

Greenhill Academy

EYFS Progressive Curriculum- Reception LTP 2024-25



PRIME AREAS

| Area of Learning | Autumn I | Autumn II | Spring I | Spring II | Summer I | Summer II |
|--|---|---|--|--|--|--|
| Themes/ Interests/ Lines of Enquiry | <p>Being Me in my world</p> <p>New class Rules and responsibilities Our local area How the local area has changed How family life has changed over time What makes me special Maps Autumn</p> | <p>Terrific Tales</p> <p>Diwali Traditional Tales- beginning, middle and end Christmas Sending a letter Autumn Walk Andy Goldsworthy Bonfire night</p> | <p>Around the World Chinese New Year Toys (history) Where in the World Have You Been How People Are the World Live Contrasting Locations</p> | <p>Amazing Animals</p> <p>David Attenborough Animals around the World Easter Farm animals Wild animals Historical houses (Tiger who came to tea)</p> | <p>Come Outside</p> <p>Plants and Flowers Weather/Seasons</p> | <p>Fun at the Seaside</p> <p>Sea Life Pirates Visiting the Beach Visiting Blackpool Tower Sending a Postcard</p> |
| Texts | <p>Reading week- The Gruffalo and The Gruffalo's Child Little Red Riding Hood In Every House on Every Street Peepo Incredible You The Runaway Chapatti Fletcher and the Falling Leaves Martha Maps it Out</p> | <p>Goldilocks and the Three Bears Nibbles The Three Little Pigs Rama and Sita (Diwali) Mixed Up Fairy Tales You Choose Fairytales The Jolly Christmas Postman The Nativity Story Fletcher and the Snowflake Christmas</p> | <p>Handa's Hen Chinese New Year book A Flower in the Snow Here we are Homes Around the World Toys from Around the World My Granny Went to the Market</p> | <p>Fletcher and the Springtime Blossom Who is in The Egg? Hattie Peck The Tiger Who Came to Tea Farmyard Hullabaloo David Attenborough Little People</p> | <p>The Tiny Seed Oliver's Vegetables Tree Sunflower non- fiction The Enormous Turnip Jack and the Beanstalk Fletcher and the Summer Show</p> | <p>Curriculum Week Tiddler Rainbow Fish Commotion in the Ocean Under the Sea Non- Fiction Retell from Trip What the Ladybird Heard at the Seaside Duffy's Lucky Escape The Singing Mermaid A new Home for a Pirate</p> |

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| Communication & Language | Understand how to listen carefully and why listening is important | Describe events in some detail | Articulate their ideas and thoughts in well-formed sentences | Ask questions to find out more and check they understand what has been said to them | Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge & vocabulary |
| | Engage in story times | Listen to and talk about stories to build familiarity and understanding | Connect one idea or action to another using a range of connectives | Use talk to help work out problems and organize thinking and activities explain how things work and why they might happen | | |
| | Learn new vocabulary | Use new vocabulary through the day | develop social phrases | Use vocabulary in different contexts | | |
| | Learn rhymes, poems and songs | Engage in non-fiction books | | | | |
| Personal, Social & Emotional Development | Build constructive & respectful relationships | Express their feelings and consider the feelings of others | | Identify and moderate their own feelings socially & emotionally | Think about the person | |
| | See themselves as a valuable individual | Show resilience and perseverance in the face of challenge | | Manage their own feelings | | |
| Physical Development | Gross Motor | Revise & refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping & climbing | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions & other physical disciplines | | Progress towards a more fluent style of moving, with developing control and grace |
| | Fine Motor | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor | | | Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball |



Confidently and safely use a range of large and small apparatus indoor and outdoors, alone and in a group

Develop overall body-strength, balance, co-ordination and agility

Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian

Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene

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EYFS Progressive Curriculum- Reception LTP 2023-24



SPECIFIC AREAS

| Area of Learning | | Autumn I | Autumn II | Spring I | Spring II | Summer I | Summer II |
|--|---------|---|--|---|---|--|--------------------|
| Themes/ Interests/ Lines of Enquiry | | Being Me in My World | Terrific Tales | Around the World | Amazing Animals | Come Outside | Fun at the Seaside |
| Texts (topic related texts and provision area texts) | | Newspaper and magazines in home corner, birthday/different celebration cards, calendar | You choose Fairytales | Maps | Zoo leaflet, Safari map, Safari Brochures | Gardening leaflets, Plant posters, instructions on how to plant seeds, seed packets | Postcards |
| Literacy | Reading | <p>Reading individual letters by saying the sounds for them</p> <p>Read a few common exception words matched to Little Wandle phonics programme (see below)</p> | Blend sounds into words so that they can read short words made up of known letter-sound correspondence | <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words</p> | | Re-read core books to build up their confidence in word reading, their fluency and their understanding and enjoyment | |
| | Writing | Form lower case and capital letters correctly- Letterjoin | Spell words by identifying the sounds and then writing the | Write short sentences with words with known sound- | | Re-read what they have written to check that it makes sense | |

| | | | sound with letter/s | letter correspondences using a capital letter and full stop | | |
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| | Phonics | <p>Autumn 1 Phase 2 graphemes s a t p i n m d g o c k c k e u r h b f l</p> <p>New tricky words is I the</p> <p>Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng nk</p> <p>words with –s /s/ added at the end (hats sits) words ending in s /z/ (his) and with –s /z/ added at the end (bags sings)</p> <p>New tricky words as and has his her go no to into she he of we me be</p> | | <p>Spring 1 Phase 3 graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters longer words</p> <p>New tricky words was you they my by all are sure pure</p> <p>Spring 2 Phase 3 graphemes Review Phase 3</p> <p>words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</p> <p>words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end</p> <p>No new tricky words Review all taught so far</p> | <p>Summer 1 Phase 4 Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est <p>New tricky words said so have like some come love do were here little says there when what one out today</p> <p>Summer 2 Phase 4 Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC CCCVC CCV CCVCC</p> <p>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</p> <ul style="list-style-type: none"> • longer words <p>No new tricky words Review all taught so far</p> | |
| | | <p>Mathematics (Taken from The Harmony Model Curriculum)</p> | <p>Green-Number</p> <p>Orange-Numerical Patterns</p> | <p>Autumn 1 Settling in Number songs Number Reception Baseline 1:1 counting and matching numerals Number One less than One more than Ordering numbers</p> | <p>Spring 1 Composition of numbers to 10 Number bonds to 5 Number bonds to 10 Number bonds to 10 consolidation Practical addition Practical addition consolidation</p> | <p>Summer 1 Spatial reasoning consolidation Building numbers beyond 10 Building numbers beyond 10 consolidation Doubling Grouping and sharing (halving) Odd and Even</p> |

| | Autumn 2 | | Spring 2 | | Summer 2 | |
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| | Pattern Length Size Height 2D shape 3D shape Weight Weight consolidation | | Practical subtraction Practical subtraction consolidation Missing number calculations (within 5) Missing number calculations (within 10) Spatial reasoning | | Number bonds to 10 Number Addition Subtraction Grouping Grouping consolidation Problem solving games | |
| Fluent in Five | <i>Counting and reciting</i> Count forwards to 10 <i>Once confident, move on to starting at any number</i> Number Facts Adding 1 within 10 For example: <i>"Which number is 1 more than 4?"</i> | <i>Counting and reciting</i> Count forwards and backwards to/from 10 <i>Once confident, move on to starting at any number</i> Number Facts Subtracting 1 within 10 For example: <i>"Which number is 1 less than 6?"</i> | <i>Counting and reciting</i> Count forwards to 20 <i>Once confident, move on to starting at any number</i> Number Facts Number bonds to 5 (addition facts) 5+0 4+1 3+2 2+3 1+4 0+5 | <i>Counting and reciting</i> Count forwards and backwards to/from 20 <i>Once confident, move on to starting at any number</i> Number Facts Number bonds to 5 (subtraction facts) 5-0 5-1 5-2 5-3 5-4 5-5 | <i>Counting and reciting</i> Count forwards beyond 20 <i>Once confident, move on to starting at any number</i> Number Facts Doubles within 10 1+1 2+2 3+3 4+4 5+5 | <i>Counting and reciting</i> Count forwards and backwards to/beyond 20 <i>Once confident, move on to starting at any number</i> Number Facts Number bonds to 10 (addition facts) For example: 10+0 9+1 8+2 7+3 Etc... |

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| Understanding the World | | Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise some environments that are different to the one in which they live. | Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. | Recognise some similarities and differences between life in this country and life in other countries. | Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. | Draw information from a simple map – immediate environment. | Draw information from a simple map- story settings. |
| | Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Explore the natural world around them. | | | | | | |
| Expressive Arts & Design | Drawing skills | Use shapes to depict an idea or image and talk about what they have drawn. | | With support begin to add detail and appropriate colours. Begin to think about the size of their drawing in correlation to the paper and images/shapes. | | Select appropriate colours to draw a detailed picture which can be recognised by an adult. | |
| | Colour mixing | Naming, sorting and comparing colours. Identifying primary and secondary colours. | | Mix colours to make a desired colour. Identify and compare light and dark colours. | | Independently mix colours and explore shades and tones. | |
| | Collage & texture | Use pre-cut materials Use glue sticks Use a given outline | | Use a range of cut and un cut materials With support, select appropriate glue for materials e.g. glue stick or PVA Use given outlines and begin to create their own outlines Select a material from more than one choice e.g. feathers or collage, to create a more a personalised outcome. | | Use a range of uncut materials Use a range of glue Have a free choice of outcome | |
| | Painting | Use fat brushes Use lidded pots for paint Use ready mixed paint To mix their own colours | | Introduce thinner brushes Use water pots to clean brush Use colour pallets and blocks | | Use water pots to clean brush and change water when needed To choose appropriate brush size Begin to add shades and tones. | |

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| | | | To know how to make some secondary colours | |
| Equipment | Masking tape Glue sticks Scissors Fat brushes Lidded pots | | Cellotape PVA glue Thinner brushes Water pots Colour pallets and blocks Spreaders | Split pins String Hole punch A variety of brush sizes Paint pumps |
| Cutting | Make snips on paper With support, begin to hold scissors correctly | | Cut a range of lines e.g. straight, wavy, zig zag Hold scissors correctly with less adult support | Cut around objects with care and some precision Hold scissors correctly |
| DT | <p><u>Divali Lamp</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product.</p> | <p><u>Food tasting and baking</u> Taste, describe and evaluate a range of food and be able to talk about some foods that are good for you and why I can use simple utensils and equipment to mix, grate and squeeze safely Measure dry and liquid ingredients using measuring containers e.g. tea/table spoons and cups</p> | <p><u>Textiles</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design. Observe and describe the features of a range of similar products to the ones they are creating/designing to help generate their list (Princess dress etc.) Draw a picture of what they want their product to look like. Explore and discuss a range of materials that they could use to make their product. Talk about what they like and could improve about their products with prompts.</p> | <p><u>Making Boats and different sea creatures</u> Discuss what they are going to make and create a simple list of what they need/want to include in their design.</p> |

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| Music | <p>Listen attentively, move to and talk about music, expressing their feelings and responses Sing nursery rhymes following the melody Keep a steady beat, this may be whilst singing tapping their knees, dancing to music or with instruments Perform in front of an audience</p> | | <p>Repeat a given rhythm Discuss change/ patterns as the music develops Move in time to a piece of music with a pulse and respond Explore instruments independently and in a group Sing in a group increasingly matching the pitch Listen to different kinds of music from across the globe Perform in front of an audience with increasing confidence</p> | | <p>To have a knowledge of some different instruments and how they're played Watch and listen to musicians play and talk about what they see and feel Perform in front of an audience with confidence and a clear and loud voice Begin to create their own music and dances</p> | |
| | <p>Put your finger on your head on your head Do your ears hang low? Tommy Thumb We all clap hands together Head, shoulders, knees and toes</p> | <p>Walking on Sunshine Mr Sun Sun Mr Golden Sun The Owl and the Pussy Cat Hey Diddle Diddle Here we go round the mulberry bush</p> | <p>The Big Ship Sails on the Alley-alley-oh Rub a Dub Dub Wheels on the Bus 5 Little men in a flying saucer</p> | <p>Sing a Song o'Sixpence The Grand Old Duke of York 5 Little Speckled Frog I can sing a rainbow</p> | <p>Spring Chicken Chick Chick Chicken Humpty Dumpty 5 green peas in a pea pod press Cauliflowers Fluffy Mary Mary, Quite Contrary</p> | <p>My bonny lies over the ocean We all live in a yellow submarine That's the life for me Jack and Jill</p> |
| | <p>Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.</p> | | | | | |