

EYFS Curriculum Overview - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All about me People Who help Us	Fireworks Autumn Christmas	Winter Around the World Fairy Tales	Fairy Tales Superheroes Weather Easter	Animals Dinosaurs	Transport Space Summer
Literacy	Fiction- shared/ modelled writing. Writing for a purpose: cards, labels	Rhyme through Fiction. CVC writing linking letters to sounds.	Fairy tales. Writing rhyming words and continuing a rhyming string.	Fiction: problems and solutions. Recount. Writing a simple sentence.	Non-Fiction texts: creating a non-fiction page. Writing sentences readable by others.	Fiction and Non-Fiction comparison. Poetry
Maths	Recognise some numerals of personal significance Recognising numerals to 5 Counts up to three or four objects saying one name for each. To use language of 'more' and 'fewer' to compare two sets of objects. Names of 2D shapes. Measure short periods of time in simple ways. To order and sequence familiar events. To describe their relative position such as 'behind' or 'next to' Comparing the height of 2 or 3 objects.	To count up to 6 objects from a larger group. To count an irregular arrangement of up to 10 objects. To count objects which cannot be moved. To select the correct numeral to represent up to 10 objects. Find one more and one less than a group of up to 10 objects. To order 2 or 3 items by weight. To compare two groups of objects, saying when they have the same number. To create a repeating pattern	To begin to count beyond 10. To begin to use vocabulary around addition. To describe properties of 2D shapes. To begin to use mathematical names for 3D shapes. To use common shapes to make models. To select a particular named shape. To say one more than a number to 10. To find the total number of items in two groups by counting all of them. To add two one-digit numbers. To use everyday language around money. Estimate how many objects they can see and check by counting them.	To begin to use vocabulary around subtraction. To order three items by length, weight, capacity. Use everyday language related to time. To name 3D shapes. To describe properties of 3D shapes. To count up to 20 objects. To find one more and one less. To begin to solve doubling problems. To begin to solve halving problems.	To recognise numerals to 20 and place them in order. To add and subtract one-digit numbers. To explore characteristics of everyday objects. To use everyday language to talk about size, weight, capacity, position, distance. To say one more and one less than a given number to 20.	To solve problems including sharing. To use time language (half past). To recognise number bonds to 10. To form numbers to 10 correctly. To give reasonable estimates. To count in 10s. Tens and units
Understanding of the World	To enjoy joining in with family customs and routines. To discuss similarities and differences.		To talk about past and present events in their own lives and lives of family members. To look closely at patterns and change. To know about similarities and differences in relation		To know that children don't always enjoy the same things and are sensitive to this. To know about similarities and differences in relation to living things.	

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	To interact with age-appropriate computer software.	to themselves and others, traditions, places, objects and materials. Completes a simple program on a computer. Recognising a range of technology is used at home and in school at home and in school.	To talk about features of their immediate environment and how environments might vary from one another. To make observations of animals and plants and explain why some things occur. To select and use technology for particular purposes.			
Expressive Art and Design	Exploring colour- mixing/ colours for a purpose. Creating simple representations. To explore the different sounds of instruments. To build a repertoire of songs.	Beginning to adapt creations safely, using and exploring a variety of materials. Constructing with a purpose in mind. To begin to work cooperatively with others. To sing songs and make music.	To represent their own ideas, thoughts and feelings through art, music and design technology. Experiment with ways of changing songs and music.			
Physical Development	Ball Skills/ Locomotion	Dance/ Locomotion	Gymnastics/ Locomotion	Dance/ Ball Skills	Athletics/ Ball Skills	Athletics/ Games
Personal, Social Emotional Development/ Communication and Language	Being Me in My World	Celebrating Difference		Dreams and Goals	Healthy Me	Relationships/ Changing Me
Visits/ Visitors						