

Bramingham Primary School Curriculum Plan: Early Years Reception

Bramingham EYFS Curriculum Development – Progression						
	Autumn		Spring		Summer	
Main year group question but will be led by children's interests I wonder.....			What is the world around us like? 	WHAT WAS LIFE LIKE IN THE PAST? 		
Possible lines of enquiries, will be led children	Starting school All about me Different families I wonder who works there? Roles of people in our community	Religion Festival's Parties Community Culture What do you celebrate? What do our friends celebrate?	Seasons Winter North pole vs artic Animals Weather Where does my family come from (ethnic origin)	Transport Castles Life as a child for my parents or grandparents	Gardening Planting Healthy eating Where food comes from	Summer Lifecycles Minibeasts Animals (e.g under the sea or on the farm) Growing up/year 1 ready
Possible Enrichment ideas	Visit from community figures Making Diva lamps Nativity Post a letter Cooking Gingerbread men 		Watch a live performance Visit from local artist Cooking Pancakes Easter egg hunt Chinese Feast Holi celebration 		Planting vegetables & flowers Looking after frogspawn & caterpillars Cooking & eating food grown Visit to farm or zoo 	

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Possible celebrations that reflect the religious & cultural community of Bramingham	Halloween Harvest 	Bonfire Night Remembrance Day Diwali Christmas 	New Year Chinese New Year Valentine's Day 	Shrove's Tuesday Mother's Day Easter Holi 	Ramadan Eid-Al-Iftar 	Father's Day Eid-Al- Adha 
Suggested Texts stories linked to potential theme & diversity	Dr. Ranj A superhero Like you Dance with Oti Starting School Harry and the Dinosaurs go to school You choose Hats of Faith A Colour of his own The big book of families All are welcome My mum has two jobs Pumpkin Soup 	Hats of faith Dipal's Diwali Room on the Broom Stick Man The Snowman & The Snowdog The Gruffalo The Gruffalo's child The Christmas Story 	Polar bear, Polar bear what do you hear? Astro Girl A place called home The world around me Don't touch my hair! Abilities in me – Autism In every house on every street 	The Easter Story It's a no money day My name is not refugee 	The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Eyes that kiss in the corners The proudest blue More people to love me Abilities in me – Spina Bifda, Cerebral Palsy 	Tadpole's Promise The Very Hungry Caterpillar What the ladybird Heard What the ladybird Heard Next 
Suggested Rhymes & Poems	A rainbow of friends Community helpers 	Autumn leaves When Santa comes to our house 	Snowball The Forest 	Goodbye Winter Easter is here 	A little seed Fingerprints 	Commotion in the Ocean Electelephony 
Core texts	The Same but different too 	We're going on a Bear Hunt 	Big Hair Don't care 	Zog 	Lubna & Pebble 	Snail and the Whale 

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Talk for Writing Texts	The Little Red Hen 	The Gingerbread Man 	The Three Billy Goats Gruff 	Chicken Licken 	The enormous turnip 	Mr Grumpy's Outing 
Reading spine	 	 	 	Choose from Pie Corbett's reading spine 	 	 

	Autumn		Spring		Summer	
Whole school values Cycle A & B	Peace/choice Unity/ equality 	Patience/kindness Resilience/perseverance 	Understanding/empathy Responsibility/care 	Gratitude/happiness Independence/optimism 	Respect/love Being healthy/self-belief 	Friendship/forgiveness Honesty/courage 
PSED Jigsaw	Being me in my World Similarities & differences Feelings Being at school Gentle hands Our rights Our responsibilities PANTS- NSPCC	Celebrating Differences What am I good at? I'm special, I'm me Families Houses & homes Making friends Standing up for yourself 	Dreams & goals Challenge Never giving up Setting a goal Obstacles & support Flight to the future Achieve a goal 	Healthy me! Need to exercise Moving & resting Food choices Sleep is good Keeping clean Stranger danger Dental hygiene 	Relationships Family & me Making friends Unkind words/bullying Calm me time to control my feelings How to be a good friend PANTS- NSPCC 	Changing me! My body – name body parts Respecting my body – I know how to be healthy Growing up – all grow from babies to adults How I feel about moving to year1 Worries & looking forward to year 1 Celebrate my time in reception 

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Essential letters and Sounds	S/a/t/p l/n/m/d I, no, the g/o/c/k put, of, is K/ck/e/u/r to, go, into /ss/ Assess & review pull h/b/f/ff /l/ ll as, his	j/v/w/ks/x he, she, buses y/z/zz/kw/qu we, me, be sh/th/ng/nk push ai/ee/igh/oa was, her -es assess & review My, you	Review previous sounds /oo/ <oo> (Book) /ar/ /ur/ /oo/ (food) /or/ they, all, are /ow/ /oi/ /ear/ /air/ /ure/ /er/ /oa/ ball, tall Assess and review week R:5 when, what Review week R:6	Review week R:7 said, so, have Review week R:8 were, out, like Review week R:9 some, come, there Review week R:10 Little, one, do Review week R:11 children, love Review week R:12	Phase 4:1 CVCC -ed /ed/ Phase 4:2 CCVC -ed /t/ Phase 4:3 CCVCC -ed /d/ Phase 4:4 CCCVC Assess and review week R:13 Phase 4:5 CCCVCC -er -est	/ai/ /ow/ /igh/ /ee/ -le oh, their /oi/ /ur/ /(y)oo/ /or/ people, mr, mrs /w/ /f/ /(y)oo/ /oa/ your, ask, should /or/ /ee/ /ai/ /ee/ would, could, asked Assess and review week R:14 house, mouse, water /igh/ /oa/ /(y)oo/ /s/ want, very
NCETM Maths Mastery	identify when to subitise & when counting is needed subitise different arrangements make different arrangements of numbers within 5 develop their conceptual subitising skills. spot smaller numbers 'hiding' inside larger numbers connect quantities & numbers to finger patterns.		continue to develop their subitising skills for numbers within and beyond 5, increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the numbers 6 and 7 as '5 and a bit' equal and unequal groups when comparing numbers		continue to develop counting skills, counting larger sets as well as counting actions & sounds explore a range of representations of numbers, including the 10-frame, & see how doubles can be arranged in a 10-frame compare quantities & numbers, including sets of objects which have different attributes	

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	explore different ways of representing numbers on their fingers hear & join in with the counting sequence, and connect this to the 'staircase' pattern develop counting skills & knowledge, including cardinality & 1:1 correspondence understand anything can be counted including actions & sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 	understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd & even numbers according to their 'shape' continue to develop their understanding of the counting sequence & link cardinality & ordinality through the 'staircase' pattern order numbers & play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	continue to develop a sense of magnitude begin to generalise about 'one more than' & 'one less than' numbers within 10 continue to identify when sets can be subitised & when counting is necessary develop conceptual subitising skills including when using a rekenrek 			
White Rose Maths <i>(using shape, space & measures elements)</i>	Just like me! Compare size, mass & capacity Exploring patterns	It's me 1,2,3 Circles & triangles Positional language Light & Dark Shapes with 4 sides Time	Alive in 5! Compare mass Compare capacity  Growing 6,7,8 Length & height Time	Building 9 & 10 3D Shapes Spatial awareness Patterns  Consolidate	To 20 & beyond Spatial reasoning 1 Match, rotate & manipulate First, then, now Spatial reasoning 2 	Find my pattern Spatial reasoning 3  Visualise & build On the move Patterns & relationship Spatial mapping 4 Mapping 
RE Agreed Syllabus	F4 Being special: Where do we belong? 	F2 Why is Christmas special for Christians? 		F3 Why is Easter special for Christians? 		F6 Which stories are specially valued and why? 
Charanga	Me! Learn to sing nursery rhymes and action songs: e.g., Pat-a-cake 1, 2, 3, 4, 5,	My Stories Learn to sing nursery rhymes and action songs. Improvising, leading to playing classroom	Everyone! Learn to sing nursery rhymes and action songs. Singing and learning to play	Our World Learn to sing nursery rhymes and action songs. Singing and	Big Bear Funk transition unit that prepares children for	Reflect, Rewind, Replay Listen and appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments.

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	Once I Caught a Fish Alive 	instruments. E.g I'm A Little Teapot The Grand Old Duke Of York  	instruments within a song. e.g. Wind The Bobbin Up If You're Happy And You Know It  	learning to play instruments within a song. e.g. Old Macdonald The Hokey Cokey  	their musical learning in Year 1/ages 5-6. Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instrument  	Sing and revisit nursery rhymes and action songs. Play instruments within the song. Improvisation using voices and instruments.   
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Curriculum area progression linking to KS1 Foundation subjects

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	Mighty Movers Exploring walking Developing walking Exploring walking along different pathways. Explore marching Explore different ways of walking:	Ball Control Exploring pushing, rolling, and bouncing. Exploring bouncing into a space, bouncing to a friend, bouncing against a wall	Gymnastics Exploring moving and making shapes using different body parts Exploring moving in different directions	Dance Moving in sequence – copying others, then creating own. Responding in movement to words and music – based on	Creative Games Create their own games Finding out and exploring Playing with what they know Being willing to 'have a go' Having their own ideas Making links Choosing ways to do things	Mini Athletics Exploring running Exploring running at different speeds Exploring running in different directions Running for team games

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	- Normal - Tip toes - Striding - Fairy footsteps - Backwards - Sideways - Invent your own Exploring running Exploring running at different speeds. Exploring running in different directions 	Exploring bouncing in a controlled manner Exploring bouncing a ball then shooting a goal in the basketball hoop (floor hoop) Exploring bouncing balls of different sizes Exploring throwing – under arm, over arm, chest passes Exploring catching – two hands then one hand, pulling ball into chest Exploring stopping the ball Throwing against a wall, or at a target, throwing to a friend, throwing in a ring game. 	Exploring big and small ways of moving and making shapes Moving in pairs Creating shapes in pairs Working in zones High and low movements on the floor, sequencing movements on the floor. High and low movements on large apparatus/climbing frame, sequencing movements Under and over movements on the floor, sequencing movements on the floor Under and over movements on large apparatus/climbing frame, sequencing movements High and low combined with under and over Travelling in different ways and directions on the floor /apparatus	songs, rhymes, stories, story maps etc.  Moving with props (scarves, beanbags, masks etc.) and contrasting tempos – fast, slow, quickly, slowly, speedily, slow as a snail. Creating their own movements – using different parts of their bodies. Exploring opposites (up/down, in/out, under/over etc) and creating simple movement sequences. Working with a partner exploring character movements from stories and songs.  Ring games with repetitive words and actions. Developing own actions and words during ring games. 	Increasingly follow rules, understanding why they are important. Work well with others Develop communication skills 	Running for speed, thinking about acceleration Exploring running and dodging each other and equipment Exploring running with a bean bag on your head. Exploring jumping Developing jumping, Jumping for distance Jumping for height Jumping in a sequence Jumping using 2 feet Jumping using 1 foot Jumping with legs together Jumping with legs apart 
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			/climbing equipment 			
Understanding the World	Continue developing positives attitudes about the differences between people Talk about members of their immediate family & where they live Share pictures of their family & talk about them Name & describe people who are familiar to them e.g hairdressers or doctor Look for changes of autumn, what we see, hear & feel 	Understand some places are special to members of their community, eg places of worship Recognise that people have different beliefs & celebrate in different ways Observe & interact with natural processes such as ice melting or grass growing Look for changes of season, what we see, hear & feel  To take care of animals in the world around us, recognising their needs e.g bird feeder or hedgehog house	Draw children's attention to the immediate environment, name town & school road. Draw Simple map of the immediate environment e.g school Recognise some similarities & differences between life in this country & life in other countries, focusing on lives of children eg what they eat, where they live & how they learn Look for changes of winter, what we see, hear & feel  Recognise some environments that are different from the one in which they live in Look at the map of the world & pinpoint where	Comment on images of familiar situations in the past e.g homes, transport and toys. Offer opportunities to organise events, recognising things that happened before they were born. Compare & contrast characters from stories to develop understanding of past and present. Look for changes of spring, what we see, hear & feel  	Name and describe some plants, including fruit & vegetables Draw attention to the weather & provide opportunities to record the weather Close observation of natural world, draw pictures of plants and name some Observe & interact with natural processes such as floating & sinking 	Observe how animals behave differently as seasons change Children make comments of animals they have observed & draw them Name and describe animals they have seen & talk about how they can be cared for & what they need. Provide opportunities to look at lifecycles eg frogs and butterflies. Observe & interact with natural processes such as objects casting a shadow. 

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		Provide opportunities to draw a simple map from imaginary story settings 	some of our children are from Provide opportunities to draw a simple map from imaginary story settings 			
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