EYFS Curriculum map 2022/23 RECEPTION

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|  | Autumn 1 | Autumn 2 | | Spring Term | | | Summer 1 | Summer 2 |
| **Challenge question** | Who am I and who are my friends? | Why are the leaves turning orange? | What happens when it gets cold? | Who will come to the fairytale ball? | Where on earth am I? | What happens when I plant a seed? | Do all superheroes wear capes? | What happens next? |
| **Main Themes &**  **Concepts** | Myself | Seasons  change | Seasons  Animals  christmas | Books, Story telling | My world | growth | Superheroes  People who help us | science and Transitions  Prediction,change, |
| **Knowledge /**  **Pupils explore** | Who are the other children in my class?  Who is in my family?  What was I like as a baby?  How am i feeling?  Why do I need to keep healthy?  (inc teeth cleaning) | Changes that happen during the seasons. What happens to the trees in Autumn – why do the leaves change colour? What happens to wildlife during Autumn?  Diwali | Do all animals sleep through winter?  Life in a cold climate Animals that live in cold climates  Ice  Christmas - compare with another country | Who is the main character? Where is it set? Different characters in familiar books Traditional tales versus modern tales  Stories set in other parts of the world Structuring stories – story s  Helicopter Stories  Building a set and props for their own role play  Deconstructed role play | Where do we live? Who else lives ‘on my street’? Is everyone catholic?  How is where I live different to XXX?  What is it like to live in a different country?  Maps  3d map of a road (blocks wrapped in paper) | What does a seed need to grow?  Planting and growing (beans).  Life cycle of a dandelion.  Life cycle of a duck | Comics and speech bubbles  The roles of the hero and the villain in story books, What makes someone a hero?  Firefighters - past and present  Making a map to the firestation | Predicting what happens next in stories.  Science experiments,  Objects from the past  Moving up to year 1 - what questions do i have? |
| **Vocab** | then/ now, past  Baby, toddler, child, grown up  Healthy, teeth, brushing,  Special, unique, | Autumn, seasons, winter, spring, summer Trees, leaves, decay, evergreen, deciduous, hibernation Change, differences, similarities Rain, wind, fog, sunshine, mist | Arctic, Snow, sleet, cold, warm, melting | Beginning, middle, end setting, setting, character, | London, ladbroke grove, compare, map neighbour, culture, local, far away, same, different | Seed, light, sun, warmth, water, soil, life cycle, grow,  Hatch, egg, incubator, | Hero, villain, help, police, ambulance, doctor, nurse, firefighter, helmut, hose, fire engine, | Predict, experiment, investigate, change, now, then, first, next, think, ideas, |
| **Key texts to include**  **Key People** | The big book of family  The colour monster  My Family/people who are important to us | We are going on a leaf hunt  Vincent VanGogh | The snowman  Poems about animals. | Different traditional tales including World story series of traditional tales set in other countries  Goldilocks v Ghana Goldilocks  Characters from the past | The book of great britain  Maps  Town Mouse and Country Mouse | Oliver’s Vegetables  Jack and the bean stalk | Supertato  Firefighters non fiction text | Ada twist - scientist |
| **Wow moments** |  | Nature walk around the school and locality. | Visit to banana bus | Fairytale ball dress up day | Making maps and treasure hunts  Airport | Eggs and ducks  Growing plants | Visit to fire station | Experiments  Sports day  Move up day |
| **Physical Development** | Scissor skill  Gross motor  Finger gym warm up | | | Develop upper body strength outside area  Finger gym warm up (several time a week?) | | |  | |
| **Characteristics of Effective Learning**  **(COL’s will also permeate throughout the year)** | Active learning Being involved and concentrating \*Maintaining focus on their activity for a period of time Creating and thinking critically \*Enjoying and achieving what they set out to do | Playing and Exploring \*Finding out and exploring \*Showing curiosity about objects, events and people Active learning \*Being involved and concentrating \*Maintaining focus on their activity for a period of time | Playing and Exploring \*Finding out and exploring \*Showing curiosity about objects, events and people Active learning \*Showing high levels of energy, fascination \*Paying attention to details | Playing and Exploring \*Showing curiosity about objects, events and people \*Using senses to explore the world around them Active learning \*Showing high levels of energy, fascination \*Paying attention to details | Creating and thinking critically \*Enjoying and achieving what they set out to do \*showing satisfaction in meeting their own goals. Active learning \*Showing high levels of energy, fascination \*Not easily distracted \*Paying attention to details | Playing and Exploring \*Finding out and exploring \*Showing curiosity about objects, events and people \*Using senses to explore the world around them Creating and thinking critically \*Enjoying meeting challenges for their own sake rather than external rewards or praise | Playing and Exploring \*Finding out and exploring \*Showing curiosity about objects, events and people \*Engaging in open ended activities \*showing particular interests | Creating and thinking critically \*Being proud of how they accomplished something not just the end result. \*Enjoying meeting challenges for their own sake rather than external rewards or praise. |
| **Links to ELGS**  **(coverage)**  **UTW, EAD** | Talks about the lives of people around them. | Understands change (seasons) | Environmental similarities and differences  Differences between this country and another | Understands the past through settings and characters  Invent, adapt and recreate stories | Cultural and religious differences.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | Explores the natural world around them making observations/drawing pictures | Knows some similarities to things in the past | Understands change (matter)  Anticipate stories |
| **Subject links** | History - my past  PSHE keeping healthy | Science (seasons changes/animals hibernating)  Art(vincent van gogh) | Geography - links to other countries | History - noticing the difference between stories set in the past and present  DT building a scene | Geography - my local environment  History - how has it changed where I live? | Science - growing | History - past and present firefighters | Science - what is a scientist?  THinking scientifically.  What is an experiment? |
| **Maths** | Patterns & Connections  Early mathematical experiences  Pattern and early number  Number  Numbers within 6  Addition and subtraction within 6  Spatial Reasoning  Measures  Patterns & Connections  Shape and sorting  **Mastering Number Programme** | | | Number  Numbers within 10  Patterns & Connections  Calendar and time  Number  Addition and subtraction within 10  Patterns & Connections  Grouping and sharing  Number  Number patterns within 15  Doubling and halving  Patterns & Connections  Shape and pattern  **Mastering Number Programme** | | | Number  Securing addition and subtraction facts  Number patterns within 20  Number patterns beyond 20  Money  Spatial Reasoning  Measures  Patterns & Connections  Exploration of patterns within number  **Mastering Number Programme** | |