



# Newfield Park Primary School



## EYFS Reception Curriculum Plan 2020/21

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To be used in conjunction with school phonics progression, EYFS number progression, PE planning, Forest school planning and curriculum intent documentation.

### Reception: Autumn Term curriculum map 2020

Topic: All about me	
PSED	Making new friends. Establishing routines of school life. Turn taking and sharing. Looking after our classroom. Discussing how we are feeling about starting school. Try new activities. Modify behaviour. Being happy coming into school. Coping in the dining room. Discuss likes and dislikes—food toys etc
CLL	Talking to friends. Asking for help. Listening to stories. Following simple instructions. Establishing good listening behaviours. Turn taking in conversation. Expectations for listening in adult directed time
Maths	Number: follow progression document. Focus counting, SSM:
Literacy	Letters and sounds phase 1 revision begin phase 2 letters and sounds Listening to stories—joining in repeated phrases. Discussing favourite part Reading my own name/begin to write my name
PD—	FMS: Name writing and pencil grip. Using tweezers, threading. Dough Disco. Pouring and scooping HSC: toileting handwashing GMS: outdoor environment /PE ball skills
UTW	Talking about my family and friends—people important to me. What makes a family Talking about what I like to do and what others like to do Learning about the school environment
EAD	Making marks with paint chalks and crayons Singing nursery rhymes and familiar songs

Topic: Autumn/traditional tales	
PSED	Talking about why we need rules. Establishing behaviour/reward charts in school. Discussing feelings—when are we scared. Teamwork. Try new activities. Modify behaviour. Being happy coming into school. Coping in the dining room. Developing friendships.
CLL	Retelling familiar story using props. Vocab: Autumn fruit and Veg/naming 5 things... talk about stimulus unusual objects Responding to stories and answering questions—who what. Follow instructions in adult directed activities.
Maths	Number: follow progression document. Focus—more/less addition SSM: name 2D shape(circle square oblong triangle hexagon pentagon)—shape pictures and patterns
Literacy	Letters and sounds phase 2 Quality text: Owl Babies, The Enormous Turnip Talk for writing—joining in repeated phrases. Retell story using props Name writing/letter formation/shared stories
PD	FMS: name writing/letter formation and pencil grip. Threading placing chopping, using scissors. Dough disco, hammering HSC: healthy food choices, toileting GMS: outdoor environment/PE gymnastics
UTW	Signs of Autumn and Autumn walk Observing and talking about what we can see inside fruits and vegetables. ICT—art programmes. Celebrating harvest
EAD	Painting from stimulus of story. Clay work making marks and manipulating clay. Observational drawings. Using a variety of materials to create an effect, including natural materials. Sing familiar songs and rhymes

Topic: People Who Help US	
PSED	Who can I ask for help? Confident to express my opinions and ideas— jobs. Caring for each other. Turn taking. Saying please and thank you
CLL	Role play/small world occupations and language development around this including acting out familiar scenarios. Asking and answering simple questions -emergency services visitors. Able to listen to a visitor for sustained period.
Maths	Number: Follow progression document. Focus teen numbers/number recognition SSM: measure(length, height) Vocab and comparing 2/3 objects—short long tall positional language—every day vocab
Literacy	Letters and sounds phase2 Look at posters for information/shared books HA—guided writing and reading—writing cvc words and captions. Finger spaces. Training to use phonic sound mats to aid writing. Quality text: On My May Home Name writing/letter formation Writing about an experience/visitors
PD	FMS: name writing and letter formation and pencil grip. Scissors. Ongoing finger gym. Dough -Disco HSC: healthy life choices—sleep eat exercise. Who helps us when we are ill? GMS: outdoor environment/PE gymnastics
UTW	Jobs in the community. Buildings in the local area—fire station, hospital, school. Historical figure: Florence Nightingale/Robert Peel Celebrating bonfire night Discuss features passed by character on her way home
EAD	Using paint for a given effect. Painting about something I have experienced. Junk modelling—making a model by fixing together. Moving to a stimulus—fireworks

<p>Topic:          Space</p>	
PSED	<p>Making friends—what is a friend. Being able to explain need for rules in school.          Developing friendships. Being able to talk about what I am good at. Working collaboratively.</p>
CLL	<p>Role play and small world—developing descriptive and imaginative language.          Being able to take turns in conversation. Beginning to answer how and why questions.</p>
Maths	<p>Number: follow progression document. Focus addition          SSM: shape—descriptions, using language sides corners curved and straight. Repeating patterns—copy, continue and devise.</p>
Literacy	<p>Letters and sounds phase 2 and beginning phase 3. Revision of phase 1 and 2 where necessary.          Applying phonics skills to guided reading and writing opportunities—writing cvc words and captions. Finger spaces          TEXT: Aliens Love Underpants—model reading letters for children to respond to orally and written.          Read non-fiction books to class and ask questions to assess retrieval of information</p>
PD	<p>FMS: Name writing and pencil grip. Manipulating small objects. Dough disco. Finger gym activities. Letter formation          HSC: coat fastening          GMS: outdoor provision/PE fitness</p>
UTW	<p>Learning about an historical event and person: Neil Armstrong and first moon landing. Finding out about the sun and planets.          Discussing the technology around our homes</p>
EAD	<p>Using imagination to produce art work. Creating a simple narrative in role play          Textiles: making a puppet from felt. Design          Movement to stimulus—space walking</p>

Topic: Celebrations	
PSED	<p>Confident to talk about things important to me.</p> <p>Work as a whole class. Describing feelings. Ask to get needs met.</p>
CLL	<p>Talking about my own experiences. Confident to speak in larger groups. Listening and responding to questions about stories Follow instructions to complete task</p>
Maths	<p>Number: follow progression document. Focus: counting/writing and reading numerals</p> <p>SSM: pattern—creating own</p>
Literacy	<p>Letters and sounds phase 3 and phase 2 revision where needed. Applying skills in guided reading and writing opportunities including phase 2 tricky words Finger spaces</p> <p>TEXT: Christmas and Diwali stories</p> <p>Writing: lists cvc words/captions about my experiences</p>
PD	<p>FMS: letter formation including correct orientation Finger gym activities. Dough Disco</p> <p>HSC: cough and cold hygiene</p> <p>GMS: outdoor provision/ PE: games skills</p>
UTW	<p>Able to talk about celebrations at home and listen and compare to the celebrations of others.</p> <p>Join in Christmas and Diwali celebrations in school and being able to talk about them.</p>
EAD	<p>Collage combining a variety of media. Printing for effect. Pattern work in art.</p> <p>Looking at and designing Rangoli and Mendhi pattern</p> <p>Dancing to familiar songs. Learning Christmas songs to sing together</p>

### Reception: Spring Term curriculum map 2021

Topic: Africa	
PSED	Choose own resources to complete a child initiated task. Work together to create a piece of work. Discuss character feelings and actions in stories.
CLL	Language development—Animal/fruit names. Talking at length about something of interest Answering how and why questions Beginning to ask questions to gain information. Discuss what might happen next in a story
Maths	Number: follow progression document. Focus subtraction SSM: measure (weight, capacity) - Vocab heavy light full empty half, pattern
Literacy	Letters and sounds phase 3 and revision of phase 2 where required. Applying diagraphs in reading and spelling. Applying knowledge of tricky words when reading and spelling. Answering simple questions in guided reading Writing simple descriptions and retells/captions cvc words. Introduce full stops and short sentences when writing—HA. Instruction reading/writing opportunities Quality Text: Handa Surprise/Elmer— introduce reader response cards—early comprehension
PD	FMS: letter formation focusing on orientation. Write Dance, Finger gym HSC: healthy eating—fruit GMS: Get moving intervention. Outdoor provision/PE—parachute games
UTW	Compare own lives to those of Handa and children in paired school in The Gambia. Discuss the features of African plains. Seasonal changes—Winter. Comparison of weather. Exploring ice and melting.
EAD	Using paint for a given effect. Painting about something I have experienced. Junk modelling—making a model by fixing together. Talk about African masks Art and patterns and design own using different media. Moving to a stimulus. Pointillism Shading with a pencil. washes Learn African chants and explore African musical instruments. Listen and talk about African music. Compare loud and quiet sounds

Topic: Superheroes	
PSED	Choose own resources to complete a child initiated task. Discuss where work can be improved. Discuss favourite activities. Working collaboratively on a CI activity. Increasingly resolve peer disagreements without adult intervention.
CLL	Discussing key events in a story and characters actions. Increasing time attention in adult led activities Developing simple narratives with other children taking turns.
Maths	Number: follow progression document. Focus doubling and halving. Ordering numbers. Counting and number recognition support where needed. Writing numbers SSM: naming and describing 2D shape. Counting and adding with money. Money vocab: cost total cheap expensive pence penny
Literacy	Letters and sounds phase3 and revision of phase 2 where required. Applying diagraphs in reading and spelling, including spotting diagraphs in the middle of words. Tricky words in reading and spelling Writing simple descriptions and retells/captions Making wanted posters for villains. Full stops and finger spaces. Writing words lists with phase 3 vowel diagraphs Quality Text: Supatato/ Mr Wolf's Pancakes—reader response cards—early comprehension
PD	FMS: letter formation focusing on orientation and descenders. Write Dance, Finger gym HSC: healthy eating—what a superhero needs to keep fit and healthy GMS: Get moving intervention. Outdoor provision/PE—gymnastics
UTW	Compare materials for waterproofness and ability to be seen at night—superheroes capes Explore magnets Learn about Chinese New Year/Shrove Tuesday and join in celebrations
EAD	Design model and make combing fixing techniques and different materials. Create imaginatively with junk and evaluate Move to Chinese music—Chinese dragon



Topic: Spring and Animal lifecycles	
PSED	Discuss what to do when needing help to resolve an argument Collaborative group work—outdoor environment
CLL	Language development—lifecycles Listen to and give explanations. Able to explain sequence of events in order Listen and respond to more complex instructions. To answer how and why questions
Maths	Number: follow progression document. Focus: addition—counting on SSM: time—times of the day, sequencing events building and talking about 3D shapes—roll curved faces
Literacy	Letters and sounds phase 3 and 4. Phase 2 revision if required. Application of tricky words and vowel digraphs when reading. Reading words of longer length in guided reading. Able to retrieve information in non-fiction guided reading and books read to class. Reading and writing capital letters and matching to lower case letters Writing—explanations, non-fiction Simple sentences/captions. Retain what to write in head Quality Text: The Very Hungry Caterpillar.
PD	FMS: letter formation focusing on orientation Descenders and ascenders. Write Dance, Finger gym GMS: Get moving intervention. Outdoor provision/PE—ball skills
UTW	Observe and talk about lifecycles of frogs and butterflies. Record through pictures and writing. Know how they have changed from baby and how they will continue to grow and change. Taking digital photos to record change Seasonal changes—Spring—observe and talk about. Look for signs of spring in school grounds Know how Easter is celebrated by different people and join in celebrations at school. Discuss family celebrations.
EAD	Observational drawings and paintings Colour mixing with paint Create movement to mimic a living thing

### Reception: Summer Term curriculum map 2020

Topic: Jack and the Beanstalk	
PSED	Working as part of a group. Being able to explain school rules to others. Increasing expectation to work independently on a given task
CLL	Language development—root shoot stem plant Increasing confidence to take part in class discussions To be able to explain events or observations to peers and adults. Consistently using correct tense in speech. To answer how and why questions
Maths	Number: follow progression document: Focus sharing counting in 2 5 10 including with money, halving and doubling SSM: measure—non-standard measure—height and length—using cubes paper clips etc to compare length
Literacy	Letters and sounds phase3 and phase 4 and revision of phase 2 where required. Applying diagraphs in reading and spelling. Applying knowledge of tricky word when reading and spelling. Answering simple questions in guided reading Writing explanations, descriptions and diaries. Using full stops and beginning to use CL appropriately. Writing longer words using phonic acquisition. Support LA to write simple captions by saying sentence and then writing—talking tins Quality Text: Jack and the Beanstalk Jaspers Beanstalk
PD	FMS: letter formation focusing on size. Write Dance, Finger gym HSC: living things needing food and water GMS: Get moving intervention. Outdoor provision/PE—outside games
UTW	Observing growth and change in plants. Looking at and sorting seeds. Providing plants with conditions for growth taking digital photos to record growth and change of plants
EAD	Collage by combining different media Observational drawing Representing characters in story by sound Natural sculptures

Topic: Dragons	
PSED	Increasing expectation to work independently To talk about dislikes and likes prepare for year one
CLL	Develop imaginative narratives alone and with others including using appropriate story language. Telling and retelling stories using correct tense. Making up stories using story hand approach Being able to complete 3 part instruction and support LA with following instructions
Maths	Number: follow progression document: Focus reading numbers larger than 20. Counting back to subtract/subtraction SSM: measure—non standard measure—weight and capacity comparing items by using cubes etc. Record work
Literacy	Letters and sounds phase3 and phase 4 and revision of phase 2 where required. Applying diagraphs in reading and spelling Applying knowledge of tricky word when reading and spelling. Answering simple questions in guided reading Writing letters, descriptions and narrative. Writing own stories using story hand scaffolding. Completing stories CL/FStp focus Revise recognising capital letters Quality Text: The Paperbag Princess—discuss characters motives and actions—reader response cards
PD	FMS: letter formation focusing on size. Write Dance, Finger gym HSC: GMS: Get moving intervention. Outdoor provision/PE—outside games
UTW	Looking at castles and what they are made from. Comparing life in a castle to present life. Read story of St George and the Dragon. Learn about the English flag Using technology to create pictures
EAD	Painting imaginatively Creating signs and symbols. Junk modelling design make and review Learn new songs. Develop narrative in role play and small world including using appropriate language

Topic: Sport—Olympics and Euros	
PSED	Teamwork—being part of a team—how does it work Adapting to others point of view Prepare for year one—moving on—feeling worried
CLL	Working collaboratively independently—turn taking, listening to others point of view Listening carefully to explanations and to recall important facts Responding to information by asking questions to improve understanding or to expand knowledge
Maths	Number: follow progression document: Focus word problems, doubling and halving counting in 2 5 10. Support LA—counting and number recognition to 20 SSM: 3D shape building and describing. Begin to name –cube cuboid cylinder sphere and cone
Literacy	Letters and sounds phase3 and phase 4 (HA phase 5) Applying diagraphs in reading and spelling. Applying knowledge of tricky word when reading and spelling. Answering simple questions in guided reading. Predicting what might come next. Retrieving information Reading longer word applying phonic skills Writing; writing information, letters and reports. CL/Fsps. Using talking tinsto support recall of what wanting to write. Quality Text: Football Crazy—describe characters feelings
PD	FMS: letter formation focusing on size, ascenders and descenders Write Dance, Finger gym HSC: exercise effects on the body. Discussing need for sleep GMS: Get moving intervention. Outdoor provision/PE—outside games
UTW	Learning about the History of the Olympics. Discuss the idea of different countries. Learn about flags of UK and 4 countries that make up UK. Historical figures: Jesse Owens, Steve Redgrave and Chris Hoy
EAD	Design for a purpose—design a sports kit Mixing paint textures and exploring line, and shade Sculpture—clay Repeating rhythms and creating own rhythms using clapping and instruments

Topic: Pirates	
PSED	Prepare for year one—moving on—feeling worried What will be new and what will be the same. Making new friends in new classes. Forming relationship with new teacher Negotiating skills
CLL	Creating imaginative narrative with increasing detail alongside others using correct tense and appropriate language. Making up stories using story hand/stone approach Asking and answering how and why questions about a narrative—responding in whole class situations. Being able to listen for sustained periods
Maths	Number: follow progression document: Focus word problems, revising counting on and back. Supporting less able with addition and subtraction. Recording work SSM: positional language such as turn forward and backward. Money problems. Coin recognition
Literacy	Letters and sounds phase 3 and phase 4 (HA phase 5) Applying diagraphs in reading and spelling. Applying knowledge of tricky word when reading and spelling. Answering simple questions in guided reading. Predicting what might come next. Retrieving information Reading longer word applying phonic skills. Reading instruction to complete a task—treasure hunt Writing; writing stories using story hands. Descriptions, instructions CL/Fsps. Using talking tins to support recall of what wanting to write. Quality Text: Pirates Next Door. Jack and the Flum Flum Tree—reader response cards. Prediction. Discussing characterisation
PD	FMS: letter formation focusing on size ascenders and descenders. Write Dance, Finger gym HSC: sun safety GMS: Get moving intervention. Outdoor provision/PE—outside games
UTW	Famous pirates—historical figure stories. Real and treasure maps—map of route to school. Local features—buildings postbox etc. Seaside features. Beach cliffs etc. Island features beach volcano forest lagoon etc Seasonal changes—summer. Discuss difference between weather and clothes needed Explore floating and sinking
EAD	Making 3D setting—planning and making Painting imaginatively, role play and small world—create detailed narratives in play - write own stories as a result. Sand sculpture Learn sea shanties/make up pirate dances



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