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| Curriculum Drivers | | | |
| Spirituality | Enquiry | Knowledge of the World | Possibilities |

**Reception Curriculum Plan 2024/2025**

**Reception EYFS (17 areas of learning & characteristics of effective learning)**

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Main Topic** | Traditional stories | | People who help us. | | Transport and journeys | |
| **Starting Question** | Who will we find in our stories?  Where will we go?  What is the problem to solve? | | Who are these people?  How do they help us?  What do they do? | | What types of transport are there?  How do they work? | |
| **Main Subject Drivers** | traditional/ stories with morals  autumn seasonal changes  Christmas- nativity story and play | | * dentist- oral health * Nurse/doctors- looking after ourselves * police officer- helping us * vets- looking after pets | | around the world  transport  tickets  animals  dinosaurs | |
| **Visits and visitors** | Autumn/harvest service – outdoor learning/field  Adventure play visit | | WGP school trip – marvel minibeasts  external visitors related to topic  Pizza Express visit | | Windsor Great park visit | |
| **Entry point/Hook** | Books and puppets/role play | | Role play and small world | | Where do journeys take us? | |
| **Finale** | Nativity | | Easter brain builders | | class assembly | |
| **Reading** | RWI class sessions x 4  weekly readers – book Bag books and additional reading for pleasure books, reading eggs  small group phonics intervention | | | | | |
| **Writing** | RWI  Writing based on book of the week, set 1 and 2 sounds, labels, captions and simple sentences | | | | | |
| **Speaking, listening attention** | To maintain focus and attention for sustained periods and respond appropriately to stories and texts, sustained conversations continuing conversations in play. Speaking in articulated sentences and pronunciation of sounds and letter names. | | | | | |
| **Shape space measures** | White Rose Maths scheme of work – YR units of learning  Taking maths outdoors | | | | | |
| **Number** |
| **Understanding the world** | Calendar events across the year- traditions and celebrations from around the world and across cultures  Outdoor learning using the experiences across the curriculum  Kapow units – History Past and present/ Adventures in time Geography – Exploring maps Science – Changing seasons/ I am a scientist | | | | | |
| **Moving and handling** | Dough gym/ funky fingers/ gross motor skills/ fine motor skills/ construction challenges/ den building/ water play exploration/PE units Get Set for PE | | | | | |
| **Health and safe-care** | Putting on coats and shoes/ independent toileting/ responsibility for belongings/  Making healthy choices and ways to stay safe | | | | | |
| **EAD** | Kapow units – marvellous mark making, painting and mixed media, sculpture and 3D form, craft and design, seasonal art and crafts, Kapow music – transport unit DT – junk modelling, Other -self portraits, celebration cards, Ascot pictures, self chosen creative activities | | | | | |
| **Religious Education + (RSE/PSHE)** | Oxford Diocese Churches  Kapow -PSHE and wellbeing unit | | Oxford Diocese Easter- Christianity  Kapow -PSHE unit | | Story time  Oxford Diocese-Special places- around the world  (different religions- Sikhism, Christianity, Judaism)  Kapow – PSHE unit | |