

Crawley Down Village C of E School

Early Years Curriculum Overview

Reception



Crawley Down Village C of E School aspires to be a learning community where love and respect are at the heart of all we do. We aim to be a school that lives life in all its fullness; encouraging and supporting each other to be the best we can be.

Learning together, flourishing together: "With God, all things are possible." Matthew 19:26

Autumn 1 Once Upon a Time – Wonderful Me & Families	Autumn 2 Once Upon a Time – Traditional Tales & Rhymes	Spring 1 Move It!	Spring 2 Move It!	Summer 1 Mammoth to Mini - Dinosaurs	Summer 2 Mammoth to Mini – Minibeasts and planting	Early Learning Goals
Children will know and retell the stories: - The Three Little Pigs - Goldilocks and the three bears - We're going on a bear hunt Children will understand how to listen carefully and why listening is important Children will be able to follow instructions	Children will know and retell the stories: - The Little Red Hen - The Nativity story Children will engage in story times and join in with repeated phrases and rhyme Children will be able to follow instructions with more than one step	Children will know and retell the story: - The Naughty Bus - The Little Red Sleigh Children will understand Non-fiction books and some features – contents page, headings and sub-headings	Children will know and retell the story: - Look Up - Welcome to Alien School - Whatever Next Children will understand stories have a beginning, middle and an end Children will be able to extend their answers, justifying their thoughts / ideas	Children will know and retell the story: - Dear Dinosaur - The Odd Egg Children will be able to respond to what they've heard, giving their own opinions and predictions	Children will know and retell the story: - The very hungry caterpillar - Oliver's vegetables Children will be able to respond to what they've heard, giving their own opinions and predictions	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers
Children will talk to all adults in the setting Children will ask and answer what questions in relation to stories Children will develop social phrases – 'good morning / afternoon', 'how are you?' Children will know vocabulary linked to their theme 'Once Upon a time'	Children will talk in front of a small group Children will be able to answer simple questions using sentence stems Children will know vocabulary linked to their theme Children will ask and answer who questions	Children will talk in sentences using conjunctions e.g. and, because Children will ask when questions. Children will talk about key events in the story Children will know vocabulary linked to their theme – types of transport, road safety, different countries, the globe and atlases	Children will answer why questions Children will share their work to the class- standing up at the front Children will know vocabulary linked to their theme 'Move It!' including satellite, astronaut, The galaxy, names of the planets, solar system.	Children will answer where questions. Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events Children will know vocabulary linked to their theme – names of dinosaurs, extinct, fossils, palaeontologist, carnivore, herbivore, omnivore	Children will talk in sentences using a range of tenses Children will know vocabulary linked to their theme- insects, reptiles, amphibians, mammals, habitat, stem, leaves, pollen,	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

We prioritise spending time with the children in provision to model a wide range of vocabulary, have back and forth interactions and ask open-ended questions to find out more about the children's learning and check their understanding. We have twice daily story times using high quality texts including non-fiction books, poetry and rhymes and discussion about each story.

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PSED – Self regulation	Children will focus during short whole class activities to follow one-step instructions Children will know how to make the right choice and the consequences of not doing so.	Children will know the effects of their behaviour on others. Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding. Children will know the school 'High 5' values; creativity, challenge, teamwork, independence, respect	Children will be able to focus during longer whole class lessons Children will know to use the calm corner when they are feeling upset/angry.	Children will know how to express their opinion and understand it is okay to have a different opinion to their friends. To identify and moderate their own feelings socially and emotionally	Children will be able to control their emotions using a range of techniques (start of Zones Of Regulation Children will know how to resolve a problem by talking it through with a friend or adult.	Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'. Children will be able to follow instructions of three steps or more	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

PSED — Managing self	Children will learn how to wash hands independently Children will be able to put their coat on independently Children will explore different areas within the Year R environment Children will use the toilet independently	Children will gain in confidence to try new activities Children will practise doing up a coat zip and buttons	Children will know how regular exercise is important for their health. Children will begin to show resilience and perseverance in the face of challenge	Children will know about the importance of a good sleep routine for their health. Children will become independent in selecting resources they need to achieve tasks Children will show a 'can do' attitude	Children will know how regular teeth brushing is important for their health. Children will know what a sensible amount of screen time is and why this is important for their health. Children will learn how to tie up shoe laces Children will independently manage their own needs – buttons, zips, socks, coat	Children will show resilience and perseverance in the face of challenge Children will know how to be a safe pedestrian and why this is important. Children will understand the importance of healthy food choices	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet. Understand the importance of healthy food choices.
PSED — Building relationships	Children will know how to treat others in our class using the statement 'Kind hands and kind words'. Children will seek support of adults when needed Children will gain confidence to speak to peers and adults	Children will be able to describe what makes a good friend including attributes such as listening and sharing. Children will play with children who are playing with the same activity Children will begin to develop friendships Children will build positive relationships with all adults in the setting	Children will see themselves as unique by sharing their hobbies and interests. Children will be able to take turns Children will begin to work in a group with adult support	Children will listen to the ideas of other children and agree on a solution and compromise	Children will be able to work as a group without adult support	Children will develop relationships with other adults around the school	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

We give children the opportunity to achieve a goal and have the confidence in their own abilities by increasing the range of resources and challenges within our environment as the year progresses. We model activities and encourage children to join in whilst giving them plenty of time to explore, practise and perfect their skills. The children's interests are taken into consideration when enhancing and adapting the environment.

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Literacy Comprehension	Children will use pictures to tell stories Children will independently look at books Children will listen to stories during whole class story times	Children will engage in story times and join in with repeated phrases Children will begin to answer questions about the stories read to them Children will begin to sequence familiar stories Children will know a book has a front cover and it tell us the name of the story and the author	Children will act out stories in role play Children will begin to predict what might happen in the story Non-fiction books and some features – contents page, headings and sub-headings	Children will be able to talk about the characters in stories Children might suggest how a story may end	Children will begin to ask and answer questions about what they have read Children will know that information about dinosaurs can be retrieved from books or the internet	Children will answer questions about what they have read	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Literacy word reading	Children will recognise their name	Children will recognise the sounds; g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll,	Children will recognise the sounds; j, v, w, x, y, zz, qu, sh, ch, th, ng,	Children will recognise the sounds; ai, ee, igh, oa, oo, oo, ar, or, er ow, oi, nk, air, ere, ure	Children will read CVC, CVCC, CCVC, CCVCC, CCCVC and CCCVCC words	Children will know what syllables are and be able to identify them in words.	Say a sound for each letter in the alphabet and at least 10 digraphs.
	Children will recognise the sounds; s, a, t, p, i, n, m, d	Children will begin to blend known sounds in words	Children will know the tricky words; he, me, be, we, was, her, my, by, you, are, all, she, put, push, pull, full, they, of	Children will be secure on all tricky words taught	Children will know the tricky words; some, come, love, have, here, there, were, out, house, one, once, what, when, said, ask, little, like	Children will understand alphabetical order and the names of all the letters	Read words consistent with their phonic knowledge by sound-blending.
	Children will hear and identify initial sound in words Children will orally blend sounds taught in to words	Children will know tricky words; a, is, l, and, go, no, so, to, do, into, has, his, the	Children will blend known sounds in words	Children will be able to read sentences with some tricky words taught	Children will be reading Yellow phonic decodable books	Children will know upper case and lower-case letters	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Children will be able to hear and identify environmental sounds	Children will be able to continue a rhyming string	Children will be reading Red 1A phonic decodable books	Children will be reading Red 1B phonic decodable books		Children will be secure on all tricky words learnt	
	Children will be reading Pink 1A phonic decodable books	Children will be reading Pink 1B phonic decodable books					
Literacy writing	Children will be able to copy their name	Children will be able to write their name	Children will begin to write labels for their pictures	Children will be able to form all lower case letters correctly	Children will begin to write longer words which are spelt phonetically	Children will form lower case and capital letters correctly	Write recognisable letters, most of which are correctly formed.
	Children will be able to form letters to sounds taught	Children will be able to write the initial sound	Children will be able to write CVC words	Children will begin to write short phrases / captions	Children will begin to use capital letters at the start of a sentence	Children will write sentences using a capital letter, finger spaces and a full stop	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Children will be able to give meaning to their marks	Children will be able to form letters to sounds taught		Children will write tricky words taught	Children will use finger spaces and full stops when writing a sentence	Children write tricky words taught correctly	Write simple phrases and sentences that can be read by others.
	Children will be able to copy patterns	Children will be able to create patterns of their own		Children will begin to write sentences using finger spaces and a full stop	Children will begin to read back their work and check it makes sense	Children will read back their work and check it makes sense	

In Reception we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, magnetic boards and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, felt tips, chalks, wax crayons, white board pens, and magnetic letters.

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Maths – Number White Rose	Children will match and sort. Children will count objects accurately to 5, using 1:1 correspondence. Children will find one more of numbers to 3 Children will find one less of numbers to 3	Children will represent and compose to 5. Children will identify and describe circles, triangles, squares and rectangles. Children will subitise to 5. Children will identify one more and one less within 5 Children will count to 10	Children will identify 0. Children will represent, compose and compare numbers to 8. Children will compare mass and capacity. Children will find one more of numbers to 8 Children will find one less of numbers to 8	Children will combine 2 groups. Children will explore length, height and time. Children will subitise to 10 Children will identify a cube, sphere, cylinder and cone Children will know number bonds to 10	Children will build and identify numbers to 20. They will understand the concept 2 digit numbers are made up of full tens and ones Children will add more and take away within 20. Children will know the different vocabulary such as; plus, add, altogether, subtract, take away, left	Children will recall number bonds to 5. Children will know addition and subtraction facts to 10 Children will solve simple number problems	Have a deep understanding of number to 10, including the composition of each number. Subitise up to 5. Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts

Maths – Numerical Patterns White Rose	Children will say which group has more	Children will compare quantities to 5	Children will count objects to 10 accurately	Children will compare numbers to 10	Children will order numbers to 20	Children will count to 30	Verbally count beyond 20, recognising the pattern of the counting system.
	Children will say which group has less	Children will compare equal and unequal groups	Children will be able to count in 2s and know even numbers	Children will count forwards and backwards within 10	Children will match patterns using tangrams and shapes	Children will double within 10	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Children will make AB patterns.	Children will use positional language - next to, in the middle, in front, behind, on top, below, above	Children will be able to combine two groups of objects	Children will make more complex repeated patterns - ABB/AAB	Children will develop spatial awareness	Children will equally share into two groups	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	Children will use comparative vocabulary related to length and height – big, short, tall, long, bigger, shorter, longer, taller,	Children will have a concept of night and day	Children will be introduced to the part-part-whole method	Children will be introduced to the bar model		Children will identify even and odd numbers up to 10	

We aim for our children to have a strong grounding in numbers up to 10, the relationships between them and the patterns within those numbers. We encourage children to subitise numbers to 10 and understand the concept of big numbers can be made up of smaller numbers. Children are taught to understand numbers beyond 10 are made up of 1 full ten and ones – $11 = 1$ full ten and one. We provide and encourage our children to use manipulatives to develop a secure base of number knowledge and provide a curriculum that gives children rich opportunities to develop their spatial reasoning skills across all areas of maths including space, shape and measure.

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Understanding the World	RE Understanding Christianity	Children will know what is special to them and their families Children will know why God is important to Christians Children will know how and why we celebrate Harvest Festival	Children will know that some people celebrate Christmas and the meaning of Christmas for Christians. Children will take part in a Nativity Children will know that some people celebrate Diwali	Children will know what makes them unique and precious, appreciating differences	Children will know the Easter story and why Christians put a cross in an Easter garden	Children will know how to help others when help is needed Children will know who can help them	Children will name and explain the purpose of a church Children will know how to care for our wonderful world	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	Science – The Natural World	Children will make collections of natural materials to investigate and talk about Children will explore the strength of materials to make a house for the 3 Little Pigs Children will know that this time of year is Autumn Children will ask questions about the natural environment Children will respect and care for the natural environment	Children will explore and talk about forces including magnets, floating/sinking and stretching Children will know the names of body parts: heads, arms, hands, legs, feet, neck, shoulders, elbows, knees, ankles Children will know the 5 senses	Children will know some important processes and changes in the natural world including states of matter (freezing) Children will know that this time of year is Winter Children will know that there are 8 planets in the solar system Children will be able to talk about the moon and the sun Children will know we live on planet Earth	Children will know that this time of year is Spring Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables Children will plant and grow a fruit/vegetable/herb Children will know about features of my own immediate environment and how they might vary from another	Children will investigate light, dark and shadows Children will know the life cycle of a sunflower Children will know how to care for a plant and show respect for living things	Children will know the lifecycle of animals - butterfly comes from an egg and frogspawn Children will know that this time of year is Summer Children will know that some animals can live underwater Children will melt and solidify different substances such as chocolate and butter Children will know that some things in the world are man-made and some things are natural	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter
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	Computing	Children will know how to use a trackpad to move a cursor to be able to complete an age appropriate game. Children will know how to use an interactive whiteboard appropriately.	Children will explore how to programme a Beebot.	Children will know how to use an iPad / camera to take photos. Children will be able to draw pictures on IWB, changing colour and pen size	Children will know how to use the keyboard to write their name on a word document and how to change the font size and colour.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to use a simple code to move an object.	Children will begin to give reasons why we need to stay safe online
	Geography – People, places and the Community	Children will know about family structures and talk about who is part of their family Children will know the name of the village the school is in Children will know about features of the immediate environment Children will identify similarities and differences between themselves and peers.	Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world.	Children will be able to compare a cold climate to our climate Children will identify typical weather in Winter.	Children will identify typical weather in Spring. Children will explore aerial maps of our school and identify key features.	Children will know about people who help us within the local community Children will identify typical weather in Summer.	Children will know that we can only grow certain fruit/vegetables in England. Children will know that people from other countries speak a different language	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.

	History – Past and Present	Children will know how they have changed from being a baby to being 4/5.	Children will explore images, stories and artefacts from the past. (Christmas)	Children will know about figures in the past - Tim Peake and Neil Armstrong	Children will know that the past is anything before the current day.	Children will know that emergency services exist and what they do. (Fire visit)	Children will know who Mary Anning is and why she is important.	Talk about the lives of the people around them and their roles in society.
		Children will know about their own life story	Children will know that Remembrance Day is to remember soldiers who died in the war.	Children will be able to talk about the lives of others around us Children will be able to compare technology and transport in the past with now	Children will know that the present is now.	Children will know that dinosaurs are in the past		Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
We provide children with opportunities to explore the natural environment and make observations about what they see. Children are exposed to a diverse range of characters in stories to develop their cultural understanding. They are also given opportunities to explore development and growth in plants and animals as well as observing similarities and differences between themselves and those within our community.								

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PD – Physical Development	Fine motor	Children will know the correct pencil grip and posture for writing. Children will know how to correctly form the letters s, a, t, p, i, n.	Children will know how to use a knife and fork. Children will know how to correctly form the letters m, d, g, o, c, k. Children will know how to use two-hole scissors to make snips in paper.	Children will know how to do up and undo buttons and zips Children will know how to correctly form the letters e, u, r, h, b, l	Children will know how to thread and sew. Children will know how to correctly form the letters f, j, r, u, v.	Children will know how to correctly form the letters w, x, y, z, q.	Children will know how to correctly form capital letters.	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

	Gross motor	Children will know how to hop, jump 2 -2, 1-2, and hopscotch	Children will be able to travel in different ways – gallop, side step, skip, tip toes, walking on heels, marching	Children will know how to throw and catch different sized balls.	Children will know how to kick and pass different sized balls.	Children will know how to pull themselves up rope and hang on monkey bars.	Children will know how to bat and aim using different sized balls.	Negotiate space and obstacles safely, with consideration for themselves and others.
		Children will be able to hold a balance by standing on one leg	Children will know how to ride a balance bike.	Children will be able to hold a range of balances		Children will be able to put a sequence of movements together (Kicks Dance workshop)	Children will know how to skip with a skipping rope	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
We give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Through dedicated PE sessions children are given opportunities to develop their overall body strength by learning disciplines including dance, gymnastics and sports. Children are given opportunities to develop the skills they need to manage the school day such as lining up appropriately, giving others personal space and having good table manners.								

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Expressive Arts and Design	Art and Design	Children will be able to name colours. Children will explore mixing of primary colours to make secondary colours using poster paints. Children will be able to create simple representations of people – head, body, arms, legs and facial features. Children will draw and colour with pencils and felt tip pens Children will role play using given props and costumes Children will know how to join materials using glue sticks	Children will use colours for a particular purpose Children will share their creations using the model gallery Children will explore different techniques for joining materials (Glue Stick, PVA, wood glue) Children will know how to make 2D collages. Children will use costumes to act out narratives Children will learn about the artist Kandinsky Children will know how to make flange joins	Children will mark make using different tools such as chalk, pencils, paint Children will know how to make 3D collages using glue, PVA glue, masking tape and sellotape Children will learn about an artist – Van Gogh (a starry night)	Children will create observational drawings of flowers (Mothering Sunday) Children will know how to sew using a running stitch to make star constellations Children will know how to use blow painting and the effects of this to make an alien. Children will know how to make a split pin join to make an astronaut	Children will share their creations and talk about the process Children will know how to make a slot join Children will make salt dough to create their own fossil Children will know how to make marble prints to create a book cover (Egg). Children will draw more detailed drawings of people and objects	Children will know how to make different shades of the same colour. Children will adapt work where necessary Children will know how to make hinge joins Children will learn about an artist – Matisse (snail) Children will make a musical instrument Children will know how to safely use a saw	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.

	Music	Children will sing and perform Nursery Rhymes	Children will join in with whole school assemblies	Children will be able to copy and repeat a musical pattern	Children will talk about whether they like or dislike sounds justifying their opinions	Children will be able to move in time with music, creating a dance routine in PE	Children will be able to pick out instruments that are played in pieces of music.	Sing a range of well know nursery rhymes and songs.
		Children will talk about whether they like or dislike instruments and sounds	Children will learn songs for the Nativity performance	Children will begin to create their own musical patterns using instruments or body percussion	Children will learn songs related to Easter	Children will understand the term pitch	Children will understand the dimensions of music - pulse, pitch and rhythm	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
Children are given ample opportunities to engage with the arts, explore and play with a wide range of media and materials. Children have daily access to the resources in the creation station inside as well as the art and junk modelling trolley which can be taken outside. Children have role play environments set up indoors to develop pretend and imaginative play. Children are given the opportunity to listen to and watch musicians and dancers perform as well as be provided with resources to practise and perform their own ideas using a range of instruments hanging on the music wall outside and a basket of instruments found across the world.								