

Seva School – Foundation Stage – Reception – Curriculum Overview (2018-2019)

Long term Planning						
Area of learning focus:	Who am I? Autumn 1	Who lives in the Land of make believe? Autumn 2	Who would I ask to help me? Spring 1	Who came to visit Percy's park? Spring 2	What do Bill and Ben grow in their garden? Summer 1	Where in the world is Barnaby Bear? Summer 2
<i>The learning challenge overview provides you with an insight into children's learning. Each topic is subject to change as children bring in their own experiences and share their ideas, as is the ethos of the EYFS. A lot of children's learning experiences are through play and active involvement.</i>						
<p>Learning Objective overview.</p> <p><u>Keeping safe, fit and healthy</u> Food, exercise, personal hygiene. Implemented and revisited in blocks throughout the year i.e PSHE/P.E.</p> <p><u>Learning about and from others:</u> Different families/diversity/implemented through R.E./PSHE</p> <p><u>British Values:</u> blocked throughout the year. To take account of Our Royal Family, Money, Customs and Traditions, Diversity.</p> <p><u>Seasons:</u></p>	<p style="text-align: center;">Focus: Who am I/families/why am I special/celebrations?</p> <p><u>Week 1-2: Settling in</u> PSED: Making relationships. Settling in and getting to know our class, our routines, our teachers and our friends. Drawing 'me'. English and Maths: Baseline assessment. Finding our name. PD: Pencil control and scissor practice. Balancing.</p> <p><u>Week 3: Who am I? –</u> <i>How am I the same? How am I different?</i> (Baby pictures/ comparing). When was I born? What age am I? When is my birthday? Focus on self portraits, looking at our features.</p> <p><u>Week 4: The Gruffalo? –</u> Describe the Gruffalo. What features does it have? What personality does it</p>	<p style="text-align: center;">Focus: Fairytales</p> <p>The Three Billy Goats. Shrek Frozen Snow White and the Seven Dwarfs Cinderella</p> <ul style="list-style-type: none"> • Drama time: Should The Bad Tempered Troll say sorry to the Three Billy Goats? Should the Wicked Stepmother say sorry to Cinderella? Should Lord Farquhar say sorry to Shrek? <p>How do we know if a character is good or bad? Do you feel sad for Cinderella? Why? How can the stepmother show that she is sorry?</p> <hr style="width: 20%; margin: 10px auto;"/> <p style="text-align: center;">Celebrations:</p> <p>'Celebrating special times' – What special times do we share with our families?, birthdays (giving and receiving) gifts, when a baby is born, weddings etc., Bandi Chhor Divas, Diwali, Chinese New Year, Holi, Eid, Christmas.</p>	<p style="text-align: center;">Focus: Who helps us in the community?</p> <p style="padding-left: 20px;">a) school community b) wider community</p> <p>School helpers, Community – postman/lady, shop keepers, doctors, chemist, builders.</p> <ul style="list-style-type: none"> • Roles/responsibilities <p>Questions: LO3 Why do some people need to wear special clothes at work? LO4 Why do you go to school? LO5 Why is it important to have a post office? LO6 When would a doctor be helpful?</p> <p>Focus on: 'Postmen/Post women' and the role they play in our community. Invite a</p>	<p style="text-align: center;">Focus: Spring/ animals. British wildlife.</p> <p>Birds, Squirrels, Badgers, Foxes, Beavers, etc. Look at BBC Spring watch) New Life: animals (focus on British wildlife and pets).</p> <ul style="list-style-type: none"> • Hatch some chickens/ducks. How do we care for them? <p style="text-align: center;">Focus: Minibeasts.</p> <p>LO – Are all minibeasts scary? Link to Problem Pup activity below.</p> <ul style="list-style-type: none"> • Creatures that live in the garden (bird life, wild life, pond life) • Creatures that live in the garden (minibeasts) What are minibeasts? Go on a mini-beast hunt, discuss features, take photos, set up habitats, observe and record. (link D.T/ Books/ICT photo's) 	<p style="text-align: center;">Focus: Growing.</p> <ul style="list-style-type: none"> • Our gardens (looking at different types of gardens, allotments, domestic gardens/yards, stately homes) • Reception Garden (looking at seeds/planting: peas, pansies, sunflowers etc) • Growing for food (fruit and vegetables-look at farmers). Plant a herb garden. <p style="text-align: center;">Focus: Lifecycles</p> <p><u>Week 1: Planting a Rainbow</u></p> <p><u>Week 2: The Tiny Seed</u></p> <p><u>Week 3: The Gigantic Turnip</u></p> <p><u>Week 4: Planting Seeds / Seed to Sunflower</u></p>	<p style="text-align: center;">Focus: Holidays/Travel.</p> <ul style="list-style-type: none"> • Different kinds of Holidays; at home and abroad, hot and cold. (location – travel agents, brochures, booking, packing, travelling) • Beach holiday: Where would we stay (look at hotels, caravans, camping) • At the Funfair: (focus on money; rides, amusements, food etc.) <p style="text-align: center;">Focus: Beach/Sea.</p> <ul style="list-style-type: none"> • At the beach: What do we see? (people, clothing, picnics, buckets and spades, donkeys, seaside, artifacts; shells, pebbles, starfish). • On the sea: What can we do? Paddle, swim, toys, keeping safe, salt

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<p>Explore our senses (visit the park to discuss seasonal changes). What can we see, hear, feel, touch and taste?</p>	<p>have? How am I similar/different to the Gruffalo. What would I do/say?. Build a den/cave. Compare materials. Retell the story of the Gruffalo.</p> <p><u>Week 5: Am I a Superhero? –</u> What kind of Superhero would I be? What would I wear? What would my special power be? Use the Green screen to 'fly' as a superhero. Create our own comic strip.</p> <p><u>Week 6: Am I a Prince or Princess?</u> What would my name be? Where would I live? What would it look like? What would I wear? Learn a special dance for the ball. Design a crown/tiara. Have a banquet. Who is our Royal Family?</p> <p><u>Week 7: I am special because:</u> What do I like/dislike? What makes me unique? Who is my family? How am I the same/different? What makes a family? Where is my house? Use Google Earth to 'fly' to</p>	<ul style="list-style-type: none"> • New Babies/ new arrivals/celebrations • A very special baby (The First Christmas) • Christmas preparations and Celebrations (writing Christmas cards, gifts, food, clothes, concerts, Christmas Lunch, Christmas parties). • Where does Father Christmas live? NASA trail. Google Earth. <p><u>Week 1: The Three Billy Goats</u></p> <p><u>Week 2: The Three Little Pigs</u></p> <p><u>Week 3: The Three Bears</u></p> <p><u>Week 4: Frozen</u></p> <p><u>Week 5: Shrek</u></p> <p><u>Week 6: Snow White and the Seven Dwarfs</u></p> <p><u>Week 7: The Christmas Story</u></p>	<p>post person into school. Visit a local post office.</p> <p>Focus on: 'Shopkeepers'. Big shops and small local shops. Compare and contrast. Visit a local shop and a supermarket. What is the same/different?</p> <p>Focus on refuse collectors: Why is there job important? What would it be like without them? What is recycling? How could we help to recycle?</p> <p>What happens to the rubbish and to the recycling?</p> <p><u>Week 1: Shopping</u></p> <p><u>Week: 2: Recycling</u></p> <p><u>Week 3: Police service</u></p> <p><u>Week 4: Fire service</u></p> <p><u>Week 5: Ambulance service</u></p> <p><u>Week 6: Airport /</u></p>	<p><u>Week 1: The Very Hungry Caterpillar / Percy the Park Keeper (After the Storm)</u></p> <p><u>Week 2: The Lifecycle of a Butterfly</u></p> <p><u>Week 3: The Very Busy Spider</u></p> <p><u>Week 4: Superworm</u></p> <p><u>Week 5: Mad about Minibeasts</u></p> <p style="text-align: center;">Focus: Easter</p> <ul style="list-style-type: none"> • Easter celebration (Jesus, The Easter story and Easter traditions). 	<p><u>Week 5: The Enormous Watermelon</u></p> <p><u>Week 6: How Plants Work</u></p>	<p>water) What do we see? (ships, boats, surf board, sail boards, lighthouse)</p> <ul style="list-style-type: none"> • Under the sea: What lies beneath? (Marine and plant life, submarines, divers). <p><u>Week 1: Barnaby Bear / Rainbow Fish</u></p> <p><u>Week 2: Sharing a Shell</u></p> <p><u>Week 3: Miranda's Beach</u></p> <p><u>Week 4: Billy's Bucket</u></p> <p><u>Week 5: Transition to Year 1</u></p> <p><u>Week 6: Transition to Year 1</u></p>
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	our houses on a magic carpet. What special times do we celebrate with our families?		<u>Transport</u>			
BOOK FOCUS: Heavy touch =main text focus Light touch =story books	Heavy Touch books: The Gruffalo Supertato The Royal Dinner Cowboy Camp All About Me (own books) Light Touch books: Fact finders: growing up. Family units around the world. The Royal Family. Film/Cartoons: Toy Story Rodeo Ron and his Milkshake Cows	Heavy Touch books: The Three Billy Goats Gruff Cinderella Snow White and the Seven Dwarfs The Christmas Story Light Touch books: Selection of Disney fairytales and stories about Christmas and celebrations. Film/Cartoons: Shrek Frozen Christmas Films Fairy Tales.	Heavy Touch books: The Jolly Postman. Snail Brings the Mail. Hairy Maclary Shoo. Light Touch books: Fact finders: roles and responsibilities. Film/Cartoons: Postman Pat Doc McStuffins	Heavy Touch books: Percy the Park Keeper stories. The Very Busy Spider The Bad Tempered Ladybird The Ugly Duckling Light Touch books: Fact Finder Books of different British animals and their habitats. Fuzzy Little Ducklings Davey's Journey Film/Cartoons: Percy the Park keeper DVD.	Heavy Touch books: Oliver's Vegetables Oliver's Fruit Salad The Scarecrows Wedding. Bill and Ben stories. Light Touch books: Planting a rainbow Seed in Need The Carrot Seed How a seed grows Jaspers Beanstalk Maisee Grows a Garden Film/Cartoons: Bill and Ben. Mr Blooms Nursery.	Heavy Touch books: The Light House Keepers Lunch. Billy's Bucket. Sharing a Shell. Miranda's Beach Day Light Touch books: Fact finders: Different places around the World. Atlas. Rainbow Fish Film/Cartoons: Finding Nemo (film). Barnaby Bear: video clips. Dora the Explorer.
Learning Objective Reflections	What is my special Quality? Make our own book for the book corner, containing all the characters that the children dress up as? And the children as themselves.	What can we learn from Shrek? To never give up. What can we learn from the evil stepmother?	What would you like to be when you grow up? Why?	What kind of minibeast city could we build? What is our favourite animal/minibeast in class?	What will we grow in our Garden? Reflect on Harvest and what this means to us.	Where in the world would you go? Why? What would you see, feel, hear, taste and touch? Making links with another school and sending postcards.

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<p>Understanding the World:</p> <p>Seasons: introduce different seasons over the year.</p> <p>Problem Pup: focus each half term.</p>	<p>Why are there so many leaves on the ground? (LO) Introduce Autumn (clothes, weather, Percy Park Keeper).</p> <p>Problem Pup: Comfy basket - Looking at materials that are comfy and not comfy. What can we use to make Problem Pups bed comfy?</p>	<p>Why is it always cold in Winter? Introduce Winter (clothes, weather, North Pole, winter. Story focus - Penguins Can't Dance). Where did the snowman go? Why can I see my breath? How can I keep warm?</p> <p>Problem Pup: Naughty Puppy -Looking at and comparing materials that are waterproof and not waterproof.) How can we keep Problem Pup dry?</p>	<p>How can we keep safe? Stranger Danger!</p> <p>Problem Pup: Scary Shadows – Looking at and identifying shadows. Can we catch our shadow? What different shadows can we make for Problem Pup?</p>	<p>Spring: Introduce Spring and the changes we may see, clothes, weather, holidays).</p> <p>Who lives in our garden? Looking at different minibeasts in our environment and their habitats.</p> <p>Problem Pup: Minibeast Madness – Looking for, collecting and identifying minibeasts. How can we help Problem Pup care for the minibeasts?</p>	<p>Problem Pup: Grotty Grass – Looking at planting and growing. How can we help Problem Pup to make the grass look better?</p>	<p>Summer: Introduce Summer and the changes we may see, clothes, weather, holidays).</p> <p>Problem Pup: Floating Frogs – Why do some things float and some things sink? What makes the frogs float? How can we help Problem Pup to float?</p>
<p>Physical Development</p>	<p>Spatial Awareness Games Self-help skills Dough Disco Yoga</p>	<p>Dance Spatial Awareness Self-help skills Dough Disco</p>	<p>Yoga Spatial Awareness Games Self-help skills Dough Disco</p>	<p>Games Spatial Awareness Games Dough Disco</p>	<p>Yoga Spatial Awareness Dough Disco</p>	<p>Games Spatial Awareness Dough Disco</p>
<p><i>The following areas take place through play and adult led activities, with different focuses based on children's next steps in learning. The aim is to secure the ELG's at the end of the reception year.</i></p>						
<p>Personal, Emotional and Social Development and SEED</p>	<p>ELG'S:</p> <p>Making relationships: Children play co-operatively, taking turns with each other. They take account of one another's ideas about how to organize their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> <p>Self-confidence and self awareness: Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>Managing feelings and behaviour: Children talk about how they and others show feelings, talk about their own and others behaviour, and its consequences and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>					
<p>Communication and Language</p>	<p>Speaking and Listening:</p> <p>Listening to others. Listening to stories, rhymes and poems.</p>	<p>Speaking and Listening. Taking turns in conversation. Increasing word level.</p>	<p>Retell a past event. Build up vocabulary. Reflecting on own</p>	<p>Responding to and giving instructions. Asking Questions –</p>	<p>Following stories and re-telling using pictures and prompts.</p>	<p>Extending word level. Extending vocabulary using a range of</p>

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	Joining in with repeated parts in rhymes. Respond to simple instructions. Role Play.	Listening to and sharing ideas with others. Alliteration. Using simple sentences. Role Play.	experiences. Rhymes and Songs. Alliteration. Retelling stories. Role Play.	What, Where, Who? Using a range of tenses. Poetry. Role Play.	Changing our voice for the listener. Re-telling stories through continuous provision. Role Play.	tenses. Understanding and using How? And Why? Re-telling stories through drama. Role Play.
Literacy	Set 1 phonics. Introduce Set 2 phonics, blending and segmenting. Learning to write our name. Mark making. Nursery Rhymes. Rhyme and Alliteration. Share a book. Home Reading: Concepts about print. Pencil grip and control.	Set 1 phonics: blending and segmenting. Tricky words: reading/writing. Reading and writing sounds. Learning to write simple CVC words (using known sounds). Reading and writing simple captions. Rhyme and Alliteration. Hand writing patterns. Pencil grip and control. Home reading. Guided reading: reinforce CAP	Set 1 Special Friends phonics (reinforce). Elements of phase 1 – tuning into sounds. Introducing Set 2 phonics. Writing sentences. Simple punctuation. Rhyme and Alliteration. Handwriting (Nelson Thornes). Guided Reading: use and apply.	Set 1 and 2 phonics: reinforce all letters sounds. Blending and segmenting using known sounds. Tricky words/HFW. Writing sentences using simple punctuation. Rhyme and Alliteration. Guided reading and Home reading (differentiated).	Set 2 phonics – use and apply in reading and writing. Becoming independent in reading and writing. Begin to talk about characters in a story. Begin to talk about the beginning, middle and end of a story. Rhyme and Alliteration. Thinking of 'wow' words. Guided reading (secure).	Set 2 phonics: using and applying skills. Secure independence in reading and writing. Writing a short story and reading it to a friend. Thinking about how different stories start. What else can I write instead of 'Once Upon a Time'? Sharing ideas. Rhyme and Alliteration. Guided reading (secure).
Mathematics	Recognise numerals 0-10. Count reliably up to 10 everyday objects. 1-1 correspondence. Say and use the number names, in order, in familiar contexts. Sequencing the day. Including problem solving.	Use language of time: 'o' clock. Use non-standard measures. Experience practical capacity through continuous provision. Use everyday words to describe position: <i>on, under, behind, in front, on top</i> . Talk about, recognise and recreate patterns. Use language, such as circle or bigger to describe the shape and size of 2D shapes. Including problem solving.	Find one more or one less than a number from 0-10. Counting and ordering numbers to twenty. In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Including problem solving.	Show an awareness of money. Use language such as more or less, greater or smaller, heavier or lighter to compare two numbers or quantities. Including problem solving.	Begin to relate addition to combining two groups of objects and subtracting to 'taking away'. Read, write and order numbers from 0 to 20. Counting in 2s, 5s and 10s. Including problem solving.	Use developing mathematical ideas and methods to solve problems. Talk about, recognise and recreate patterns. Use language, such as circle or bigger to describe the shape and size of 2D and 3D shapes.

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Expressive Arts and Design	<p>ELG: Exploring and using media and materials – Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG: Being imaginative – Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>					
Role Play	Home corner Pirate ship	Land of make believe fairy castle and characters. My First Christmas Nativity.	Jolly Postman's office. Fire Station	Percy's park. Farm shop Tree house for animals	Bill and Ben's allotment Florist/Garden center	Ice-cream parlor Beach café Outdoor: Bus or train
Outdoor Learning	To develop fine and gross motor skills through use of the outdoor environment e.g. obstacle courses/planting. Challenge areas linking inside/outside with enhancements, will provide opportunity for using and applying skills and extended independent learning. Open ended challenges to enable children to problem solve independently.					
Wow's: (excursions/visitors/school trip).	<p>School trip: visit to the local Gurdwara. Children will spend time in exploring the principles of Sikhism and how to behave in the Gurdwara and compare it to their experience of visiting the school Diwan Hall.</p>	<p>School trip: visit to the Winter Wonderland – Snowdome. Children will explore the snow, learn about Christmas and Winter animals.</p> <p>Fancy dress day: Children to dress up as story characters for the day.</p> <p>Freeze some of the children's' favourite toys into blocks of ice and have them decide how to get them out.</p> <p>Assembly: Christmas nativity performance</p>	<p>School trip: visit to Tesco supermarket. Children will experience how to buy items.</p> <p>Visitors: Ambulance, Fire and Police service onsite visits. Children will learn about how the emergency services help people.</p> <p>Visitor: School nurse – height and weight check on 26.03.18.</p>	<p>School trip: visit to the Butterfly Farm and park. To look for signs of Spring. To learn about minibeasts. To use the play equipment safely at the park.</p> <p>Assembly: Vaisakhi performance</p>	<p>School trip: visit to Hatton Farm. To learn about the lifecycle of a chick. To learn about different farm animals. To use the play equipment safely.</p> <p>Set up and maintain a reception garden.</p> <p>Build an herb garden.</p>	<p>School trip: visit to the Sea life centre. To learn about sea creatures and living under the sea.</p> <p>Teddy Bear Picnic: To invite the parents in for a picnic with the children.</p> <p>Graduation Assembly: To celebrate the children's achievements over the school year.</p>
Parental Involvement	<p>Homework: Who am I? Sending in</p>	<p>Homework: E.g. making a story box (see</p>	<p>Homework: E.g. make an</p>	<p>Homework: E.g. World Book Day:</p>	<p>Homework: E.g. Invite parents in for</p>	<p>Homework: e.g. Invite parents in to school for a fun day afternoon of</p>



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	baby pictures for discussion.	homework sheet). Invite parents to contribute to children's learning journeys.	emergency vehicle/fact sheet etc.) See homework sheet.	Invite parents in to share a story. Invite parents to contribute to children's learning journeys.	a father/mother and child football match.	games and outdoor activities. Invite parents in to school to share in children's learning journeys.
HOMEWORK	<p>Learning Challenge homework is sent out each half term, linked to all areas of development. There will be a selection of activities for parents and children to try. Children are required to complete at least one piece of challenge homework.</p> <p>Children will also receive further homework that is differentiated according to their targets within class e.g. number counting, name writing, words, spelling, reading weekly etc.</p>					