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  | Seasonschange | SeasonsAnimalschristmas | Books, Story telling  | My world | growth | SuperheroesPeople who help us | science and TransitionsPrediction,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 climatesIceChristmas - compare with another country  | Who is the main character? Where is it set? Different characters in familiar books Traditional tales versus modern talesStories set in other parts of the world Structuring stories – story s Helicopter StoriesBuilding a set and props for their own role playDeconstructed 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 bubblesThe 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 pastMoving up to year 1 - what questions do i have? |
| **Vocab** | then/ now, pastBaby, toddler, child, grown upHealthy, 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 familyThe colour monster My Family/people who are important to us | We are going on a leaf huntVincent VanGogh | The snowmanPoems 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 britainMapsTown Mouse and Country Mouse | Oliver’s VegetablesJack 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 ducksGrowing plants  | Visit to fire station  | Experiments Sports dayMove up day  |
| **Physical Development**  | Scissor skill Gross motor Finger gym warm up | Develop upper body strength outside areaFinger 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 differencesDifferences between this country and another | Understands the past through settings and charactersInvent, 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 presentDT building a scene  | Geography - my local environmentHistory - 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 & ConnectionsEarly mathematical experiences Pattern and early number NumberNumbers within 6 Addition and subtraction within 6 Spatial ReasoningMeasures Patterns & ConnectionsShape and sorting**Mastering Number Programme** | NumberNumbers within 10 Patterns & ConnectionsCalendar and time NumberAddition and subtraction within 10 Patterns & ConnectionsGrouping and sharing NumberNumber patterns within 15 Doubling and halving Patterns & ConnectionsShape and pattern**Mastering Number Programme** | NumberSecuring addition and subtraction facts Number patterns within 20 Number patterns beyond 20 Money Spatial ReasoningMeasures Patterns & ConnectionsExploration of patterns within number**Mastering Number Programme** |