

Hartsfield EYFS (Reception Class) Curriculum

	Autumn term	Spring term	Summer term
Main Topic	<ul style="list-style-type: none"> • Do you want to be my friend? • Let's Celebrate! 	<ul style="list-style-type: none"> • Will you read me a story? • Are we there yet? 	<ul style="list-style-type: none"> • All Creatures Great and Small • Transitions
Key Texts	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Colour Monster • Ruby's Worry • Owl Babies • Kippers Birthday • Rama and Sita Diwali story • Kippers Birthday • The Nativity Story 	<ul style="list-style-type: none"> • The Gingerbread Man • Cinderella • The Three Little Pigs • The Three Billy Goats Gruff • The Chinese New Year Zodiac Story • Man on the Moon • Supertato • The Gruffalo 	<ul style="list-style-type: none"> • Handa's Surprise • Tinga Tinga Tales • What the Ladybird Heard • Farmer Duck • The Very Hungry Caterpillar • What the Ladybird heard on Holiday • Jack and the Beanstalk
Visits/Walks	<ul style="list-style-type: none"> • Signs of Autumn walk • Visit from fire brigade • Signs of winter Walk 	<ul style="list-style-type: none"> • Library Visit • Signs of Spring walk • Local trip (walking distance) 	<ul style="list-style-type: none"> • Signs of Summer Walk • School Trip
Weekly Topics	<ul style="list-style-type: none"> • Settling in • Fulltime • Baseline • Autumn • Harvest • Spooky Things • Diwali Fireworks • Potions • Friends • Light and Dark • Christmas • Panto Week • Our Performance 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Three Little Pigs • The Three Billy Goats Gruff • Chinese New Year • The Gingerbread man • The Gruffalo • Space • Supertato • Superheros • Easter 	<ul style="list-style-type: none"> • Seasons • Elmer • Handa's Surprise • Going to the Library • Herrings Green • The Queen's Jubilee • Father's Day • Sport's Week •

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<p>EAD Expressive, Art and Design.</p>	<ul style="list-style-type: none"> • Role play experiences – based around familiar experiences • Small world – seasonal/theme • Introduce painting, collage and modelling. Simple colour mixing • Introducing different art skills E.g. Painting, collage etc. • Learn and join in with familiar and new songs. • Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Role play experiences – book and fantasy inspired • Small world – theme/book inspired • Movement and music linked to events and children’s interests • Instruments – develop understanding and use of instruments • Develop painting, collage and modelling skills. Explore texture and mixed media. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music expressing their feelings and responses. • Sing in a group or on their own increasingly matching the pitch and following the melody. • Continue to develop story lines in their pretend play. 	<ul style="list-style-type: none"> • Role play experiences- preparing for year 1/children interests • Small world – children interest • Movement and music linked to events and children’s interests • Planning and creating for a purpose, adapting and evaluating. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Continue to develop story lines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
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<p>CL Communication and Language.</p>	<p>Listening and attention skills. Asking for help if needed. Talking about myself/ own experiences and past events</p> <p>Following simple instructions</p> <p>Developing a wider vocabulary.</p> <ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Develop social phrases. • Engage in story times. • Listening carefully to and learning rhymes and songs, paying attention to how they sound. • Learn new vocabulary and use it throughout the day. 	<p>Developing narrative adding detail and new vocabulary, consider the listener</p> <p>Developing confidence in speaking, asking and answering questions</p> <p>Follow more complex set of instructions</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Ask questions to find out more • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail • Learn new vocabulary and use it throughout the day. 	<p>Take on roles with specific vocabulary</p> <p>Expanding vocabulary and using this effectively</p> <p>Continue to develop confidence in speaking</p> <p>Give and follow instructions.</p> <ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. • Use new vocabulary in different contexts. • Connect one idea or action to another using a range of connectives.
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<p>L Literacy.</p>	<p>Daily Phonics sessions – letter recognition, oral blending and segmenting.</p> <p>Introducing books to share at home, language of books and repetitive phrases.</p> <p>Fiction texts</p> <p>Mark making – exploring reasons for writing beginning to apply phonics</p> <p>Shared reading and writing</p> <ul style="list-style-type: none"> • Beginning to learn the sounds and letters that represent these. • To read simple words using sounds we have been learning. • Encouraging children to explore mark making, including writing their name and labels etc. 	<p>Daily Phonics sessions – digraphs and trigraphs, writing and reading by segmenting and blending</p> <p>Guided Reading sessions – reading by blending applying phonic knowledge and hfw/tricky words</p> <p>Introducing non-fiction books and specific vocabulary. Using to retrieve information</p> <p>Develop writing skills – applying phonic knowledge, breaking flow of speech into words.</p> <ul style="list-style-type: none"> • Continue to learn the phonic sounds and letters that represent these. • Read simple words/captions using sounds we have been learning. • Recognise and read all phase 2 and 3 tricky words • Encourage children to explore writing using their phonic knowledge. 	<p>Daily Phonics sessions – digraphs and trigraphs, writing and reading by segmenting and blending</p> <p>Guided Reading sessions – reading by blending applying phonic knowledge and hfw/tricky words</p> <p>Continue to develop writing skills- captions and labels, questions and messages. applying phonic knowledge</p> <ul style="list-style-type: none"> • Read simple phrases and sentences made up of words with known letter/ sound correspondences and where necessary a few exception words. • Read some letter groups that each represent one sound and say sounds for them. • Spell words by identifying the sounds and then writing the sound with letter/ s. • Write short sentences with words with known sound to letter correspondences using a capital letter and full stop. Reread what has been written to check that it makes sense.
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<p>UW Understanding the World.</p>	<p>Exploring festivals and ways that people celebrate – Diwali, Harvest and Christmas etc</p> <p>Introduce iPads, computers and programmable toys</p> <p>Sharing and exploring children’s experiences and environment</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Talking about members of our immediate family and community. • Exploring different beliefs and find out how they are celebrated by others. • Finding out about seasons of the year with a focus on Autumn and Winter. • Exploring different areas of the school and classroom. 	<p>Easter</p> <p>Develop skills of knowledge and understanding – predict, test and discuss</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Explore book settings and relate to the world around us</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past. • Draw information from a simple map. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past. 	<p>Continue to develop skills including predicting and testing.</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Continue to explore the world around us and use own experiences.</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Describe what they see, hear and feel whilst outside.
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<p>M Mathematics.</p>	<p>Mathematical vocabulary Number and place value – numbers to 5</p> <p>Counting items</p> <p>Counting accurately using one to one correspondence</p> <p>Comparing groups</p> <p>2D shapes</p> <p>My day</p> <ul style="list-style-type: none"> • Developing key skills in counting (saying numbers in order, matching one number name to each item and exploring different representations of numbers). • Exploring simple shapes and their properties. 	<p>Mathematical vocabulary Number and place value – number bonds to 5</p> <p>Counting to 10</p> <p>Addition to 10 –combining groups Number bonds to 10</p> <p>Spatial awareness 2d and 3d shapes</p> <ul style="list-style-type: none"> • Developing key skills in counting – numbers to 10 including counting accurately, comparing, subitising, representation and relationships. • Link numeral to its value. • Exploring capacity, weight, length and time. • Exploring 3D shapes and patterns 	<p>Mathematical vocabulary</p> <p>Making and exploring patterns</p> <p>Adding by counting on Taking away by counting back</p> <p>Counting to 20</p> <p>Doubling</p> <p>Halving and sharing</p> <p>Odds and evens</p> <p>Length, height and distance Weight and capacity</p> <ul style="list-style-type: none"> • Developing key skills - counting beyond 10, comparing, subitising, doubling, sharing, exploring composition and automatically recall number bonds and relationships between numbers. • Link numeral to its value. • Select, rotates and manipulates shapes in order to develop special reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
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<p style="text-align: center;">PD Physical development.</p>	<ul style="list-style-type: none"> • Development of fine and gross motor skills – exploring and using scissors and pencils • Toileting and self-care and hygiene skills – staying safe – washing hands/blowing nose etc. • Spatial awareness and following instructions • Gymnastics – balancing, travelling in different ways. • Putting on clothing – coats, gloves etc <ul style="list-style-type: none"> • Develop our small motor skills to use a range of tools safely and competently. • Revise and refine fundamental movement skills we have already required (E.g. Rolling, walking, jumping etc.). • Use our core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> • Development of fine and gross motor skills – using equipment such as scissors, hole punches, knives for chopping. Staying safe and using equipment safely • Developing handwriting skills correct pencil grip and letter formation • Dance • Games skills and using equipment – balls, bats etc <ul style="list-style-type: none"> • Develop our small motor skills to use a range of tools safely and competently. • Revise and refine fundamental movement skills we have already required (E.g. Rolling, walking, jumping etc.). • Know and talk about different factors that support their overall health and wellbeing. • Further develop the skills they need to manage the school day successfully (mealtimes etc.) 	<ul style="list-style-type: none"> • Development of fine and gross motor skills • Active healthy lifestyle choices • Continue to develop handwriting skills • Games skills and using equipment <ul style="list-style-type: none"> • Progress towards a more fluent style of moving with developing control and grace. • Combine different movements with ease and fluency. • Develop the foundations of a handwriting style that is fast, accurate and efficient. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body strength, balance, co-ordination and agility. • Develop core muscle strength and good posture when sitting at a table and sitting on the floor.
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<p>PSED Personal, Social & Emotional Development.</p>	<p>Settling into school- modelling environment and expectations</p> <p>Introduce class routines and encourage children’s sense of self.</p> <p>Promote and discuss “good friend” behaviours to build positive relationships. Discuss emotions and emotional regulation.</p> <p>Introduce characteristics of learning</p> <ul style="list-style-type: none"> • See ourselves as valuable individuals. • Build constructive and respectful relationships. • Follow the simple routines of the day. • Access different areas of the learning environment (inside and outside). • Manage our own needs. 	<p>Friendships – working together and collaboration how to resolve conflicts and negotiate</p> <p>Continue to develop children’s’ use and understanding of classroom environment, developing own ideas/interests</p> <p>Continue to reflect upon characteristics of learning and how children demonstrate these</p> <ul style="list-style-type: none"> • See ourselves as valuable individuals. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Explore and use different areas of the learning environment (inside and outside). • Manage our own needs. 	<p>Promoting Independence Transition to year 1</p> <p>Reflection and celebrating achievements</p> <p>Continue to develop children’s’ use and understanding of classroom environment – self initiated and adult challenges</p> <p>Continue to reflect upon characteristics of learning</p> <ul style="list-style-type: none"> • See ourselves as valuable individuals. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Shows resilience and perseverance in the face of challenge. • Reflect on our achievements and work towards our transition into year 1.
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