


Gilbertstone Primary School – Reception Curriculum 2023-2024


Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

At Gilbertstone, we offer children a balanced, ambitious curriculum with opportunities for child initiated and spontaneous learning through the environment alongside adult initiated activities. We provide quality continuous provision which provides an environment, resources and interactions that are rich and engaging.

	Autumn 1 4 th Sept – 27 th Oct	Autumn 2 6 th Nov – 22 nd Dec	Spring 1 8 th Jan – 9 th Feb	Spring 2 19 th Feb – 22 nd March	Summer 1 8 th Apr – 24 th May	Summer 2 3 rd June – 22 nd July
Topics	Marvellous Me	Marvellous Me	Around the World	Animals	Fantasy	Transport and Journeys
Collective worship	- Back to School -Aiming High -Leading our Learning -Sharing and being generous	-Diwali (Hinduism) -Bonfire Night Celebrations -Celebrating families -Being resilient	-New Year -Being calm and controlled -Generosity -Leading the way	-Appreciating Beauty - Seasonal changes -Caring for the environment -Mother's Day	-Remembering roots - St George's Day -Eid-Al-Fitr (Islam) -Appreciating important things in life	-Environment day -Morals and telling the truth -Summer Solstice -Mindfulness
Core Values	-Being responsible -Harvest	-Team Work -Making a Difference -Halloween	-Treating others as you wish to be treated -Being Kind	-Making a difference -Appreciating skills of others -Participating, willing to lead	-Caring for animals -Sharing and being kind to others.	-Being a good friend -Belonging
Celebrations	-Black History Month -Appreciating Beauty - Seasonal changes (Autumn) -Rosh Hashanah (Judaism)	-Remembrance Day -Thanksgiving -Hanukkah (Judaism) -Christmas (Christianity)	-Shrove Tuesday/ Ash Wednesday -Chinese New Year -Valentines Day	-Holi (Hinduism) -Ramadan (Islam) -Easter (Christianity) -World Book Day		-Father's Day -Eid-Al-Adha (Islam) -Moving on, new beginnings and challenges
Safeguarding	School security Playtime boundaries & rules Who can help us in school?	Bonfire safety Importance of independence Road safety Anti-bullying week	Understanding our basic needs. NSPCC Pants rule E-safety	Healthy eating Healthy living	Friends and kindness 'Stranger' danger	Sun safety
Role Play <i>We adapt our role plays based on the children's interests</i>	We have a domestic home corner all throughout the year which is enhanced regularly to cover a range of experiences and celebrations (E.G. birthday banners, babies added in etc)					
	Home Corner	Restaurant/Café/Shop	Travel Agents	Vets	Castle	Bus/train station/airport
High quality texts to support topic	Incredible You Super Duper You Funny Bones Martha Maps it out Once there were giants The growing story Elmer The Proudest Blue		Coming to England My Two Grannies The Magic Paintbrush The Great Race Golden Domes and Silver Lanterns We're Sailing Down the Nile Baby goes to market Tiger Child	Walking Through the Jungle The Great Pet Sale Dear Zoo Farmer Duck Oi Aardvark! A Pig in the Pond	Zog Gruffalo Jack and the Beanstalk Aliens love Underpants The Troll Room on a Broom Superkid Pick a Story Mary Anning - Dinosaur Lady	Mr Gumpy's Motor Car The Hundred Decker Bus Emma Jane's Aeroplane The Train Ride I wish I were a pilot We all go travelling by
Parent/Carer Engagement	Parents/carers are actively encouraged to regularly email in any updates from home, including pictures/statements of day trips, special achievements etc. This is then shared in class.					
	Proud Clouds Phonics/Reading workshop	Proud Clouds Parents Evening Invite to watch Nativity	Proud Clouds PATHS Workshop Invite to Easter Bonnet Parade	Proud Clouds Parents Evening	Proud Clouds Invite to showcase learning	Proud Clouds Written Report

Reception 2023 - 2024	Autumn Term		Spring Term		Summer Term	
	Marvellous Me (8 weeks and 7 weeks)		Around the World (5 weeks)	Animals (5 weeks)	Fantasy (7 weeks)	Transport and Journeys (7 weeks)
Communication and Language	<p>Communication and Language runs alongside and underpins all areas of learning and is a vital part of children's development within Reception. Throughout the year, children will continue to learn new vocabulary and its meaning. Children will use new vocabulary in conversations and discussions with both teachers and peers. Children will also learn new rhymes, poems and songs - some of which they can recite from memory.</p> <p>Resources that will help support communication and language throughout the year are; Talk Boost, Beat Baby, Lola the Leopard</p>					
Personal, Social and Emotional Development 	PATHS Unit 1 - Fostering positive classroom environment. Lessons deal with establishing an emotionally safe environment with agreed rules. The routine of PATHS pupil of the day is established. PATHS Unit 2 - Basic Feelings 1 Lessons teach children that we all have happy and sad feelings and that happy is a comfortable feeling and sad is an uncomfortable feeling, words like good and bad are avoided.	PATHS Unit 3 - Basic Feelings 2 Children learn more about the feelings of angry and afraid. They learn that all feelings are ok but not all behaviours are ok. PATHS Unit 4 - Self-Control This unit teaches the beginnings of self-control by giving the children a strategy, they learn to control their reactions to feelings of anger and frustration in order to avoid an unacceptable response such as pushing or hitting another child.	PATHS Unit 4 - Self-Control Children are taught to calm down, take deep breaths and say how they feel. Children also learn about feeling calm/relaxed. PATHS Unit 5 - Sharing, caring and friendship This unit teaches children about caring for each other, sharing and being a good friend. The compliments are extended, and the feelings learnt about so far are reviewed.	PATHS Unit 6 - Basic problem solving Following on from learning how to calm down and control reactions children are taught about making good choices and beginning to solve problems for themselves.	PATHS Unit 7 - Intermediate feelings This unit continues to develop children's understanding of feelings being comfortable and uncomfortable. Further feelings are taught: excited, tired, frustrated, proud.	PATHS Unit 8 - Advanced feelings More advanced feelings such as love, worried, disappointed, jealous, furious, guilty and generous are explored and discussed PATHS Unit 9 - Wrap up This unit rounds off the PATHS lessons for the year with a review lesson, a lesson on saying goodbye, ending the transition and finally a PATHS party.

<p>Physical Development</p>  <p>Get Set 4 PE.</p>	<p>Get set 4 PE - Introduction to PE Children will be introduced to Physical Education and structured movement through the topic of 'everyday life'. They will learn how to safely use space, how to stop safely, using and sharing equipment and how to work individually, with a partner and group. They will develop movement skills such as running, jumping and skipping.</p> <p>Pencil grip/control Threading Scissor control</p>	<p>Get set 4 PE - Fundamentals Children will develop their fundamental movement skills through the topic of 'places and spaces'. Children will develop skills of balancing, running, hopping, jumping, travelling and changing direction. Children will develop fine and gross motor skills, through handling equipment. They will learn how to stay safe using space. They work independently and with a partner to complete tasks.</p> <p>Cutting skills Pencil grip/control Pinching/tweezers</p>	<p>Get set 4 PE - Ball Skills Children will develop their ball skills through the topic of 'weather'. Children will develop fundamental ball skills such as throwing and catching, rolling, using targets, dribbling with feet, kicking, and bouncing. Children will develop their fine and gross motor skills through a range of ball games. Children will develop decision making and using simple tactics.</p> <p>Using tools effectively Cutting skills</p>	<p>Get set 4 PE - Dance Children will develop their expressive movement through the topic of 'places'. Children explore space and how to use space safely. They explore travelling actions, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. Children use counting to help them keep in time with the music. They explore dance through the world around them. They perform to others and begin to provide simple feedback.</p> <p>Using tools effectively Letter formation</p>	<p>Get set 4 PE - Games Children will practice and further develop their fundamental movement skills through the topic of 'around the world'. Children will learn and develop these skills by playing a variety of games. They will also start to understand how to work as a team, take turns, keep the score, play against an opponent and play by the rules.</p> <p>Letter formation</p>	<p>Get set 4 PE - Gymnastics Children will develop their basic gymnastic skills through the topic of 'traditional tales', to include 'Jack and the Beanstalk' and 'Goldilocks and the Three Bears'. Children explore basic movements, creating shapes and balances, jumps and rolls. They begin to develop an awareness of space and how to use it safely. They perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. Children begin to understand using levels and directions when travelling and balancing.</p> <p>Letter formation</p>
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Literacy	Writing texts	Dear Zoo Brown Bear, Brown Bear, What do you see? The Hungry Caterpillar	Owl Babies The Town and Country Mouse On the Way Home	The Enormous Turnip Handa's Surprise The Little Red Hen	Farmer Duck Walking Through the Jungle We're Going on a Bear Hunt	The Gruffalo Whatever Next SHHH!	Jack and the Beanstalk The Train Ride Mr Gumpy's Outing
	Writing skills	-Write letters from name -Developing awareness of the placement of writing -Recognise that print in the environment has meaning -Orally segment simple CVC words -Say the initial sounds in most words.	-Write the initial sounds in words -Write strings of letters -Label pictures -Segment and write simple CVC words -Independently write name Use print and letter knowledge in early writing e.g. writing a pretend shopping list.	-Write left to right -Make groupings of letters with spaces in between to resemble words. -Hear and write first and last letters in words. Use phonics to sound out and write CVC words Some writing can be read by both child and adult. Form recognisable letters with some formed correctly.	-Write most lower case and some upper case letters correctly -Use a tripod grip -Spell some tricky words -Write short captions and labels. -Use finger spaces between words -Spell words by identifying the sounds and then writing the sound with letter/s	-Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them. -Write simple captions and sentences that can be read by themselves and others. -Read sentences back -Begin to write longer words	-Construct words into a sentence formation -known words spelt correctly -Writing is easily readable -Writing simple sentences -Check writing back for errors
	Rhyme of the week	-Hickory Dickory Dock -Little Miss Muffet -Rub-a-dub-dub -Grand old Duke of York -Humpty Dumpty -If You're Happy and You Know It -Pat-a-cake	-Old Mother Hubbard -Polly and Sukey -Old King Cole -The Mulberry Bush -Down in the Valley -Do you know the muffin man -Miss Polly had a Dolly	-Five Old Fishermen -Five Currant Buns -One, two, three, four, five -Five Little Speckled Frogs -This Old Man	-Each Peach Pear Plum -Little Boy Blue -One Little Elephant -Ten in the Bed -I'm a Little Teapot	-There was a princess long ago -The Cave -Happy Poem -A Sailor went to Sea Sea Sea -Teddy Bear -Incy Wincy Spider -Spaceship Shop	-Old Noah's Ark -There was an old lady -A Tiny Seed was Sleeping -Hey Diddle Diddle -Bears don't like Bananas -Seasons of Trees -I went to the Animal Fair
	Reading	Phase 2 sounds Phase 2 tricky words Blending simple	Phase 2 Phase 2 tricky words	Phase 3 Phase 3 tricky words Blending	Phase 3 Phase 3 tricky words Blending longer words	Phase 4 Phase 4 tricky words Blending compound	Phase 4 Adjacent consonants



words
Recognise name

Blending
Reading captions

Reading captions and
simple sentences

Reading captions and
sentences

words
Reading sentences

Phase 4 tricky words
Reading sentences

Mathematics



Getting to Know You

Match, sort and compare

- Match objects
- Match pictures and objects
- Identify a set
- Sort objects to a type
- Explore sorting techniques
- Create sorting rules
- Compare amounts

Talk about measure and patterns

- Compare size
- Compare mass
- Compare capacity
- Explore simple patterns
- Copy and continue simple patterns
- Create simple patterns

It's Me 1, 2, 3

- Find 1, 2 and 3
- Subitise 1, 2 and 3
- Represent 1, 2 and 3
- 1 more
- 1 less
- Composition of 1, 2 and 3

Circles and Triangles

- Identify and name circles and triangles
- Compare circles and triangles
- Shapes in the environment
- Describe pattern

1, 2, 3, 4, 5

- Find 4 and 5
- Subitise 4 and 5
- 1 more
- 1 less
- Composition of 4 and 5
- Composition of 1-5

Shapes with 4 sides

- Identify and name shapes with 4 sides
- Combine shapes with 4 sides
- Shapes in the environment
- My day and night

Alive in 5

- Introduce zero
- Find 0 to 5
- Subitise 0 to 5
- Represent 0 to 5
- 1 more
- 1 less
- Composition
- Conceptual subitising to 5

Mass and Capacity

- Compare mass
- Find a balance
- Explore capacity
- Compare capacity

Growing 6, 7, 8

- Find 6, 7 and 8
- Represent 6, 7 and 8
- 1 more
- 1 less
- Composition of 6, 7 and 8

Growing 6, 7, 8

- Make pairs - odd and even
- Double to 8
- Combine 2 groups
- Conceptual subitising

Length, Height, Time

- Explore length
- Compare length
- Explore height
- Compare height
- Talk about time
- Order and sequence time

Building 9 and 10

- Find 9 and 10
- Compare numbers to 10
- Represent 9 and 10
- Conceptual subitising to 10
- 1 more
- 1 less
- Composition to 10
- Bonds to 10 (2 parts)
- Make arrangements of 10
- Bonds to 10 (3 parts)
- Doubles to 10
- Explore even and odd

Explore 3-D Shapes

- Recognise and name 3-D shapes
- Find 2-D shapes within 3-D shapes
- Use 3-D shapes for tasks
- 3D shapes in the environment
- Identify more complex patterns
- Copy and continue patterns
- Patterns in the environment

To 20 and Beyond

- Build numbers beyond 10 (10-13)
- Continue patterns beyond 10 (10-13)
- Build numbers beyond 10 (14-20)
- Continue patterns beyond 10 (14-20)
- Verbal counting beyond 20
- Verbal counting patterns

How many now?

- Add more
- How many did I add?
- Take away
- How many did I take away?

Manipulate, compose and decompose.

- Select shapes for a purpose
- Rotate shapes
- Manipulate shapes
- Explain shape arrangements
- Compose shapes
- Decompose shapes
- Copy 2-D shape pictures
- Find 2-D shapes within 3-D shapes

Sharing and Grouping

- Explore sharing
- Sharing
- Explore grouping
- Grouping
- Even and odd sharing
- Play with and build doubles

Visualise, build, map

- Identify units of repeating patterns
- Create own pattern rules
- Explore own pattern rules
- Replicate and build scenes and constructions
- Visualise from different positions
- Describe positions

						<ul style="list-style-type: none"> -Give instructions to build -Explore mapping -Represent maps with models -Create own maps from familiar places -Create own maps and plans from story situations
Understanding the World	<p>Children will learn about themselves and explore images of them as a baby, toddler and now. Children will sequence stages of development in chronological order. (History)</p> <p>They will talk about things that have happened in the past and answer the question 'How do I know?' (History)</p> <p>Children will talk about their families and will have opportunities to share pictures. Children will develop an understanding of how each family may differ and look at</p>	<p>Kapow Primary Food: Soup (DT)</p> <p>Children explore the differences between fruits and vegetables using their senses. They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe. (6 lessons)</p> <p>Children will learn about people in their community such as the police, fire service, doctors, teachers etc. They will make links to the past and look at key significant people such as</p>	<p>Children will compare and contrast characters from stories, including figures from the past. (History)</p> <p>Children will explore different festivals and celebrations from across the world and with different religions. Children will develop an understanding that not everyone has the same beliefs.</p> <p>Children will look at a world map and will be able to find where they live. (Geography)</p> <p>Children will look closely at a different country and will make comparisons and explain how it is</p>	<p>Children will look at different animals habitats and why they are suited to living there. (Science)</p> <p>Children will explore basic life cycles and we will have caterpillars in class that will turn into butterflies. (Science)</p> <p>Children will learn how to care for and look after different animals/pets.</p> <p>Children will learn the importance of looking after our environment, focusing on plastic in the ocean. (Geography)</p> <p>Children will look at different farm animals and learn the</p>	<p>Children will explore a range of castles and look at the basic features. (History)</p> <p>Children will look at the role of a knight and their armour.</p> <p>Children will learn about the explorer 'Mary Anning' and find out about what she did and her achievements. (History)</p> <p>Children will look at space, name the planets and look at rockets. (Science)</p> <p>Children will explore the world map and know that the 'blue' parts are water. Explore different</p>	<p>Kapow Primary Structures: Boats (DT)</p> <p>Children explore what is meant by 'waterproof' 'floating' 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own (6 lessons)</p> <p>Children will compare old and new transport. (History)</p> <p>Children will look at the impact transport has on our environment and</p>

	<p>the structure of a family.</p> <p>Children will look at familiar situations from the past, such as homes and toys. (History)</p> <p>Children will organise events using basic chronology, recognising that things happened before they were born. (History)</p> <p>Children will learn about parts of their bodies and their senses. (Science)</p> <p>Children will look at the changes in the natural world around them and notice signs of Autumn. (Science)</p>	<p>Florence Nightingale and Mary Seacole (Geography)</p> <p>Children will have opportunities to talk about their own experiences with people who are familiar to them.</p> <p>Children will explore contrasting events such as Bonfire Night today with the same event in the past, allowing direct comparisons to be made and enhancing vocabulary about the past.</p> <p>Children will look at their local area on a map and learn the basic features of a map. (Geography)</p>	<p>similar and different to ours. (Geography)</p> <p>Children will understand changes in the natural world around them and notice signs of Winter. (Science)</p> <p>Children will experiment with shadows and explore how a shadow is created. They will explore day and night and talk about similarities and differences of each. (Science)</p>	<p>names of them and their young. (Science)</p> <p>Children will look at features of different habitats including the jungle and rainforests. (Science)</p>	<p>oceans and seas. (Geography)</p> <p>Children will understand the changes in the natural world around them and notice signs of spring. (Science)</p> <p>Children will draw and label parts of a plant and learn about what plants need to grow. Children will observe a bean growing and look at the life cycle of a seed. (Science)</p>	<p>things we could do to help improve this. (Geography)</p> <p>Children will look at road safety.</p> <p>Children will learn about what transport is needed to travel to different places. (Geography)</p> <p>Children will carry out a traffic survey.</p> <p>Children will explore the emergency vehicles, what they have that helps them to be successful at their job and compare the vehicles to them in the past. (History)</p> <p>Children will explore friction through the use of materials and toy cars. (Science)</p>
<p>Expressive Arts and Design</p>	<p>Kapow Primary Drawing: Marvellous marks (Art)</p> <p>Exploring mark making through different drawing</p>	<p>Kapow Primary Celebration music: (Music)</p> <p>Learning about the music from a range of cultural and</p>	<p>Kapow Primary Textiles: Bookmarks (DT)</p> <p>Children develop and practice threading and weaving</p>	<p>Kapow Primary Sculpture and 3D - Creation station (Art)</p> <p>Exploring the sculptural qualities of</p>	<p>Kapow Primary Painting and mixed media: Paint my world (Art)</p> <p>Exploring paint and painting techniques</p>	<p>Kapow Primary Big Band (Music)</p> <p>Learning about the four different groups of musical instruments,</p>

	<p>materials. Beginning to draw from observation using faces and self-portraits as a stimulus (6 lessons)</p>	<p>religious celebrations, including Diwali, Hanukkah, Kqanzaa and Christmas (5 lessons)</p>	<p>techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The children apply their knowledge and skills to design and sew their own bookmarks. (6 lessons)</p> <p>Kapow Primary Exploring Sound (Music) Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p>malleable materials and natural objects: developing the use of tools and joining techniques: designing and making clay animal sculptures (6 lessons)</p> <p>Kapow Primary Music and Movement (Music) Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. (6 lessons)</p> <p>Kapow Primary Musical stories (Music) Based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>following a beat using an untunes instrument and performing a practiced song to a small audience.</p>
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