brain. How to grow our brains.	Developing perseverance Classroom helpers Working independently for short periods of time. Celebrate What are character strengths? Character strengths – love, kindness, bravery, honesty, teamwork and friendship, exploring and learning, love of life and our world. Toothbrushing- Dentist visit 	Working collaboratively with others. Managing transitions throughout the day confidently. Taking responsibility Developing resilience Appreciate How can we be grateful for other people? How does being grateful make you feel? Being grateful for activities and times we feel happy about. How to be grateful for ourselves. BRITISH VALUE – Mutual Respect	Completing tasks with less adult support Managing own personal needs confidently Reflecting on learning Organising resources independently. Beach and water safety Relate How can I be a good friend? Why is getting along with others so important? Active learning – why is listening so important? How does it feel when we don't get along with others? BRITISH VALUE - Respect	New to reception starter school visits Year one visits for reception cohort- visiting new classroom Talking about feelings and transition Saying goodbye and reflecting on our year in reception. Beach and water safety Engage What are goals? Setting goals. What are big dream goals? What can we do when goals are tricky? BRITISH VALUE – Liberty
Physical development Fine motor	Dough Disco Squiggle whilst you wiggle – early mark-making shapes Name Writing Weaving Playdough station- malleable play Finding a comfortable pencil grip	Threading Tearing Name Writing Letter formations Scissor skills-Snipping Button dressing station- practise buttons independently	Small paintbrushes Scissor skills- cutting Tweezers Tracing Anti-clockwise letter formations Consolidating name writing	Small paintbrushes Scissor skills- cutting Tweezers Tracing Anti-clockwise letter formations	Continuous cutting Small paintbrushes Tweezers Tracing Letter formation accuracy	Focus on fine motor fluency and accuracy Tracing intricate patterns Continuous cutting Small paintbrushes Tweezers Letter formation accuracy

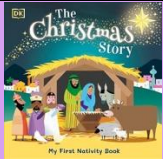
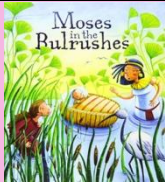
		Zip station- practise zipping independently Using tripod grip to hold tools				
Physical development Gross motor P.E. (P.E Passport)	Getting changed for PE Introduce Balance Bikes Dancing with scarves Model carrying large scale construction equipment. Negotiating space and obstacles safely Going to the toilet independently- pulling up clothing independently.	Large scale mark-making with scarves Learning to balance Catch a beanbag Developing balance Large scale painting Autumn obstacle courses	Jumping for distance Travel under, over and through Rolling objects with increasing control Throwing underarm Catch a range of objects. Target games Ball Skills	Target games- Throw a ball with developing accuracy. Team games More complex obstacle courses.	Target games- Throw a ball with developing accuracy. Hopping and Skipping Picking up, carrying, and placing equipment down with precision and care	Continue to consolidate all previous skills plus: Tagging and chasing games Skilful running, hopping, skipping, and rapid direction changing.
Phonics	Please see Red Rose Letters and Sounds phonics overview attached.					
Possible ideas for enhancements (These can be adapted at various points to allow for children's interests)	Families Emotions Homes	Winter Diwali Christmas	Chinese New Year Spring	Easter Spring Pancake day Mothering Sunday	Sun Safety Sport's Day	Ice Cream Parlour Beach Role-play Water Safety

Cultural capital/ enrichments	Harvest Festival Visit to the Park First trip to the Park Sharing news via Classdojo	Pantomime The Nativity Diwali Bonfire Night Sharing news via Classdojo RSPB Spring Birdwatch Christmas wrapping station- building foundational skills	Chinese New Year Winter Walk Fire Firefighter Visit Dentist Visit Nurse Visit Everywhere Bear home visit- Where did you go with everywhere bear? Sharing news via Classdojo	Lamb Visit Everywhere Bear home visit- Where did you go with everywhere bear? Park Visit Sharing news via Classdojo	Planting flowers Summer Walk Sharing news via Classdojo	Curious Critters Sport's Day Ice cream van visit RNLI visit Sharing news via Classdojo
Potential parental engagement	Parent's evening Meet the teacher ClassDojo (used to communicate with parents throughout the year)	Mystery Reader Nativity Phonics in Reception meeting	Mystery Reader Parent's evening People who help us parental visits- all parents welcome to talk about their jobs.	Mystery Reader Whole school Poetry performance	Mystery reader Sports day Class Assembly	Mystery Reader End of Year Reports
Expressive arts and design	Self- portraits- black biro- progression picture Self-portrait using coloured paints- selecting colours for a purpose Colour Mixing Dancing with scarves Artist study- Andy Goldsworthy- create nature autumnal patterns Create nature self-portraits Outdoor boat role-play – Mr Gumpy's boat.	Artist Study- Yayoi Kusama Large scale dot sticker collaborative work- art workshop display. Circle printing using a variety of materials such as, bottle tops, stampers. Bubble wrap Shape clay to make a pumpkin- decorate the pumpkin using loose parts such as, beads, buttons and sequins. Explore the sounds and colours of firework displays. Create firework sticks- mark-make in the sky to music.	Artist Study- Kandinsky Introducing the Artist and hearing Colour Show the children Kandinsky's vibrant, abstract pieces. Play two contrasting pieces of music (e.g., slow classical music versus upbeat jazz). Dance or move with matching tempo and emotions of the sounds. Use oil pastels and chalks to independently create own artwork using spirals and circles. Use red, yellow and blue paint to recreate concentric circles. Using construction materials to build villages, towns and cities.	Little Red inspired artwork- Shadow puppets Charcoal representations of the woods Decorate Little Red's coat with a variety of mediums of your choice- once dry use it in role- play area The Deep Dark Woods outdoor role-play area. Hidden Forest pictures- Use white crayons to draw trees in the forest and white crayons to draw Little Red in the middle of the forest- paint over in diluted black paint to create wax resist.	Lifecycle artwork- Junk modelling lifecycles- cutting, sticking, drawing to create frog lifecycles. Split pin frogs. Metamorphosis dance- use scarves and materials to retell the lifecycle of a butterfly. Garden centre role-play	Artist study- Vincent Van Gogh – sunflower observational drawing (black and white) Sunflower painting- Watercolours and small brushes Use a viewfinder to zoom in on smaller details and offer children a variety of resources to choose from Seaside puppet show Use PVA glue and funnels to create sand art. Recreate Anna's day (Anna Hibiscus) (construction and

		Create chalk firework representations. Bonfire night exploration role-play area. De-constructed outdoor role-play		Split pin moving eyes		small world) and think about favourite memories at the beach.
Understanding the world Past and present	 My History – Looking at special books- What did you look like as a baby? What do you look like now? What has changed over time? My favourite memory- why is this my favourite memory. Days of the week, yesterday, today and tomorrow, long ago, in the past, light, dark, old, young, before and after.	 Comparison of old toys and new toys. How have toys changed? Invite parents and grandparents in to school to bring in their old toys. Old Dolls House Old Doll	Significant individuals - Florence Nightingale Doctors Role-play area to recreate the role of Florence Nightingale.	 Titch Chronological timeline of planting a seed and watching it grow Plant our own seeds.	The Very Hungry caterpillar timeline Significant individuals – David Attenborough	  Describe own immediate environment and find compare and contrast life in this country and life in other countries. Find the UK and Africa on a map. Look at the sea that connects the countries. Sort beach items in the UK with beach items in Africa e.g, papaya, raincoat, a traditional fishing boat etc

						Exploring seaside holidays- past and present
Understanding the world People and communities	Author visit Special Books – Who is special to me?	 Talk about and describe features of their own lives, talk about and describe features of the lives of people in their own community and of people in other countries across the world. How do we celebrate Christmas? Look at similarities and differences between traditions.	 Lunar New Year Lunar New Year role-play area  People Who Help Us Visits from people who help us including parents! Investigate maps of the local area and the country.	Farming and food growth Where does our food come from? Farm shop role-play area. Farm small world area. Match the food to where it comes from.	RE Special Places What makes a place holy? Visit from Father Shaun Virtual visit to Lund Church Making our own holy places using construction materials. Compare and contrast to holy places of other faiths. Invite parents to share experiences of holy places	RNLI visit- Water safety Getting to know new teachers and adults in our new class
Understanding the world The natural world	Exploring with my senses Autumn walk around school- create signs of autumn journey sticks Find and Sort Autumn treasure A walk around the village Harvest walk 	 Hibernation- Hibernation den- What does it feel like to hibernate? Dark and Light- Create a dark den Enhance with torches and lights	Changes of state- Ice investigations Spring walk- signs of spring and the associated weather. Animals- Compare safari animals typically found in Africa to polar animals using small world play 	Plants- growth and change- Look, observe, record Happy and Healthy- What happens to our bodies during and after exercise? 	Life cycles  The Hungry Caterpillar- Growth and change over time. 	Changing seasons- what would I wear at the seaside and why? Floating and Sinking Beach clean-up small world play- learn about environmental awareness

		Enhance with reflective items Enhance with glow in the dark items- glow in the dark writing opportunities. Animals – Polar animal small world Where do they live? What is the environment like?	 Drawing and labelling story maps of key places from stories. Create 3d story maps.	What can we do to keep happy and healthy? Which foods would you eat every day/sometimes? <u>Forces</u> Balancing/falling/moving toys- How can we make this balance? Fall faster?	Explore minibeast and their habitats Search for and discover minibeasts in a range of locations around the school grounds- record what you have found.  Frog lifecycles	and remove litter from the seaside. Go on a litter pick (using provided litter pickers) around school to look after our environment.
Mathematics	Please see White Rose Overview					
RE	 I am special Why are we all different and Special?  Harvest Why Do People of faith say thank you to God at Harvest time?	 Diwali How do people of faith celebrate special times? Food Tasting Parent visit Making Diwa lamps Diwali role-play	Stories Jesus Heard What stories did Jesus hear when he was a little boy?  Jonah and the Whale  Noah's Ark	 Easter Why do Christians celebrate Easter?	 Special Places What makes a place holy? Visit from Father Shaun Virtual visit to Lund Church Making our own holy places using construction materials. Compare and contrast to holy places of other faiths. Invite parents to share experiences of holy places.	Special Times How do you celebrate special times? Hinduism, Islam, Judaism, and Sikhism.

		 The Nativity How do Christians celebrate Jesus' birthday? Birthday role-play area Nativity performance	 Moses			
Christian Values	Friendship Thankfulness Responsibility Love Trust Compassion Generosity Courage	Friendship Love Trust Compassion Generosity Courage Love Joy Hope	Friendship Faith Courage Trust	Friendship Compassion Love Faith Forgiveness	Friendship Love Trust Friendship Respect Reverence	Friendship Faith Love Thankfulness Love Faith

Phase 2 Overview of GPCs and Tricky Words

Phase 2	GPCs	Tricky Words
Week 1	Teach s a t	
Week 2	Teach p i n	
Week 3	Teach m d g	
Week 4	Consolidate s a t p i n m d g	
Week 5	Teach o c k	Teach the
Week 6	Teach c k e u	Teach I to
Week 7	Teach r h b	Teach no go
Week 8	Consolidate o c k c k e u r h b	Teach into
Week 9	Teach f f l	Consolidate the I to no go into
Week 10	Teach l l s s	Consolidate the I to no go into
Week 11	Consolidate f f l l s s	Consolidate the I to no go into
Week 12	Consolidate as required	Consolidate Phase 2 Tricky Words as required
	<i>High Frequency Words as is us his has s pronounced /z/</i>	

Phase 3 Overview of GPCs and Tricky Words

Phase 3	GPCs	Tricky Words
Week 1	Teach j v w	Teach he she
Week 2	Teach x y z z z	Teach we be me
Week 3	Teach qu ch sh	Teach was my
Week 4	Teach th th ng	Teach you they
Week 5	Consolidate qu ch sh th th ng	Consolidate he she we be me was my you they
Week 6	Teach ai ee	Teach her all
Week 7	Teach igh oa Teach two-syllable words	Teach are like (Phase 4)
Week 8	Teach oo oo Teach two-syllable words	Teach said when
Week 9	Teach ar or Teach two-syllable words	Teach have one
Week 10	Consolidate ai ee igh oa oo oo ar or	Consolidate her all are like said when have one
Week 11	Teach ur ow	Teach come do
Week 12	Teach oi ear Introduce pseudo words	Teach so were
Week 13	Teach air ure er Introduce pseudo words	Teach some there
Week 14	Consolidate ur ow oi ear air ure er	Teach out little what
Week 15	Consolidate as required	Consolidate Phase 3/4 Tricky Words as required

Phase 4 Overview and Tricky Words

Phase 4	Adjacent Consonants	Tricky Words
Week 1	Teach CVCC and CCV	Teach said so have like
Week 2	Teach CCVC and CCVCC	Teach some come were there
Week 3	Teach CCCVC and CCCVCC	Teach little do one when
Week 4	Teach Polysyllabic words containing Phase 2 and 3 graphemes, and adjacent consonants.	Teach out what it's

White Rose Maths Reception Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Getting to know you		Match, sort and compare FREE TRIAL VIEW	Free trial Talk about measure and patterns VIEW			It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW			Building 9 and 10 VIEW		Explore 3-D shapes VIEW		
Summer	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW			Visualise, build and map VIEW		Make connections VIEW		Consolidation