

Michael Faraday Curriculum Overview 2023 – 2024 EYFS Reception

The curriculum is what we want the children to learn in the time they are in school. It is based on the statutory framework for EYFS, which provides the framework that we build on, though 7 areas of learning. Experiences and activities to deliver those 7 areas of learning are provided around the following topics and themes

	Planned from Geographical starting point		Planned from Historical starting point		Planned from Science/Transition	
	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Topic	Ourselves and All about me!	Celebrations	Fantasy and adventure!	Under the sea	From Farm to Fork	Superheroes Eco-heroes
Themes	At Michael Faraday, we want children to express their own ideas and interests effectively and therefore we carefully consider the resources and possibilities that are provided around children's interests.					
Special events Visitors/Trips	Starting School Me & My Family Making Friends Where We Live My Feelings Healthy Mind/Healthy Body Visitor/s: School Nurse - Healthy Eating	Changing Seasons: Autumn, Winter Light and Dark Harvest Celebrations Harvest Festival Diwali Bonfire Night Hanukah Christmas Autumn Walk – Faraday Gardens	Changing Seasons: Winter, Spring Investigating Materials Bridge building New Year New Year Spring Lunar New Year Trip: Unicorn Theatre Trip – The Three Billy Goats Gruff Visitor/s: School Nurse - Looking After Our Teeth	Sea Creatures Looking After Our Oceans Mary Anning: Fossils Under the Sea Easter Ramadan Eid-al-Fitr Trip: Horniman Museum – Aquarium Visit	Changing Seasons: Spring, Summer Plants & Animals Where Our Food Comes From Growing Our Own Fruit & Veg Eid Trip: Crystal Palace Park Farm Group Visits to local allotments Visitor/s: School Nurse - Germs & Handwashing	Marvellous Minibeasts Fantastic Pollinators Natures Recyclers Composting Reduce, Reuse, Recycle Forest School Special Event: School Butterflies Family Festival - Fantastic Beasts Visitor/s: Rebecca Animal Lady
Texts	Teddy Goes to School The Colour Monster The Colour Monster Goes to School Super Duper You All Are Welcome!	The Best Diwali Ever Zim, Zam, Zoom The Miracle of Hanukah A Christmas Story (Brian Wildsmith)	The Great Race The Hare and the Tortoise Anansi & the Drum of Common Sense Tinga Tinga Tales	The Rainbow Fish Sharing a Shell Clean Up Billies Bucket Mary Anning: Fossils	I will not ever eat a tomato The Little Seed The Runaway Pea What the Ladybird Heard Farmer Duck	Superworm Supertatooe Michael Recycle The Very Hungry Caterpillar Maria Meriam: Butterflies
Literacy: Phonics	Little Wandle: Phase 2 graphemes & tricky words	Little Wandle: Phase 2 graphemes & tricky words	Little Wandle: Phase 3 graphemes & tricky words	Little Wandle: Phase 3 graphemes & tricky words	Little Wandle: Phase 4 graphemes & tricky words	Little Wandle: Phase 4 graphemes & tricky words
Literacy: Writing	T4W: Ourselves and All About Me	T4W: The Enormous Turnip	T4W: Three Billy Goats Gruff	T4W: The Lighthouse Keeper's Lunch	T4W: The Little Red Hen	T4W: The Busy Bumblebee
Maths	WRM: Getting To know you & just like me	WRM: Its me 1, 2, 3 & light and dark	WRM: Alive in 5 & growing 6, 7, 8	WRM: Building 9 &10	WRM: To 20 and beyond & first, then now	WRM: Find my pattern & on the move
Communication and Language	<ul style="list-style-type: none"> • Listening, Attention & Understanding • Speaking Understand how to listen carefully & why it is important Engage in Story Times, Rhymes & Songs Develop Social Phrases Learn & Use New Vocabulary	Listen To & Talk About Stories Respond to what they hear Hold back & forth exchanges Retell a story Learn & Use New Vocabulary Participate in Small Group,	Ask Questions to Find Out More Learn & Use New Vocabulary Retell a story Participate in Small Groups	Learn & Use New Vocabulary Ask Questions to Find Out More Participate in Small Group,	Connect one idea to another using a range of connectives Offer explanations for why things might happen using recently introduced Vocabulary Participate in Small Group,	Participate in Small Group, Class & 1:1 Discussion Engage in Non-Fiction Books
Personal Social and Emotional Development	Being me in my world	Celebrating difference	Dreams and goals	Healthy Me	Relationships	Changing me
Physical Development	PE: Gymnastics	PE: Gymnastics	PE: Dance	PE: Ball Skills	PE: Invasion games	PE: Athletics
Understanding the World	<ul style="list-style-type: none"> • Past & Present • People, Culture & Communities • The Natural World Forest School	Forest School	Forest School	Forest School	Forest School	Forest School
Expressive Arts and Design	Whole School D&T Project: Cooking	Whole School ART Project: Drawing and Painting Whole School D&T Project: Fabric	Whole School ART Project: Printing	Whole School D&T Project: Construction	Self-led Project	Whole School ART Project: Sculpture
Music	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga

At Michael Faraday, we want children to express their own ideas and interests effectively and therefore we carefully consider the resources and possibilities that are provided around children's interests.

Communication and Language

Listening, Attention and Understanding

- 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 conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- 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 seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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 focused 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.

Managing Self

- 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 and understanding the importance of healthy food choices.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- 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.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation 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.

Literacy

Comprehension

- 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.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.