

Foundation Stage Curriculum Coverage – Reception

Reception Coverage Plans for the Areas of Learning in EYFS

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<i>Ourselves</i>	<i>Celebration</i>	<i>People Who Help Us</i>	<i>At The Shops</i>	<i>Traditional Tales</i>	<i>Journeys</i>
Objectives of the Topic	<p><i>To develop self-awareness of their own bodies and the names of areas of the body.</i></p> <p><i>To begin to express and develop their own interests.</i></p> <p><i>To develop ‘play’ focussing on development of attention, focus and shared experiences with another person.</i></p>	<p><i>To know about different types of celebration which occur:</i></p> <ul style="list-style-type: none"> - Harvest festival, - Christmas and advent - Birthdays <p><i>Introducing concepts of similarities and differences.</i></p>	<p><i>To develop relationships with others.</i></p> <p><i>To learn to request ‘help’ using their individual communication method.</i></p> <p><i>To begin to learn that people have jobs to carry out.</i></p>	<p><i>To develop understanding of rules and boundaries.</i></p> <p><i>To begin to understand the purpose of shops and routines for buying items. Including the use of money.</i></p> <p><i>To learn the purposes of different items.</i></p>	<p><i>To identify animals in traditional stories and where they would be found.</i></p> <p><i>To participate in story telling through use of repeated refrain and completing sentences.</i></p> <p><i>Introducing concepts of opposites in relation to size, textures etc.</i></p>	<p><i>To begin to learn safe methods of travel and the purposes of different vehicles.</i></p> <p><i>To gain an understanding of different environments, our world and space.</i></p> <p><i>To prepare for their own ‘journey’ into Key Stage One.</i></p>
<p><u>Personal, Social, Emotional Development (PSED)</u></p> <p><i>Early Learning Goal Making Relationships: Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children</i></p> <p><i>Early Learning Goal Self Confidence & Self Awareness:</i></p>	<p>Human Development – All about me: My Body – Body parts, Awareness of self and others I am with at school</p> <p>Self help skills in the areas of dressing, mealtimes, and toileting routines.</p>	<p>Awareness of each other’s, similarities and differences.</p> <p>Customs, routines, care and respect for each other.</p> <p>To develop play alongside and with others in order to</p>	<p>To learn how to use individual communication methods to request help.</p> <p>To begin to learn the ways in which we can help others such as putting toys away where they belong.</p>	<p>Health Ed: healthy and unhealthy foods and exercise.</p> <p>Developing gross motor skills to support exercise.</p> <p>Demonstrating positive behaviour through creating of class rules, shared values.</p>	<p>Awareness of each other’s, similarities and differences.</p> <p>Turn taking with props, retelling, group performances.</p>	<p>Partner and group games to encourage awareness interaction with others.</p> <p>Self-awareness- Things I own</p> <p>Emotions – Happy/Sad</p>

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<p><i>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</i></p> <p><i>Early Learning Goal Managing Feelings and Behaviour: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p>	<p>Feature finding games and songs</p> <p>Health Ed: Daily hygiene routines</p>	<p>acknowledge and learn about celebrations and festivals.</p> <p>Sharing with my friends, celebrations, special times, special things.</p>	<p>Identify who can help me in school.</p> <p>Developing individual responsibilities such as collecting the register or a resource.</p>			
<p>Communication Language</p> <p><i>Early Learning Goal Listening & Attention: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i></p> <p><i>Early Learning Goal Understanding: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <p><i>Early Learning Goal Speaking: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i></p>	<p>My name, my family Me at school, Me at home.</p> <p>Likes / Dislikes - Activities focused on developing awareness use of our senses. Repetitive rhymes Language topic – Body parts, one word instructions-stop, go, come, sit, etc.</p> <p>Recognition and responding to own name and photograph</p> <p><i>Intensive interaction</i></p>	<p>Responding interacting in role play connected with the stories.</p> <p>'Peepo' games and shared experiences such as a jack in the box to develop joint attention and celebrating achievements on a personal individual level.</p> <p>Listening games to switch attention to a sound stimulus or effect e.g musical statues</p> <p><i>Intensive interaction</i></p>	<p>Phase 1 letters and sounds, developing listening skills and phonological awareness.</p> <p>Sounds in the environment which relate to roles e.g telephone, siren, door knocking.</p> <p>Locating a sound with accuracy.</p> <p>Making and recording traffic sounds.</p>	<p>To develop skills in following instructions through games and activities as well as in the moment play e.g 'give me a spoon please'.</p> <p>Communicating a preference for an item.</p> <p>Role play</p> <p>Phase 1 letters and sounds, developing listening skills and phonological awareness.</p> <p>Making choices – shopping.</p>	<p>Songs, stories rhymes about animals, wild and domestic, birds and fish and sea creatures.</p> <p>Focuses on adding sound effect, voice sounds, electronic sounds to stories.</p> <p>Role play</p> <p>Phase 1 letters and sounds, developing listening skills and phonological awareness.</p> <p>Instrumental sound matching.</p>	<p>Naming who is next, giving / finding/ naming objects Stories, songs, videos Drama/Role play about journeys, vehicles, using the phone</p> <p>Language of Transport</p> <p>Phase 1 letters and sounds, developing listening skills and phonological awareness. <i>Recognising sounds in the environment.</i></p>

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<p>Mathematical Development</p> <p><i>Early Learning Goal Numbers: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</i></p> <p><i>Early Learning Goal Shape Space & Measure: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</i></p>	<p>Picture / object recognition. Number songs – Body action rhymes.</p> <p>Body movement / spatial awareness games</p> <p>positional words related to body movements.</p>	<p>Exploring the shape of objects from different cultures.</p> <p>vocabulary – More, big, small, empty, full, heavy, light.</p>	<p><i>Shapes and colours in the environment and community.</i></p> <p><i>Patterns e.g stripes, spots, zig zag lines in the community on police cars, road crossings etc.</i></p>	<p>Number songs such as ‘5 currant buns in a baker’s shop’ to develop understanding of ‘one’ and exposure to number names and sequencing.</p> <p>Exploring coins and the act of exchanging for goods.</p> <p>Experiencing money in real life contexts as well as role play; Class garage/ Post office etc.</p>	<p>Counting 1,2,3</p> <p>Size and colour of animals</p> <p>Sorting and matching animals into groups</p> <p>Theme –Old Macdonald</p>	<p>Matching, finding, give me one games using toys and themselves</p> <p>Sensory activities – tracking games</p>
<p>Understanding the world</p> <p><i>Early Learning Goal People & Communities: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p><i>Early Learning Goal The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</i></p> <p><i>Early Learning Goal Technology: Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i></p>	<p>Using my senses to investigate my surroundings.</p> <p>Using cause and effect toys / programmes.</p> <p>Playing with others – interaction games outdoors and sensory / soft play sessions to develop awareness of different areas of the school</p> <p>Use of the visi-lift to explore effect caused by movement of part sof the body.</p>	<p>Multi-cultural poems, stories, songs and rhymes.</p> <p>Multi-cultural religious events, e.g Diwali, Christmas.</p> <p>Costumes and customs – sensory activities related to different cultural experiences.</p> <p>Exploring and making sound making instruments.</p> <p>Visits to places in the community for a particular purpose.</p> <p>Making and tasting food from different cultures.</p>	<p>People who help us – visits to and from emergency services.</p> <p>Learning to use the crossing outside of school with support.</p> <p>Safe play in the community – visits to the park and public areas, appropriate interactions and behaviour.</p> <p>Use of technology in job roles and day to day living e.g phones.</p>	<p>Visiting the shops to experience the different items sold at specific types of shops.</p> <p>Using technology in shops e.g self-scan checkout</p> <p>Preparing for routines such as sequencing events for making food items, planning a trip, identifying what items need to be taken.</p> <p>Learning where items belong and are kept.</p>	<p>Farm/domestic/Wild animals. Fur, scales, feathers.</p> <p>Categorising materials.</p> <p>Small world animal play.</p> <p>Making photo album of visits to recall past events.</p> <p>Following, making photo maps of inside school using cameras video and ICT.</p> <p><i>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</i></p>	<p>Forces-how things move, push and pull activities.</p> <p>Vehicles-Making using them for role play</p> <p>‘Switch it transport’ computing skills</p>

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<p>Physical Development</p> <p><i>Early learning goal Moving & Handling: Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p><i>Early Learning Goal Health & self-Care: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i></p>	<p>Body awareness games, safety on equipment. Listening to instructions.</p> <p>I can move in different ways, levels and directions.</p> <p>Interaction movement sequences adult/child</p> <p>Fine motor Hand / eye coordination games/activities.</p> <p>Self-help skills with eating/dressing/toilet.</p>	<p>Movement and dance to music from different cultures.</p> <p>Fine motor control exploring through touch and tactile stimulation. E.g rice sensory trays using tweezers to pick out bangles.</p> <p>Games Skills, sending and receiving balls, using small apparatus.</p> <p>Self-help skills with eating/dressing/toilet.</p>	<p>Self-help skills with eating/dressing/toilet.</p> <p>Obstacle courses to explore different ways of moving over/under/through.</p> <p>Sherborne and MOVE</p> <p>Parachute games to focus on ways of moving the body e.g shuffling, rolling</p> <p>Who keeps us safe? How?</p>	<p>Self-help skills with eating/dressing/toilet.</p> <p>Road safety role play using the caddy cars and playground.</p> <p>Equipment skills such as scissors.</p> <p>Mirroring actions in the swimming pool (gross motor movements)</p>	<p>Dance: Carnival of the animals Moving using different body parts. Moving at different levels and speeds. Perform for others at an assembly.</p> <p>Swimming – Moving towards a target using flotation aids as needed.</p> <p>Animal puzzles and parachute games</p>	<p>Move in a range of different ways and on different apparatus- Gymnastics.</p> <p>Swimming – Water Confidence games Fine Motor – Using handles, levers, rolling balls, quoits to a target.</p> <p>Learning to use bikes and trikes.</p> <p>Constructing own vehicles with boxes, Lego, bricks etc.</p>
<p>Expressive Arts</p> <p><i>Early Learning Goal Exploring and Using Media & Materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Early Learning Goal Being Imaginative: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</i></p>	<p>Using my senses to join in musical activities. Body action songs.</p> <p>Exploring media using different body parts</p> <p>Creating / expressing through sensory, tactile experiences. Drama – Role Play Familiar routines and places I go to. Sound beam composing music using the body.</p>	<p>Music from different cultures and countries. Art activities stimulated from experiencing different sounds, textures, paintings objects from different cultures.</p> <p>Watching and partaking in drama and role play</p>	<p>Role play–Fire station Post Office, Hospitals</p> <p>Experimenting with changes in materials, melting, freezing.</p> <p>Making a choice of colour and material to use for a purpose.</p>	<p>Textures of packaging to create collages and art work (recycling)</p> <p>Developing skills in formation and mark making.</p> <p>Moulding and manipulating malleable materials.</p>	<p>Songs / drama/ movement activities about animals and sea creatures, listening to carnival of the animals, expressing preferences, making movements, mime.</p> <p>Exploring different textures. Joining materials together. Looking at patterns outside, rubbings etc</p>	<p>Identifying vehicle and traffic sounds. Making sounds with voice, bodies, instruments</p> <p>Patterns using wheels, cogs. Mixing and matching colours</p> <p>Skoog – following sequences to produce sound.</p>

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<p>Literacy</p> <p><i>Early Learning Goal Reading: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</i></p> <p><i>Early Learning Goal Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</i></p>	<p>Learning to focus their body movements creating an effect – write dance.</p> <p>Sharing short stories about themselves and others</p>	<p>Developing turning the page, orientating a book</p> <p>Mark making on large scales e.g with ribbons, chalks and paint brushes on canvases to produce fireworks – forming free flow marks.</p> <p>Finger paint with sounds App – drawing attention to marks produced.</p>	<p>Focussing attention to props and sensory media to accompany a story.</p> <p>Developing controlled marks up and down and side to side.</p> <p>Hand actions – grasp and release using spray bottles e.g to ‘put the fire out’</p>	<p>Focussing attention to illustrations, learning to match object to object.</p> <p>Finding a named item from a story with a visual prompt.</p> <p>Sensory exploration making marks in gloop, sand etc. Large scale markings e.g sweeping with a broom, using a mop.</p>	<p>Learning to match picture to object.</p> <p>Retelling of repeated refrains, filling in missing words.</p> <p>Sequencing what comes next in a story.</p> <p>Developing circular motions; ribbons, write dance, grasping a tool for making marks.</p>	<p>Learning to match picture to picture.</p> <p>Tracing lines with support, making independent lines in coloured sand on the light box, an easel etc.</p>
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Individual interests, curiosities and possible lines of development will be supported throughout. Topics serve as a method of underpinning key skills, knowledge and enrich learning by immersing pupils into wider experiences in addition to their specific interests, they are adaptable and evolve with pupil needs.