

Hollingwood EYFS: Reception Curriculum Planning

** This plan is a working document and may change due to child-led learning **

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2	
Possible Themes	What makes a good friend? Who are my friends? Why?	Why do things change? What changes can you see? Tell me about them.	Can you feel the cold? How is ice made? How does ice melt? Tell me about animals that live in the Arctic.	What is in space? Name the planets What planet do we live on? Tell me about the moon	How does our garden grow? Eid	Animals - dinosaurs Summer	
Possible Texts	Elmer Rainbow Fish	Autumn Leaf Man Little Red Hen The night before Christmas	Say Hello to the Snowy Animals	Whatever Next! Man on the moon	Jack and the Beanstalk	Dear Dinosaur Summer	
Possible Enhanced Role Play	Home Corner School	Home Corner Diwali House Bakery Santa's Grotto	Frozen Palace Ice Cream Parlour Chinese Restaurant Arctic Vets	Moon Landing Rocket	Jack and the Beanstalk scene Garden Centre	Dinosaur jungle Ice cream shop	
Possible enhancements to learning	Introduction to Forest Fridays	Making bread Santa Visit Christmas Crafts	Storyteller	Space Dome Astronaut Visit Heritage Week Walk around the school grounds	School Nurse	Farm trip Ice Cream Van Sports Day	
Prime Areas of Learning	Personal, Social and Emotional Development	Establish classroom routines, expectations and the understanding of how to use the classroom safely . Support children making friends; modelling behaviour amongst children. Exploring relationships i.e.	How to deal with feelings, talk positively about things that make us happy and sad. Encourage and talk about healthy eating. Promote self-care – especially with regard to hand washing.	Encourage independent learning. Promoting our social skills with regard to turn taking and sharing. Continue to build relationships within the wider school family.	Continue to develop independence within the classroom, with regard to selecting and using resources. To show empathy to our peers and communicate how others show	Give children opportunities to adjust their behaviour to different situations and take changes of routine in their stride. (Resilience)	Exploring changes and transition to Year 1. Discuss changes in our lives – starting school, new class, moving house, new friends, family members (babies). Explore feelings and emotions connected to this.

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		<p>friendships and family. Being a class family, how we can work together as a team to help one another. MFB self regulation P58</p>	<p>Safety around Bonfire Night. Safety around using kitchen utensils</p>		<p>feelings. (Pupil voice)</p>		
	British Values	<p>Democracy: making decisions together:</p> <ul style="list-style-type: none"> ✓ Encourage children to see their role in the bigger picture, encouraging children to know their views count and express their pupil voice, value each other's views and values and talk about their feelings. Demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. ✓ Provide activities that involve turn-taking, sharing and collaboration. Children will be given opportunities to develop enquiring minds in an atmosphere where questions are valued. <p>Rule of law: understanding rules matter</p> <ul style="list-style-type: none"> ✓ Ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. ✓ Collaborate with children to create the rules and the codes of behaviour e.g. to agree the rules about tidying up <p>Individual liberty: freedom for all</p> <ul style="list-style-type: none"> ✓ Children will develop a positive sense of themselves. Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks, creating resilient learners. ✓ Offer a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. <p>Mutual respect and tolerance: treat others as you want to be treated</p> <ul style="list-style-type: none"> ✓ Create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. To know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences ✓ To encourage and explain the importance of tolerant behaviour such as sharing and respecting other's opinions ✓ Promote diverse attitudes and challenge stereotypes, e.g. sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping. 					
	Physical Development	<p>PE: Key skills Managing their independence with regard to own personal hygiene; toileting and handwashing. Understanding what contributes towards a healthy lifestyle.</p>					

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		<p>Developing independence putting coats/ shoes/ changing to put PE kits on. Getting ready for the forest, putting on all-in ones, wellies, hats and gloves.</p> <p>Develop hand-eye coordination.</p> <p>Provide a range of activities and everyday tasks to develop fine motor skills: funky fingers, pencil and scissor control, following simple patterns.</p> <p>Letter formation using different materials and textures.</p> <p>Gaining control of their bodies moving spontaneously and negotiating the space and objects around them indoors and outdoors as they exercise and play.</p> <p>Building and balancing small and large construction resources indoors and outdoors.</p> <p>Developing increasing control when throwing catching and retrieving</p> <p>Sports day practise: games.</p> <p>Safety in the sun.</p>		
	Communication and Language	<p>Listening skills/show interest in sounds.</p> <p>Learning to speak with confidence when sharing ideas in discussion and talking to other children; expressing their pupil voice.</p> <p>Developing accurate use of tenses in speech patterns.</p> <p>Developing their own narrative skills.</p> <p>Developing vocabulary associated to age related expectations/topics and themes.</p> <p>Use language during play to imitate different roles.</p> <p>Learn to listen to others with increasing attention and respond in appropriate ways; comments, questions or actions.</p> <p>Following multiple-part instructions by listening to others.</p> <p>Develop speaking skills; organise talk so it makes sense and sequence ideas.</p> <p>Answering 'how' and 'why' questions about their experiences and in response to stories and events.</p>		
Specific Areas of Learning	Literacy	<p><u>Mark-Making</u>: Gives meaning to their marks.</p>	<p><u>Mark-Making</u>: Gives meaning to their marks.</p>	<p><u>Writing</u>: Use their phonic knowledge to write words that match their spoken sounds. Write some tricky words. Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Begin to have an awareness of the use of simple punctuation i.e. finger spaces, capital letter, full stop and question marks.</p>
		<p><u>Writing</u>: Write own name, beginning to form clearly identified letters. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Introduction to linking sounds to letters. Writing i/l and cvc words.</p>	<p><u>Writing</u>: Write own name independently and begin to attempt their surname. Begin to use phonic knowledge to write i/l, cvc words, simple words, phrases and attempts to write sentences in meaningful contexts.</p>	<p><u>Reading</u>: Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some tricky</p>
		<p><u>Reading</u>: Read their own name and those of others. Join in with stories, rhymes and songs. Learn to continue a rhyming string. Describe main events in simple stories.</p>	<p><u>Reading</u>: Begins to read words and sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Explores</p>	

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	Phonics	<p>Telling stories using pictures. Introduction of oral segmenting and blending. Reading cvc words.</p> <p>Introduction to linking sounds to letters. Begin to explore fiction and nonfiction texts. Sequence pictures from familiar stories.</p> <p><u>Handwriting</u>: Fine motor activities to strengthen muscle memory. Resources that support pencil control are introduced. Print introduced through Phonics (direct teaching).</p>		<p>and enjoys a range of fiction and non-fiction books.</p> <p><u>Handwriting</u>: Fine motor activities to strengthen muscle memory. Resources that support pencil control continued. Print continues to be scaffolded through Phonics (direct teaching).</p>		<p>words. Demonstrate understanding when talking with others about what they have read.</p> <p><u>Handwriting</u>: Resources that support pencil control continued. Print continues to be scaffolded through Phonics (direct teaching). Letter size is encouraged and a natural progression to joining is encouraged for those that are ready.</p>	
		<p>Phase 1 Phase 2 Following L and S at present</p>	<p>Phase 2 Following L and S at present</p>	<p>Phase 3 Following L and S at present</p>	<p>Phase 3 Following L and S at present</p>	<p>Phase 3 recap and 4 Following L and S at present</p>	<p>Phase 4 Following L and S at present</p>
	Numeracy	<p>White Rose Maths Hub and NCTEM Learning a number a week in depth: representation, addition, subtraction. Number rhymes and stories. Say and use numbers in everyday activities. Recites numbers in order. Matching and sorting objects. Representing 1,2 and 3. Comparing 1,2, and 3. Composition 1,2 and 3. Representing numbers to 5. One more and one less. Compare size, mass and capacity. Exploring pattern. Circles and triangles. Positional language. Shapes with 4 sides. Time. Subitizing.</p>		<p>White Rose Maths Hub and NCTEM Continue to focus on learning a number a week in depth: representation, addition, subtraction. Introducing zero, comparing numbers to 5. Composition of 4 and 5. 6,7, and 8. Combining two amounts. Making pairs. Counting to 9 and 10. Comparing numbers to 10. Number bonds. Compare mass. Compare capacity. Length and height, time. 3d shape. Spatial awareness. Patterns. Subitizing.</p>		<p>White Rose Maths Hub and NCTEM Building numbers beyond 10. Counting patterns beyond 10. Adding more. Taking away. Doubling. Sharing and grouping. Odd and even. Deepening understanding Patterns and relationships. Spatial reasoning 1 - match, rotate and manipulate. Spatial reasoning 2 – Compose and decompose. Spatial reasoning 3 – Visualise and build. Spatial reasoning 4 – mapping.</p>	
	Understanding of the World	<p>Family and Friends Ourselves</p>	<p>Signs of Autumn Festivals: Diwali, Bonfire night, Christmas</p>	<p>Festivals: <i>Chinese New Year, Shrove Tuesday</i></p>	<p>Features of planets and space Signs of spring</p>	<p>Growth/new life Eggs/butterfly cycle Bean Diary</p>	<p>Signs of Summer Features of animals Habitats and diet</p>

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				Looking at changes of ice/snow Winter Walk Camouflage/snowy animals	Mother's Day and Easter		
	Expressive Arts and Design	Painting/modelling – explore colour Begin to use tools appropriately. Music: Begins to build a collection of nursery rhymes, songs and dances Exploring instruments	Firework pictures Leaf art Christmas crafts Music: learn Harvest song and perform, Christmas songs and perform and firework rhymes	<i>Chinese writing/ Chinese new year crafts (lanterns)</i> Music: exploring instruments: louder/quieter, faster/slower. Habitats	Mother's Day art/song Modelling equipment to make rockets/aliens Music: learn about rhythm and pulse in songs	Colour mixing Observational drawings of plants Music: changing sounds and singing songs linked to topic	Father's Day arts Paint, draw and modelling of animals and habitats Music: experimenting with sounds and learning how to play a variety of instruments

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	Reception:
HT1	Travelling – <i>hands/feet – floor/mats – benches</i>
HT2	Space recognition – <i>stop/start – travelling under, over and through (vocab)</i>
HT3	Dance – <i>Frozen</i>
HT4	Games – <i>control of objects, pushing, kicking, patting and throwing.</i>
HT5	Dance – <i>jack and the bean stalk</i>
HT6	Games – <i>team based building up to sports day</i>