

# Norden EYFS Curriculum Overview

## Reception

Topic Theme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Toys	Space & Flight	Creatures/ Animals	Castles/ Kings/ Queens	Maps & Countries
<p><b>Area of Learning</b> Personal, Social and Emotional Development (Prime Area)</p> <p><b>ELG Strand</b> -Self-regulation -Managing self -Building Relationships</p>	<p>Following new rules and routines (MS)</p> <p>Making Friends (BR)</p> <p>Recognising and Understanding feelings (SR) Anti-Bullying (BR)</p> <p><i>Dental hygiene (Aut 1)</i></p> <p>Dimensions Creative Curriculum</p>	<p>Who to ask for help (MS)</p> <p>Sharing (BR)</p> <p>Looking after myself (MS/SR)</p> <p>Good to be me! (MS/SR)</p> <p>Likes and dislikes (MS/SR)</p> <p><i>Show care and respect for creatures and environments</i></p> <p>Dimensions Creative Curriculum</p>	<p>Who to ask for help (MS)</p> <p>Sharing (BR)</p> <p>Looking after myself (MS/SR)</p> <p>Good to be me! (MS/SR)</p> <p>Likes and dislikes (MS/SR)</p> <p><i>Show care and respect for creatures and environments</i></p> <p>Dimensions Creative Curriculum</p>	<p>Who to ask for help (MS)</p> <p>Sharing (BR)</p> <p>Looking after myself (MS/SR)</p> <p>Good to be me! (MS/SR)</p> <p>Likes and dislikes (MS/SR)</p> <p><i>Show care and respect for creatures and environments</i></p> <p>Dimensions Creative Curriculum</p>	<p>Trying new things (MS)</p> <p>Listening to each other (MR)</p> <p>RSE</p> <p>Transition to Year 1</p> <p><i>Learning how to stay safe near water (Sum 2)</i></p> <p>Dimensions Creative Curriculum</p>	<p>Trying new things (MS)</p> <p>Listening to each other (MR)</p> <p>RSE</p> <p>Transition to Year 1</p> <p><i>Learning how to stay safe near water (Sum 2)</i></p> <p>Dimensions Creative Curriculum</p>
<p><b>Area of Learning</b> Physical Development (Prime Area)</p> <p><b>ELG Strand</b> -Gross Motor -Fine Motor</p>	<p>Dream Big sport dance or yoga two units per year. PE Passport scheme for Physical Education lessons. Dough Disco for <b>Reception</b> (Flippy Flappers as targeted activity for specific children).</p>					
	Invasion games skills 1	Basic movement skills	Gentle balance	Net and wall game skills	Gymnastics	Athletics
	<ul style="list-style-type: none"> <li>• Trikes, balance bikes, scooters, bikes.</li> <li>• Small and large apparatus indoors and outdoors.</li> <li>• Develop overall body strength, balance, coordination and agility.</li> <li>• Revise and refine the fundamental movement skills; rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</li> <li>• Develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming.</li> <li>• Develop fine motor skills to use a range of tools competently, safely and confidently.</li> </ul>					
<p><b>Area of Learning</b> Literacy (Specific Area)</p> <p><b>ELG Strand</b></p> <p>Comprehension -Word reading -Writing</p> <p>Fiction Non-fiction Poetry/ Rhyme</p>	<p><b>Communication and Language</b> Throughout the year children will:</p> <ul style="list-style-type: none"> <li>• Learn to speak with confidence during circle/carpet times</li> <li>• Learn to listen and respond appropriately with relevant comments, questions or actions</li> <li>• Have opportunities to have conversations and develop vocal sound formation in doing this</li> <li>• To respond to instructions and directions through adult initiated/led and child led activities</li> <li>• Use appropriate story language to re-enact/re-tell simple and familiar stories</li> <li>• Learn new vocabulary relating to topics</li> </ul>					
	<p>Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Writing - Write own name Phase 1 phonics</p> <p><b>Texts</b> <b>The Colour Monster</b> by Anna Llenas <b>Aargh- There's a skeleton inside me</b> by Idan Ben-Barak <b>Rosie's Walk</b> (TWS) <b>Teeth</b></p>	<p>Recognise some initial letters Read some simple VC and CVC words. Write some initial sounds Write simple words. Phonics - Phase 2 Recognise and read phase 2 HFW. Hears and says the sounds in words using phoneme frames. - Write own name -Write some initial sounds Write simple words.</p>	<p>Continue to recognise and read Phase 2 HFW. Read CVC sentences. Use phoneme frames to write words and sentences with phase 2/3 sounds in them. Write own name Write some initial sounds Write simple sentences using VC and CVC words. Record simple captions and labels using phase 2 sounds. Begin to write for</p>	<p>Continue to recognise and read phase 2 and 3 HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3 sounds in them. Continue to write for a purpose, Phonics Phase 3</p> <p><b>Texts</b></p>	<p>Reading Continue to recognise and read phase 3 HFW. Read CVC/ CVCC sentences. Use phoneme frames to write words and sentences with phase 3 sounds in them. When writing use Phase 3 letters and sounds to support what is being written. Phonics – Phase 3</p> <p><b>Texts</b> <b>All aboard the London bus</b> (TWS) <b>What the ladybird</b></p>	<p>Consolidating what has been taught to ensure children have the confidence and stamina to write at length. Children begin to include detail in what they write and can read what they have recorded unaided. Phonics - Phase 4</p> <p><b>Texts</b> <b>We're going on a bear hunt</b> (TWS)</p>

	(Instructions)	Begin to record simple captions and labels Phonics Phase 2  <b>Texts</b> <b>Peepo</b> <b>On Sudden Hill</b> (TWS) <b>What we'll build</b> (TWS)  <b>The Jolly Christmas Postman</b> by Allan Ahlberg	a purpose, Phonics - Phase 2  Texts  <b>Owl Babies</b> by Martin Waddell <b>How to catch a star</b> (TWS)	<b>The Very Hungry Caterpillar</b> <b>Lost and Found</b> by Oliver Jeffers (TWS) <b>Penguins</b> (TWS)	<b>heard on holiday</b> <b>Windsor Castle</b> factfile	<b>Handa's surprise</b> (TWS) <b>The Snail and the whale</b> (TWS)
<b>Area of Learning</b> Maths (Specific Area)  <b>ELG Strand</b> -Number -Numerical Patterns	Compare amounts Compare size, Exploring pattern; matching and sorting Representing/comparing/composition of 1,2 & 3 Composition of 4 & 5, 6, 7, 8 ,9 & 10 Circles (numeral 1), triangles (numeral 3), 4 sided shapes and pentagons Representing Numbers to 5 1 more/less Comparing numbers to 10 : even and odd Sharing amounts equally Compare Mass	Combining 2 groups Subtraction Comparing numbers to 10: even and odd Building numbers beyond 10 Bonds to 10 Compare Mass Compare Capacity Length & Height Time – days of the week & positional language 3D-shape Pattern Counting forwards and backwards	Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Adding more Taking away Doubling Sharing and grouping Even and odd Deepening understanding, patterns and relationships Spatial reasoning – mapping Numerals to 20 Positional language			
<b>Area of Learning Understanding the World</b> (Specific Area)  <b>ELG Strand</b> - Past and present -People, Culture and communities -The Natural World	<b>On-going Clive Davies –</b> Why do we celebrate differently? What is that special building for? What can I feel, hear, see, taste and smell? Understand the effects of seasonal change					
	Who is my family? (CD)  What jobs will I do when I'm older? (CD)  How will I know my way around? (CD)  Facial features Body parts The five senses Dental hygiene  Mapping our environment	Have toys always been the same? (CD)  <b>Peepo</b> Dress, hairnet, teacosy, pram/buggy, outside toilet  <b>The Jolly Christmas Postman</b> Drawing maps  Guy Fawkes  Remembrance Day	Who do we know that's famous? (CD)  Neil Armstrong  Amelia Earhart	How many creatures will live on our Earth? (CD)  Life cycle of penguin and butterfly  Globes, atlases: identify North and South Pole (Arctic and Antarctica). Know that Polar Bears live at the North Pole and Penguins live at the South Pole  Identifying different minibeasts  Habitats	Famous London Landmarks (Buckingham Palace, Tower of London, Big Ben)  Kings and Queens: Past and present Queen Elizabeth II Coronations Democracy	How will I know my way around? (CD)  Why are all Towns and Cities not like ours? (CD)  Ways of travelling between countries  Maps and globes; identify land and water
<b>RE</b> Rochdale Agreed Syllabus for <b>Reception</b> . <b>Eid</b> to be covered when it falls in the year.						

	<p><b>Even years</b> Which stories are special and why? (F1 - Believing strand)</p>			<p>Which times are special and why? (F4 – Expressing strand)</p>		<p>What is special about our world? (F6 – Living strand)</p>
	Celebrations		Easter			
<p><b>Area of Learning</b> <b>Expressive Arts and Design</b> (Specific Area)</p> <p><b>ELG Strand</b> - Creating with materials - Being imaginative and expressive</p>	<p><b>On-going Clive Davies –</b> How can I be as incredible as a real artist? How will I dance to the music I hear? How will I recognise and copy great music and dance? How can I match the singing of a great performer? How can I take you into a make belief world with my story? How can I show that I love music and performing it? How can I show how much I love dancing?</p>					
	<p>How could I be the next incredible designer? (CD)</p> <p>Colour: naming, recognising and using primary colours to mix paints</p> <p>Painting: self-portraits (Van Gogh and Picasso)</p> <p>Clay faces</p> <p><u>Funnybones</u> Straw/ chalk skeletons</p>	<p>How could I be the next incredible designer? (CD)</p> <p>Monet: Poppy fields</p> <p>Sponge painting old teddy bears</p> <p>Firework pictures</p>	<p>How could I be the next incredible designer? (CD)</p> <p>Sponge owl chicks</p> <p>Junk model rockets</p> <p>Colour wash for space collage</p> <p>Cutting snowflakes</p> <p>Puppets: Chinese New Year</p> <p>Food – Chinese New Year and Shrove Tuesday</p>	<p>Paper plate spider web, threading, weaving</p> <p>Create penguins – cutting and sticking</p> <p><u>The Ugly Bug Ball</u> Learn song to sing</p> <p><u>There was an old lady who swallowed a fly</u> Learn to sing song</p> <p>Observational drawings</p>	<p>Mixed media castles</p> <p>Design: Building Castles with Junk Modelling</p> <p>Collage Queen/King</p>	<p>Create own maps</p> <p>Make own treasure maps</p> <p>Wax resist pictures</p>
<b>Festivals and Celebrations</b>	Harvest Festival	National Poetry Day St Andrew's Day Bonfire Night Remembrance Day	Chinese New Year Mother's Day	St David's Day St. Patricks Day	St George's Day	Father's day
<b>Special Events</b>	Oscars  Parent Workshop - Phonics	Oscars  Nativity	World Book Day  Oscars	Oscars	Oscars	Oscars