



The Eliot Bank and Gordonbrock Schools Federation



Year Group Overview: Reception

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|--|--|---|--|
| Theme | All about me | Celebrations | Space | Animals – past and present | In the garden/ Mini - beasts | Make Believe / Lets pretend |
| Area of Learning | | | | | | |
| Personal Social and Emotional Development | Successful PSE Development is critical for young children in all aspects of their live and gives the best opportunities for success in other areas of learning. Areas of PSE will be planned for on a weekly basis depending on the needs of particular individuals or groups of children. Refer to The Curriculum Guidance for the Foundation Stage and Foundation Stage Profile to ensure opportunities are given for development in all areas (Dispositions and attitudes; Social Development and Emotional Development) | | | | | |
| Personal Social and Emotional Development (Particular opportunities) | Separates from main career Forms good relationships. Takes turns and shares fairly | Have a developing respect for their & own culture and beliefs and those of other people. Consider the consequences of words and actions. Initiates ideas and talks in familiar groups | | Continues to be interested, motivated and excited to learn. | Responds to significant experience showing a range of feelings. | To review and assess all areas of PSED over the year |
| | Dress and undress independently and manage their own personal hygiene. Communicates freely about home | | Separates from main career. Builds relationships | Maintain attention and concentrates. Understands that s/he can expect others to treat their needs views, cultural beliefs with respect. | | |
| | Understand that there need to be agreed values and codes of behaviour for groups of people. Understand what is right and wrong and why. Consider the consequences of words and actions. | | | | | |
| Communication and Language | Areas of CLL will be planned for on a weekly basis depending on the needs of particular individuals or groups of children. Refer to The Curriculum Guidance for the Foundation Stage and Foundation Stage Profile alongside the National Literacy Strategy to ensure opportunities are given for development in all areas. | | | | | |
| Text level focus | A wide variety of traditional, nursery and modern rhymes, chants, action verses, poetry and stories with predictable structures and patterned language. | | | | | |
| | Non fiction – body, health, families etc Dogger – writing labels for toys and ‘lost’ posters | Simple non fiction texts including recounts All traditional stories through out term | Non fiction – Space Alien in underpants Space story books Whatever next! | Simple non fiction texts including recounts Dog Biscuit Pumpkin Soup Bear under the stairs | Simple non fiction texts including recounts Diaries The Bog Baby by Jeanne Willis – instructions for how to look after your bog baby, plan and make bog babies or a home for them | |

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| Author / Genre Focus | Shirley Hughes | Traditional tales | Space and alien related stories. | Martin Waddell Helen Cooper | Eric Carle | Our favourite stories |
| Mathematical Development | Areas of MD will be planned for on a weekly basis. We use the framework given in the National Numeracy Strategy. Refer to The Curriculum Guidance for the Foundation Stage and Foundation Stage Profile to ensure opportunities are given for development in all areas | | | | | |
| Understanding of the World | Show curiosity and interest by exploring Investigate objects and materials by using all senses as appropriate Identifies obvious similarities and differences when exploring and observing Ask questions about why things happen and how things work Find out about and identify some features of living things, objects and events they observe Builds and Constructs in a purposeful way, using simple tools and techniques, wide range of objects and resources | | | | | |
| Understanding of the World (ICT) | Find out about and identify the uses of everyday technology and use ICT and programmable toys to support their learning cassette player Literacy and numeracy software eg ORT stories and animated alphabet, Beebot. pixie Ask questions about why things happen and how things work. | | | | | |
| Understanding of the World (DT) | Observes, selects and manipulates objects and materials, Build and construct with a range of objects, selecting appropriate resources and adapting work when necessary. Construct in a purposeful way using simple tools and techniques. | | | | | |
| Understanding of the World (History) | Find out about the past and present events in their own lives and in those of their families and people they know | Shows curiosity and interest by exploring surroundings Begins to know about own cultural beliefs and those of others | | Ask questions why things happen and how, looking at similar, differences, patterns and changes | | |
| Understanding of the World (Geography) | Identify simple features and significant personal events | <i>Children to come to school in their nation clothing/clothes of flag clothing. Celebrating all!</i> | Observe, find out about and identify features in the places. | <i>Looking at animals from around the world/countries the children are aware of and come from. Using children as a resource to provide information -Handa surprise/Lion hunt. Extinct animals (Com coh project)</i> | Observe, find out about and identify features in the place they live and the natural world. Find out about their environment and talk about those features they like and dislike | |

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| Knowledge and Understanding of the World (RE) | Begin to know about their own cultures and beliefs and those of other people. Ask questions why, looking closely at similarities and differences Linked back to PSED profile statements | | | | | |
| Understanding of the World (Science) | Find out about and identify some features of living things, and events they observe by using all sense as appropriate Identify some features and talk about likes and dislikes. Observe select and manipulate objects and materials Identity simple features. | | | | | |
| Physical development Physical Development Timetabled PE and Games lessons | Areas of physical development will be planned to ensure a broad and balanced development in this area. Refer to The Curriculum Guidance for the Foundation Stage and Foundation Stage Profile to ensure opportunities are given for development in all areas | | | | | |
| | Gymnastics Games | Dance Games | Gymnastics Games | Dance Games | Gymnastics Games | Dance Games |
| Expressive art and design | Areas of creative development will be planned both to ensure a broad and balanced development in this area and to enhance other curriculum areas. Refer to The Curriculum Guidance for the Foundation Stage and Foundation Stage Profile to ensure opportunities are given for development in all areas. | | | | | |
| <u>Link to whole school Art – skills based</u> | One | Sketching and Printing | 3D Models Animals, dinosaurs | Printing | | |
| | Two | Portraits | Famous Artists | Textiles | | |
| Expressive art and design Music | Children to learn a variety of songs, poems and rhymes throughout the year according to the current topic. Children to use a variety of instruments and musical equipment both inside and outside the class room environment. Children to understand musical elements such as tone, pitch, beat, rhythm, speed etc. | | | | | |
| Suggested role play areas | Home corner with different cooking equipment representing cultural homes Three bears house, giants castle | Hair Salon Café, party house | Baby clinic, shop, fire station Three little pigs, shoe shop Home corner with different cooking equipment representing cultural homes Three bears | Vets, Pet shop, doctors surgery, dinosaur museum | Garden centre, Castle (Jack and the BS) Flower stall Horton Kirby classroom, 'Under the ground', | Travel agent Airport/plane |
| Suggested visits | Walk around local area/school–walk, Sydenham Hill Woods, Local shops e.g. Sainsbury's | Library | Local walk - looking at buildings/shape Café, Library, Baxter's Field, Local Artists community in Forest Hill Horniman Museum - looking at particular area only! | Horniman Museum and Gardens, Local Parks. | Garden centre, Wells Park, Visit to Sainsbury's to recycle Horton Kirby, Sydenham Woods/Cox's Walk | Horniman Museum - looking at particular area only – Objects from around the world/certain countries Walk |

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| Suggested/ Possible visitors | Invite a wide variety of adults to come to read/count/sing in their own language | Santa Hindu parent (Diwali) Jewish parent (Hanukah) Children show and tell Parents to write Christmas cards | Doctor, Nurse, Fire fighters, family members Parents to come in read/tell family stories and talk about family life. | Farm / animal visit to school | Parents to talk about their gardens/ Children's photos | Mini beast to visit children! |
| Additional Excellence and Enjoyment activities | | Billy's birthday party Christmas performance | | Where the wild things are | | |