



Acorns Class – EYFS Reception Curriculum Mapping Overview - CYCLE A

	Autumn		Spring		Summer	
Overarching Topic Title:	Healthy You & Me!	Food, Glorious Food.	Once Upon a Time..	Ahh me hearties!	Splash, Splash!	We're Not Scared!
<b>Themes:</b>	Starting school/ new beginnings. All about me! How have I changed? / Human Body. Harvest- Food- How can I stay healthy? Life Cycles- Pumpkins. Plant spring bulbs <b>Autumn.</b>	Bonfire Night. Remembrance. Diwali. Light & Dark. Hannukah Christmas. Christmas around the world. <b>Winter.</b>	Nursery Rhymes! Fairytale. Chinese New Year. Plant Broad Beans Valentines Week. <b>Winter/Spring</b>	Pirates. Journeys Lifecycles- flowers, chicks. Plant runner beans Spring animals. <b>Spring</b>	Sea Animals. Life Cycles- Frogs. Summer. The Seaside. <b>Spring/Summer</b>	Farm animals. Safari/ Jungle animals. Dinosaurs. Minibeasts/insects. Animals of the world- where do we find them? <b>Summer</b>
<b>Dates to</b>	Recycle Week- Harvest Festival- Black History Month (October)	Bonfire Night- 5 <sup>th</sup> November. Diwali- November. Remembrance Sunday- November. World Kindness Day- November. World Nursery Rhyme Week-November. Road Safety Week- November. St Andrews Day- 30 <sup>th</sup> November. Hannukah- 7 <sup>th</sup> -15 <sup>th</sup> December.	Big Garden Birdwatch- January. Safer Internet Day- February. Chinese New Year- February. Shrove Tuesday- February. Ash Wednesday- February. Valentines Day- February.	St Davids Day- 1 <sup>st</sup> March, World Wildlife Day- March. World Book Day- March. Mothering Sunday- March. British Science Week: Time- March. St Patricks Day- 17 <sup>th</sup> March. Easter Weekend- World Wildlife Day 3 <sup>rd</sup> March	Earth Day- 22 <sup>nd</sup> April. St George's Day- 23 <sup>rd</sup> April.	
<b>Super Six Weekly Texts:</b>	When a Dragon Goes to School. Our Class is a Family.	The Best Diwali Ever. Little Red Hen	I Love Chinese New Year.	The Night Pirates. Pirate Pete.	Tiddler. Tad. Lost and Found.	Are the Dinosaurs Dead, Dad? Would you Rather?

Other high-quality texts that cover themes of diversity are planned and readily accessible in provision.	The colour monster who came to school Leaf Man. The Enormous Turnip. Pumpkin Soup.	The Gingerbread Man. The Christmas Pine. The Disgusting Sandwich  Christmas Texts	Three Billy Goats Gruff Rapunzel The Frog Prince Love Grows Everywhere.	Never Mess with a Pirate Princess. The Odd Egg. That's my Flower! Superworm.	The Light House Keepers Lunch. Stella and the Seagull.	Billy and the Beast. Stuck. A Little Bit Brave. Shark in the park
--	---	---	--	---	---	--

**Prime Areas of Learning**

<p><b>Personal, Social and Emotional.</b></p> <p><b>Kapow:</b></p>	<p><b>Building Relationships:</b> Special Relationships: My family; special people; sharing; I am unique; my interests; similarities and differences.</p> <p><b>Managing Self:</b> My Wellbeing: What is exercise? yoga and relaxation; looking after ourselves; being a safe pedestrian; eating healthily; a rainbow of food.</p> <p><b>Character Education (Self Regulation):</b> Autumn 1: Courage, Caring &amp; Helpfulness. Trying new things; caring hands; who helps you?</p> <p>Autumn 2: Cooperation, Kindness &amp; Reflection. Working together and the alphabet of kindness.</p>	<p><b>Self-Regulation-</b> Listening and Following Instructions: Simon says; listening to a story; pass the whisper; obstacle races; blindfold walk; treasure hunt.</p> <p><b>Self-Regulation:</b> My Feelings: Identifying my feelings; feeling jars; coping strategies; describing feelings; facial expressions.</p> <p><b>Character Education (Managing Self):</b> Spring 1: Cleanliness, Fairness &amp; Friendliness. Let's wash our hands; it's not fair/ fair shares; saying hello to people in your classroom. Spring 2: Patience, Respect &amp; Reflection. Growing in the community; patience in my class; showing respect in the classroom.</p>	<p><b>Building Relationships:</b> My Family and Friends: Festivals; sharing; what makes a good friend?; teamwork; celebrating friendships.</p> <p><b>Managing self:</b> Taking on Challenges: Why do we have rules?; building towers; team den building; grounding; team races.</p> <p><b>Character Education (Building Relationships):</b> Summer 1: Courtesy, Forgiveness, Determination &amp; Self-discipline. Good manners; saying sorry; the strength of a superhero; sitting still. Summer 2: Gratitude, Honesty &amp; Reflection. Picture journals; telling the truth.</p>
--	--	---	---

<p><b>Communication and Language</b></p>	<p>Listening &amp; Attention: Listen carefully.</p> <p>Understanding: Understand questions using 'who, why, when, where and how' Responds to ideas expressed by others in conversations.</p> <p>Speaking: Introduce a story line and narrative into their play. Articulate ideas and thoughts in well-formed sentences.</p>	<p>Listening &amp; Attention: Indicate two channelled attention- can both listen and do for a short period of time. Listen to and talk about stories to build familiarity and understanding: Engage in non-fiction books.</p> <p>Understanding: Retell a story, once developed familiarity with text including repetition and some in own words. Follow a story without pictures and props.</p> <p>Speaking: Ask 'who, why, when, where, what and how' questions to find out more of an interest. Connect ideas together using a range of connectives. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Listening &amp; Attention: Listen attentively and respond to what they hear with relevant questions 'who, why, when, where, what and how', comments and actions when being read to. Make comments about what they have heard and ask questions 'who, why, when, where, what and how' to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges.</p> <p>Speaking: Participate in small group, class and one to one discussion offering ideas and new vocabulary. Offer explanations for why things might happen using new vocabulary from stories, rhymes and poems where appropriate. Express ideas and feelings about experiences using full sentences. Including use of past, present and future tenses and conjunctions to extend sentences.</p>
<p><b>Physical Development</b></p>	<p>Fine motor: Develop skills to use fine toolers confidently and competently for example, pencils, paintbrushes, scissors and cutlery.</p> <p>Gross Motor: Use core muscle strength to sit with good posture at the table or on the carpet. Move fluently, with control and grace where required- rolling, crawling, walking, jumping, hopping, skipping and climbing.</p>	<p>Fine motor: Handle tools, objects and malleable materials safely and with increasing control and purpose. Holds a pencil correctly, in a tripod grip to form recognisable letters, most of which are correctly formed.</p> <p>Gross Motor: Jump off on object and land appropriately using hands, arms and body to stabilise and balance. Increasing control over of an object through pushing, patting, throwing, catching or kicking.</p>	<p>Fine Motor: Hold a pencil effectively, using tripod grip in all cases to write fluently. Use a range of small tools effectively and with purpose including scissors, paintbrushes, tweezers and cutlery. Begin to show accuracy with marks.</p> <p>Gross Motor: Negotiate space and obstacles safely with confidence. Demonstrate strength, balance and coordination when playing. Move energetically and in control such as running, jumping, dancing, hopping, skipping and climbing.</p>

<p>Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: Jabadeo, dance, gymnastics and sport.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery.</p>			
<b>Specific Areas of Learning</b>			
<b>Literacy Writing:</b>	Writing words and captions using Phase 2 words known.	Writing words, captions, labels and sentences using Phase 2 and 3 words known.	Writing words, captions, labels and sentences using Phase 2 and 3 words known.
<b>Literacy Reading:</b>	Read some letter groups that each represent one sound and say sounds for them- Phase 2. Read individual letters by saying the sound for them- Phase 2.	Blend sounds into words so that they can read short words made up of known letter-sound correspondences- Phase 2&3. Begin to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words- Phase 2 & 3.	Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment- Phase 2,3 & 4. Re-read what they have read to check it makes sense. Read words consistent with their phonic knowledge by sound blending- Phase 2,3 & 4. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
<b>Phonics</b>	Little Wandle, Letters and Sounds, Phase 2.	Little Wandle, Letters and Sounds, Phase 3.	Little Wandle, Letters and Sounds, Phase 4.
<b>Mathematics White Rose</b>	Counting out loud. Counting in correspondence. Matching and Sorting. Comparing amounts. Representing, comparing and composition of 1,2 & 3. Representing numbers to 5. One more and one less. Comparing size, mass and capacity. Exploring pattern. Circles, Triangles, shapes with 4 sides. Positional language. Time.	Introducing zero. Counting patterns within 10. Comparing numbers to 10. Composition of/bonds of numbers to 10. Combining 2 amounts. Compare mass & capacity. Length and height. 3D Shapes. Spatial awareness. Patterns.	Counting patterns beyond 10 (to 20) Composition of numbers beyond 10 (to 20) Adding more & taking away. Doubling. Sharing & Grouping. Odd & even numbers. Spatial thinking- match, rotate, manipulate, visualise and build and mapping.

<p><b>Knowledge and Understanding of the World:</b></p> <p><b>People, culture and Communities:</b></p> <p><b>(Religious Education links)</b></p>	<p>Make sense of their own life story and family's history. Talk about members of their immediate family and community.</p>	<p>Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Bonfire Night, Diwali, Hannukah, Christmas around the world.</p>	<p>Recognises and explores special times and events for them and others, understanding that people have difference beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>Chinese New Year. Mothering Sunday</p>		<p>Enjoys joining in with other people but understands people have different likes/dislikes and the link this has with special times and events for them and others among families, communities and traditions.</p> <p>Likes/dislikes and memories they've had. Comparison of their memories and others.</p>	
<p><b>Sustainability</b></p>	<p>How and why should humans look after the world?</p>	<p>Climate change</p> <p>Sun v ice</p>	<p>Caring for the planet</p> <p>Plastics/waste</p>	<p>Caring for the environment</p> <p>Plants and trees</p> <p>(Great Crested newts)</p>	<p>Pollution</p> <p>(Fumes/saving energy)</p>	<p>Caring for the animals</p> <p>Seas/beaches</p>
<p><b>Religious Education: ODBE 2023:</b></p>	<p>Are all families the same?</p>		<p>Who are Christians and what do they believe?</p>		<p>Does everyone believe in God?</p>	
<p><b>Celebrations:</b></p>	<p>Harvest</p>	<p>Christmas</p> <p>Diwali</p> <p>Hanukkah</p>	<p>Chinese New Year</p> <p>Mothering Sunday</p>	<p>Easter</p> <p>Passover</p> <p>Ramadan</p>	<p>Ascension/Pentecost.</p>	<p>Trinity Sunday</p> <p>Eid</p>
<p><b>World Faith stories linked to topic or RE</b></p>	<p>Bible stories:</p> <p>Healing of the paralysed man (Luke 5:17-26)</p> <p>Jesus heals a roman soldier's servant</p> <p>Healing of deaf/lame/sick</p>	<p>Bible stories:</p> <p>Wedding at Cana</p> <p>Feeding the 5000</p> <p>The last Supper</p> <p>Story of Rama and Sita</p> <p>Story of Hanukkah</p>	<p>Bible stories:</p> <p>Story of creation (OT)</p> <p>Story of Simeon and Anna</p> <p>(Presentation of Jesus in the temple)</p>	<p>Bible stories:</p> <p>The escape from Egypt – Moses parting of the red sea. (OT)</p> <p>Jesus clears the temple.</p> <p>Holy week/Easter Story</p> <p>Story of Passover</p>	<p>Bible stories:</p> <p>Jonah and the big Fish (OT)</p> <p>Jesus call his disciples (Fishers of men)</p> <p>Jesus walks on water</p>	<p>Bible stories:</p> <p>Daniel in the Lions Den (OT)</p> <p>David and Goliath</p> <p>Jesus calms the storm</p> <p>The Good Shepherd</p>

	A haul of fish (Harvest) Parable in the Vineyard (Harvest)		Chinese New Year Story			
<b>Knowledge and Understanding of the World:</b>  <b>The Natural World:</b>  <b>(Science links)</b>	Animal Adventures (Humans – Kapow) Recognises their body parts and can begin to explore their senses. Life Cycles- How have they grown since being a baby? And Pumpkins. Harvest- How are foods grown?	Changing Seasons (Kapow) Light & Dark/shadows	I am a Scientist (Kapow) Materials- Forces.	Lifecycles- flowers and chicks. How do we look after the environment and living/growing things? Plants and animals/insects.  Materials- Floating and sinking.	Our beautiful planet (Kapow) Recognises and names part of a flower. Life cycles- Tadpole to Frog. Changes in materials- melting and freezing.	Animal adventures (Kapow) Different animal groups- where do they live? How do they survive? Recognises and names body parts of animals. How are they the same/different?
	Continually through weekly/seasonal focuses from Hygge in the Early Years: Explore the natural world around them. Understanding the effect of changing seasons on the natural world around them					
<b>Knowledge and Understanding of the World:</b>  <b>(Geography links)</b>	Maps- Where do I live? My journey to school- retell this.	Maps- Finding and exploring different parts of the world and comparing how Christmas is celebrated differently in comparison to us.	Maps- Finding and exploring China- How is it the same/ different to where we live?	Maps- What journeys have we been on? Go on a walk around the village- what did we see? Where did we go?  Treasure maps.	Maps- Find places/beaches the children have been to on holiday- how are these countries the same/ different to ours?	Maps- Where do the different animals originate from around the world?
<b>Knowledge and Understanding of the World:</b>  <b>Past and Present:</b>  <b>(History links)</b>	Comment on images of familiar situations in the past- Pictures of them when younger/celebrations- How have I, my friends and my family changed? How else will we change as we continue to grow?	Understand the past drawing on their experiences- How have they celebrated Christmas in the past?	Spot the difference: Looking at different objects/pictures of technology, cars etc- Which are from the past? What/ how have they changed?  *Opportunities for visitors from Grandparents etc.		Comment on images of familiar situations in the past. Understand the past from drawing on their experiences and what has been read in class: Own experiences of journeys and holidays in the past.	

<p><b>Expressive Art and Design: (Art links) Kapow:</b></p>	<p>Drawing: Marvellous Marks.</p> <p>Mark making with wax crayons (rubbing and patterns; mark making with felt tips (patterns- circles, zig zags etc); mark making with chalk; observational pencil drawings; observational self-portraits (using pencils and mirrors); observational self-portraits with colour.</p> <p>Seasonal Craft: Nature Wreaths.</p>	<p>Painting and Mixed Media: Paint My World.</p> <p>Finger painting; outdoor painting; painting with natural objects; painting with different tools; colour mixing; collages.</p> <p>Seasonal Craft: Salt dough decoration.</p>	<p>Seasonal Craft: Threaded Snowflakes.</p>	<p>Craft and Design: Let's Get Crafty.</p> <p>Cutting skills on different materials; threading materials; explore joining techniques for paper and card- brace, slot, tape, fold, flange, tie, stick; fold, cut and curl paper to make colourful caterpillars/worms/sea animals etc; observational drawing and colouring skills of flowers; tissue paper scrunching/collaging.</p> <p>Seasonal Craft: Easter Egg threading.</p>	<p>Seasonal Craft: Petal Mandala Suncatchers.</p>	<p>Sculpture and 3D: Creation Station.</p> <p>Explore clay; create 3D landscape pictures out of natural resources; design and make animal sculptures out of clay.</p> <p>Seasonal Craft: Salt Painting</p>
<p><b>Expressive Art and Design: (Design Technology links) Kapow:</b></p>	<p>Cooking and Nutrition: Soup.</p> <p>Exploring and tasting different fruits and vegetables; developing cutting skills to cut fruit and vegetables; cooking soup.</p>	<p>Structures: Junk Modelling.</p> <p>Cutting and scissor skills; exploring materials; designing; exploring different joins (paper clips, split pins, folding, tape, tying a knot, stapler, glue).</p>	<p>Structures: Boats.</p> <p>Explore materials and determine whether they float or sink; design, make and test the boat.</p> <p>Seasonal Project: Flower threading.</p>	<p>Textiles:</p> <p>Threading and weaving with different materials; paper weaving; sewing with hessian.</p>		

	Seasonal Project: Making a Hibernation Box.					Seasonal Project: Make a rainbow salad.
<b>Expressive Art and Design: (Music links)</b>  <b>Kapow:</b>	Exploring Sound.  Vocal sounds; body sounds; instrumental sounds; environmental sounds; nature sounds.	Celebration Music.  Diwali music; Hannukah music; Kwanzaa music; traditional Christmas music; Christmas action songs.	Musical Stories.  Moving to music; using instruments to represent characters; storytelling with actions; using instruments to represent actions; musical story composition and performance.	Music and Movement.  Action songs; finding the beat; exploring tempo; exploring tempo and pitch through dance; music and movement performance.	Transport.  Exploring the sounds of different types of vehicles; exploring and mimicking the sounds of a train; exploring sounds heard on and around boats; interpret symbols to reflect a cars journey; demonstrate simple rhythms on an instrument.	Big Band.  Learn about different musical instruments; make a musical instrument; learn about the 4 groups of musical instruments and their sounds; follow the beat using an untuned instrument; sing in time to familiar songs changing the temp or dynamic.