











**St. Martha's
Catholic**

**Primary School
EYFS Curriculum
2021 - 2022**



Curriculum Overview: Reception

| Year Group - Reception | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Topic | <p>Marvellous Me!</p>  <p>Classic stories</p>  | <p>Celebrations</p>  | <p>Our amazing world!</p>  | <p>People who help us</p>  | <p>Plants and trees</p>  <p>Weather</p>  | <p>Animals</p>  |
| Focus text | <p>The messy magpie</p> <p>The Gingerbread man</p> <p>Goldilocks</p> <p>The three little pigs</p> | <p>The Nativity Story</p> <p>Hurry up, birthday!</p> <p>by Paeony Lewis</p> | <p>Goodnight World by Adam Gamble</p> <p>The Berenstain bears around the world</p> | <p>The Zoo vet - ebook on Twinkl</p> <p>Various non-fiction text about the emergency services and other people who help us</p> | <p>Jack and the beanstalk</p> <p>The Enormous turnip</p> | <p>The Rainbow Fish</p> <p>Tadpole's promise</p> |

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| Extra curricular opportunities | Dental nurse visit | Visit Holy Family Church Post our letters to Santa | Connect with a school in another country. Invite parents who have lived in other countries to come and talk. | Invite 'people who help us' into school - police, dentist, nurse, cook. | Trip to the woods Use the school outdoor learning area | Farm visit Use the school outdoor learning area |
| Communication & Language | Taking turns to speak and listen. Circle time Sharing stories Retelling Phase 1 activities Understanding questions and beginning to respond appropriately | Teaching modelling language Taking turns to speak and listen Asking and answering questions Explaining ideas Letters and Sounds | Taking turns to speak and listen Understanding how and why questions | Taking turns to speak and listen Understanding how and why questions Explaining changes Follow direction and instructions without support | Retell stories to the class Listens attentively in different situation and respond appropriately Explaining changes | Retell stories to the class Listens attentively in different situation and respond appropriately Make predictions about stories, explaining why |
| Personal, Social, Emotional Development | Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the Early Years. These will be reinforced continually and built upon. | | | | | |
| | Moving on and settling in. Learning new routines Getting to know one | Adapting to changes in routine, e.g. going to Mass, etc. Building confidence to explore. Discuss | Building on play with other children Working as a team to begin to solve problems. Extending play ideas with others Initiating play with others. PATHS scheme continued. | | | Getting ready to move on. How have we changed? What can we do now |

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| | another and making friends Following rules, routines and boundaries. Start PATHS scheme. | feelings and needs of others. Promoting kindness and working together as a team. PATHS scheme continued. | | | | that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on. PATHS |
| Physical Development | Developing fine and gross motor skills, promoted through continuous provision and purposeful activities. Promoting and developing independence in children's self-care. Pencil control and scissor control | | | | | |
| Literacy | Promoting and encouraging mark-making activities in independent play. Encouraging children to give meaning to marks they make with pens, pencils, chalks, in the sand, with paintbrushes, etc. | | | | | |
| | Rhyme/ alliteration. Oral blending and segmenting. Oral retelling of stories. Recognising rhyme. Mark making. <u>Name Writing</u> | Rhyme/ alliteration. Oral blending and segmenting. Giving meaning to marks and adding labels. Resigning rhyme independently Reading and writing CVC words. Reading and writing phase 2 sounds correctly. In the moment writing opportunities. | Rhyme/ alliteration. Oral blending and segmenting. Beginning to read and form words and simple sentences. Introduce phase 3 phonics into reading and writing. Form | Rhyme/ alliteration. Oral blending and segmenting. Read and write words and form sentences. Form letters correctly. Identify tricky words to read and write (phase 3). | Revision of Phase 2,3 Learning to write CVCC and CCVC words as well as writing polysyllabic words Writing Phase 4 tricky words In the moment writing opportunities. | Revision of Phase 2,3 and 4- including tricky words In the moment writing opportunities <u>Recount of farm visit- using sequential and descriptive language</u> |

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| | | <u>Letter writing to Santa</u> | phase 3 letters correctly. Read and write 'tricky words'. In the moment writing opportunities. <u>Labelling</u> | In the moment writing opportunities. <u>Prayer writing/Lent promise</u> | <u>Instructional writing</u> | |
| Mathematics | Sorting, matching, comparing amounts, Comparing size, mass and capacity. Exploring patterns. | Representing, comparing and composition 1-3. One more/less. Representing numbers to 5. 2D shapes. Time. | Introducing 0. Comparing numbers to 5. Composition of 4 and 5. Comparing mass and capacity. Exploring 6-8. Making pairs. Combining two groups. Length and height. Time. | Exploring 9 and 10. Comparing numbers to 10. Number bonds to 10. 3D shape. Pattern. | Building numbers beyond 10. Counting patterns beyond 10. Spatial reasoning. Match, rotate, manipulate. Adding more. Taking away. Compose and decompose. | Doubling, sharing, grouping, even and odd numbers. Deepening understanding patterns and relationships. Visualise and build. Mapping. |
| Religious Education | Creation (looking after God's world) Welcome (Baptism) Advent | | Getting to know Jesus Sorrow and joy Growing-Giving-Lent Other Faiths - Jewish | | New life The Good News (Pentecost-serving) Other Faiths - Muslim Special places- The Church | |
| RSHE | Module 1 - Created and loved by God | | Module 2 - Created to love others | | Module 3 - Created to live in community | |
| Understanding the world | History Enquiry 1 - How have I | Autumn/ Winter changes | Changes over time Finding out info | How does technology help people? How are | History Enquiry 2 - Why do we wear different | Similarities and differences between |

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| | changed since I was a baby? | History Enquiry 3 - Special times and events - what celebrations/festivals do we enjoy? Family customs and traditions at home | | we all different? Look at different jobs people do, challenge stereotypes. Spring changes | clothes at different times of the year/day? Weather around the world Plants and trees info Local area study Maps Compare environments | animals and their habitats Compare environments |
| Expressive Art and Design | <p>Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models.</p> <p>Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.</p> | | | | | |
| | Self portrait Selecting and using colour appropriately and for a purpose | Christmas crafts, including card making. Singing in the Nativity musical. | Singing and speaking in our class assembly. | Mother's Day cards Easter crafts | Building models Creating representations of objects | Father's Day cards Singing and speaking in our class assembly. |