



Denaby Main Reception Annual Overview 2022 2023

The 'starting points' below have been planned for the academic year; however, there is scope for adaptations and enhancements to meet the interests of the children therefore the information below may change slightly as the year progresses.

This plan complements continuous provision planning.

<p>Values underpinning the Denaby Main EYFS curriculum.</p>	<p>At Denaby Main we recognise and value the importance of the EYFS learning journey, A successful EYFS is the foundation for the child's academic and social achievement. All Subject Leads have supported the development of this plan so that they understand the foundations of their subject and can advise and support both on the journey through EYFS and the move into Year 1 and beyond.</p> <p><u>British Values and how they are taught in EYFS.</u></p> <p>Democracy: Making decisions together. Children are taught that their views count, to value each other's views and values and talks about their feelings. When appropriate children demonstrate democracy in action, for example children sharing views and voting on their favourite book of the week.</p> <p>Rule of Law: Understanding rules matter. Children are taught to understand their own and others' behaviour and its consequences and learn to distinguish right from wrong. Rules and codes of behaviour, for example, to agree the rules about tidying up and rules apply to everyone. The children are taught the whole school behaviour policy in an age-appropriate way.</p> <p>Individual Liberty Freedom for al. Children develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence and their own abilities. For example, talking about their experiences and learning. Explore language of feelings and responsibility, reflect on their differences, and understand we are free to have different opinions.</p> <p>Mutual respect and tolerance: Children are taught to treat others as you want to be treated. We have an ethos of inclusivity and tolerance where views, faiths cultures and races are valued. Children are engaged with the wider community through their families. Children explore similarities and differences about themselves and others and among families, faiths, communities' cultures and traditions. They share and discuss practises, celebrations, and experiences. Children are taught the importance of tolerant behaviours such as sharing and respecting other opinions. We promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p> <p><u>School Values.</u></p> <p>Throughout the EYFS years children are introduced to our school values. These are embedded throughout our curriculum planning and provision.</p> <div data-bbox="1576 1465 1745 1619" data-label="Image"></div> <p>Scholarship: We will be informed by the best academic and organisational thinking and research, using this where we can and expanding it where possible.</p> <div data-bbox="1576 1833 1745 1986" data-label="Image"></div>
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Curiosity:

We will ask searching questions; not take things on face value, seek out the best of what is known and engage in appreciative enquiry.

Tenacity



Not giving up.

Tenacity:

We will deliver on our promise and see things through to completion. We will embody pace, urgency and determination in our focus on improving outcomes for children and our own performance.

Empathy



Thinking about others.

Empathy:

Empathy means the ability to share another person's feelings or experiences by imagining how it would feel to be in their situation. We aim to develop children's empathy by encouraging them to talk about and express their emotions in a positive manner. Throughout the curriculum we aim to shine a light on other people's feelings and situations.

Aspiration



Having ambition.

Aspiration:

Aspiration is the hope or ambition to achieve something. We believe that the development of aspirations encourages children to take pride in themselves and be the very best they can be. It is essential that our children are made aware of the range of possibilities that are available to them during their time with us, and beyond. We therefore seek to understand, recognise and promote the skills, qualities and capabilities of each child.

Termly breakdown

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning themes.	All about me	Seasons and celebrations	Winter Wonderland	Step into Spring	Dinosaur Detectives Walking in the Jungle	Under the Sea Ships Ahoy!
PSHE/RSE These units support children's progression into the main schools RSE scheme.	My emotions My body My friendships My family.	Helping others- Children In Need Celebrations Discussions around Christmas experiences	Dog Trust visit Developing empathy	My healthy body		Getting ready for changes. Year 1 ready.

<p>Planned for in continuous provision.</p> <p>Key areas- Reading area- PSHE stories. Home corner. Small world play</p>						
<p>English</p> <p>In FS2, children follow RWI from their first full day. This enables them to be as supported as possible for their time in Year 1 and for them to become fluent readers as quickly as possible. They continue to follow RWI in Year 1 (and beyond).</p> <p>Reading We develop a love of books and reading from the very start of FS2 by reading quality texts to the children every day. This helps us close the vocabulary gap and to enable our children to be build cultural capital. In FS2, we discuss characters, stories and authors. There is a focus on word reading but also on comprehension. This prepares them for life in Year 1 and beyond where they will be reading</p>	<p>Phonic development Begin RWI. – teach set 1 sounds and oral blending Magnetic boards, sound blending books Syllable clapping Initial sound games Rhyme</p> <p>Comprehension Opportunities to listen to stories, comment on these, answer questions (focus on ‘how’ and ‘why’ questions), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next, retell familiar stories using puppets Stories - title, author, illustrator Fact books – contents page, purpose to tell you information Words have meaning, read from L-R Adults to model and extend language and introduce new vocabulary</p> <p>Writing Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Adults model writing in continuous provision and during carpet sessions Daily name writing for children going to Reception in September RWI. Handwriting sounds displayed in continuous provision. Guided writing sessions linked to text, applying phonic knowledge taught in RWInc.</p>	<p>Phonic development Speed sound 1 lessons, special friends, Red level texts, Hold a sentence. Syllable clapping. Rhyme</p> <p>Comprehension Opportunities to listen to stories, comment on these, answer questions (focus on ‘how’ and ‘why’ questions), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next, retell familiar stories using puppets and small world sequence images from stories to aid oral retelling story maps. make relevant comments about books give preferences and explain why Stories - title, author, illustrator Fact books – contents page, purpose to tell you information Words have meaning, read from L-R Adults to model and extend language and introduce new vocabulary. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Adults model writing in continuous provision and during carpet sessions Daily name writing including surname. RWI Handwriting sounds displayed in continuous provision. Guided writing sessions linked to text, applying phonic knowledge taught in RWInc. Hold a sentence daily.</p>	<p>Phonic development Speeds sound set and 2 lessons, special friends, red and green level texts and above,hold a sentence. Syllable clapping Rhyme</p> <p>Comprehension Opportunities to listen to stories, comment on these, answer questions (focus on ‘how’ and ‘why’ questions), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next, retell familiar stories using puppets and small world sequence images from stories to aid oral retelling story maps make relevant comments about books give preferences and explain why Stories - title, author, illustrator Fact books – contents page, purpose to tell you information Words have meaning, read from L-R Adults to model and extend language and introduce new vocabulary Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.) Adults model and encourage writing in continuous provision and during carpet sessions Daily name writing including surname RWI Handwriting Correct formation of capital letters. sounds displayed in continuous provision Guided writing sessions linked to text, applying phonic knowledge taught in RWInc. Hold a sentence daily</p>			

<p>increasingly complicated texts.</p> <p>Writing Children in FS2 see themselves as writers because we give them plenty of opportunities to write in a purposeful way. They learn the foundations of writing such as correct handwriting grip and understanding how to spell before moving into Year 1 where this work is built upon.</p> <p>Planned for in continuous provision.</p> <p>Key areas- Reading area Music area Writing area Small world play</p>						
<p>Literacy Tree Texts</p>	<p>My Shadow is Pink By Scott Stuart</p>	<p>Rabbit and Bear By Julian Gough</p>	<p>The Magic Paintbrush By Julia Donaldson</p>	<p>The Extraordinary Gardener By Sam Boughton</p>	<p>Cave Baby By Julia Donaldson</p>	<p>The Night Pirates By Pete Harris and Deborah Allwright</p>
<p>Reading for Pleasure Texts</p> <p>Key Author – Julia Donaldson</p>	<p>The Three Little Pigs Tabby Mctat Monkey Puzzle The Smeds and The Smoos Zog Owl Babies The Colour Monster A Handful of buttons Pilot Ray – the tale of a snail Different Families (Non-Fiction)</p>	<p>Goldilocks and the 3 Bears The Gruffalo Room on the Broom Stick Man Don't wake the Bear Hare The Nativity Story Traditions (non-fictions) Celebrations and Festivals (non Fiction) A superhero like you (non-fiction)</p>	<p>Little Red Riding Hood The Gruffalo's Child Superworm Zog and the Flying Doctors Say Hello to the Snowy Animals Travel to the Arctic Snow Animals Arctic Animals (non-fiction)</p>	<p>Jack and the Beanstalk What the Ladybird heard The Smartest Giant in Town Jasper's Beanstalk Oliver's Vegetables We're going on an Egg Hunt Plants (non-fiction)</p>	<p>The Three Billy Goats Gruff Tyrannosaurus Drip The Ugly Five Rumble in the Jungle Dear Zoo Giraffes can't dance Dinosaurs (Non-fiction) Habitats (Non-fiction)</p>	<p>Hansel and Gretel Tiddler Sharing a shell What the Ladybird Heard at the Seaside Commotion in the Ocean Rainbow Fish The Storm Whale Sully the Seahorse Sea creatures (Non-fiction)</p>

<p>Maths</p> <p>Children in FS2 are immersed in numbers. They see them regularly in the environment, They have daily opportunities to count and to explore maths in a purposeful context which prepares them for Year 1.</p>	<p>Recognising numerals to 10 Counting to 20 Simple estimation Vocabulary for addition and subtraction 1 More 1 Less Money Pattern and 2D Shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Compare size, mass and capacity</p> <p><u>Measure, shape and spatial thinking</u></p> <ul style="list-style-type: none"> • Circles and triangles • Positional language • Light and Dark • Shapes with 4 sides • Time 	<p>Counting objects to 10 and beyond Practical activities for addition and subtraction Comparing 'more' and fewer' Doubling, halving and sharing Size, height and time Money Pattern and 3D Shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Comparing mass</p> <p>Compare capacity</p> <p>Growing 6, 7, 8</p> <p>Length and height</p> <p>Time</p>	<p>Count reliably to 20 (forwards and backwards) Counting in 2's, 5's and 10's To add and subtract two single digit numbers by counting on or back Solving simple problems Record using marks Weight, length and capacity Money Positional language 2D and 3D shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Spatial Reasoning</p> <ul style="list-style-type: none"> • Match, rotate • Manipulate • First Then Now • Spatial Reasoning • Compose and decompose EYFS Framework • Select, rotate and manipulate shapes to develop spatial reasoning skills. <p><u>Measure, shape and spatial thinking</u></p> <p>Find my pattern</p> <ul style="list-style-type: none"> • Spatial Reasoning • Visualise and Build • On the Move • Spatial Reasoning • Mapping 	<p>Recognising numerals to 10 Counting to 20 Simple estimation Vocabulary for addition and subtraction 1 More 1 Less Money Pattern and 2D Shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Compare size, mass and capacity</p> <p>EYFS Framework • Compare length, weight and capacity. • Continue, copy and create repeating patterns.</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Circles and triangles</p> <p>Positional language</p> <p>Light and Dark</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Counting objects to 10 and beyond Practical activities for addition and subtraction Comparing 'more' and fewer' Doubling, halving and sharing Size, height and time Money Pattern and 3D Shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Comparing mass</p> <p>Compare capacity</p> <p>Growing 6, 7, 8</p> <p>Length and height</p> <p>Time</p>	<p>Count reliably to 20 (forwards and backwards) Counting in 2's, 5's and 10's To add and subtract two single digit numbers by counting on or back Solving simple problems Record using marks Weight, length and capacity Money Positional language 2D and 3D shape</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Spatial Reasoning</p> <p>Match, rotate</p> <p>Manipulate</p> <p>First Then Now</p> <p>Spatial Reasoning • Compose and decompose EYFS Framework</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p><u>Measure, shape and spatial thinking</u></p> <p>Find my pattern</p> <p>Spatial Reasoning</p> <p>Visualise and Build</p> <p>On the Move</p>
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						Spatial Reasoning Mapping
<p>Science</p> <p>Understanding the World – the Natural World.</p> <p>*Involved in Science weeks to develop working scientifically.</p> <p>Planned for in continuous provision.</p> <p>Key areas- Investigation area Outdoor provision</p>	<p>My body (senses)</p> <p>To know basic body parts in preparation for Y1 when they explore senses and know which body part is responsible for each sense.</p>	<p>Seasons and weather</p> <p>To understand that there are 4 different seasons and how they are different. This will be built upon in in Y1 when they look at changes in daylight hours in each season and Y3 where they look at seasonal cycles and plants.</p>	<p>Cold environments and habitats</p> <p>To know that different animals need different conditions to live. This builds in Y1 when looking at animals and their needs and Y2 when looking at habitats in more detail.</p>	<p>Planting and growing.</p> <p>To know that we can grow our food and understand the seed to plant process. This will prepare children for Y1 when looking at conditions a plant needs to grow and Y2 when investigating these conditions through comparative tests.</p>	<p>Habitats around the world</p> <p>To understand animals, live in different habitats. This will be developed in Y1- looking at animals and in Y2 when focusing on habitats.</p>	<p>Who lives under the sea?</p> <p>Continue to explore habitats and the animals that live in each. This will be developed in Y1 when looking at Animals and their needs and Y2 Living things and Environments.</p>
<p>Geography</p> <p>Understanding the World- People, Culture and Communities</p> <p>Planned for in continuous provision.</p> <p>Key areas- Reading area- non-fiction books. Outdoor provision- garden areas Small world play Role Play Developing geographical language</p>	<p>To locate where the school and where they live using and making maps. This prepares pupils for Y1 where they name and locate the world's seven continents and five oceans, name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>To look at seasons and weather around the world. This prepares pupils for Y1 where they identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Cold environments and habitats Recycling This prepares pupils for Y1 where they identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>School and local environment This begins to teach children to use basic geographical vocabulary they will meet in Y1 to refer to: key human features, including: city, town, village, factory, farm, house, office and shop</p>	<p>Habitats around the world. Where does food come from? This prepares pupils for Y1 where they locate the world's seven continents and identify hot and cold areas of the world.</p>	<p>Linking back to habitats. This begins to teach children to use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

<p>History</p> <p>Understanding the World- Past and Present.</p> <p>Planned for in continuous provision.</p> <p>Key areas- Reading area- non-fiction books.</p> <p>Role play and small world play Developing historical language</p>	<p>Me and my family -past and present, how they lived, Denaby in the past. This prepares children for Y1 developing an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Traditions Remembrance Day Bonfire Night This prepares children for Y1 by developing an understanding of changes within living memory and events beyond living memory that are significant nationally or globally. In History units throughout Y1- 6 they build on this understanding.</p>			<p>Different types of dinosaurs- they lived millions of years ago.</p> <p>This prepares children for Y1 developing an awareness of the past, using common words and phrases relating to the passing of time. They should know where the events they study fit within a chronological framework. In Y3 children will then study the Stone Age,</p>	
<p>DT</p> <p>Expressive Arts and Design</p> <p>Planned for in continuous provision.</p> <p>Key areas- Block play Construction toys- Mobilo, Duplo etc Junk modelling workshop Creative area- developing fine motor skills. Healthy Snack</p>		<p>Making a poppy suncatcher Designing birthday cakes and cards Food tasting.</p> <p>Pupils are introduced to the design, make and evaluate process which is built upon throughout Y1- Y6. Design purposeful, functional, appealing products for themselves and others. Communicate ideas through talking and drawing. Select from and use tools and equipment- cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction Materials and ingredients, according to their characteristics Evaluate ideas and products against design criteria. In Y1 children are taught to use the basic principles of a healthy</p>	<p>Chinese Lanterns Food tasting</p> <p>Pupils are introduced to the design, make and evaluate process which is built upon throughout Y1- Y6. Design purposeful, functional, appealing products for themselves and others. Communicate ideas through talking and drawing. Select from and use tools and equipment- cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, according to their characteristics Evaluate ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>In Y1 children are taught to use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Creating a flower garden</p> <p>Design purposeful, functional, appealing products for themselves and others. Communicate ideas through talking and drawing. Select from and use a wide range of materials and components, according to their characteristics</p>	<p>Box modelling</p> <p>Pupils are introduced to the design, make and evaluate process which is built upon throughout Y1- Y6. Design purposeful, functional, appealing products for themselves and others. Communicate ideas through talking and drawing. Select from and use tools and equipment- cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials according to their characteristics. Evaluate ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms -levers, sliders, in their products.</p>	

		and varied diet to prepare dishes.				
<p>Computing</p> <p>Involved in online safety work.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Planned for in continuous provision.</p> <p>Key areas- Investigation area. Computing area- I-pads, toys, cameras</p>	<p>Using a camera to take a photo of my friends. Use a printer to print out,</p> <p>This prepares for Y1 when they are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Computer art- fireworks.</p> <p>This prepares for Y1 when they are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>		<p>Beebots- mapping a route.</p> <p>This prepares for Y1 when they are taught to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>Finding out facts about dinosaurs</p> <p>This prepares for Y1 where they are taught to use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	
<p>Art</p> <p>Expressive Arts and Design</p> <p>*Involved in Art weeks.</p> <p>The EYFS art curriculum prepares for Y1 by teaching children to use a range of materials creatively to design and make products. Children are introduced to the work of a range of</p>	<p>Self-portraits –pencil sketches and learning how to mix colours using paint.</p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	<p>Firework art- printing and pattern making Poppy potato printing</p> <p>Children are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Making snowmen and snowflakes- cutting skills, painting and collage</p> <p>Children are taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Easter Observational drawings of flowers.</p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	<p>Colour mixing to create summer flowers.</p> <p>Children are taught to use drawing and painting to develop and share their ideas, experiences, and imagination,</p>	

<p>artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Planned for in continuous provision.</p> <p>Key areas- Art studio Creative area Outdoor provision Playdough area</p>						
<p>Music</p> <p>Expressive Arts and Design</p> <p>The EYFS music curriculum prepares children for Y1 by teaching them to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children explore tuned and untuned instruments and Music. Children experiment with, create, select, and combine sounds.</p> <p>Planned for in continuous provision.</p> <p>Key areas- Music area</p>	<p>Music linked to celebrations. Seasonal songs Christmas performance Music exploration</p>	<p>Seasonal and topical songs Music exploration</p>	<p>Seasonal and topical songs Music exploration</p>			

Listening station Outdoor provision						
Musical appreciation Develop good listening by listening to a range of high-quality live and recorded.	Listen to music of the week in assembly (Summer term 2)					
RE Understanding the World. Involved in RE week which introduces children to world religions. RE teaching follows the main school scheme preparing the children for Y1 units. Planned for in continuous provision. Key areas- Reading area- non fiction focus.	Harvest Festival F1- Which stories are special and why?	Different traditions Diwali, Holi, Halloween Christmas, Advent	Chinese New Year Valentine's Day F3- What places are special and why? F2- Which people are special and why?	Shrove Tuesday Easter Mother's Day	F5- Being Special: where do we belong?	World Religion week- Christianity focus F6- What is special about our world?
PE Physical Development. The EYFS PE curriculum develops children's movement skills, extending agility, balance and coordination, individually and with others. Children are taught	Fine and gross motor development in the indoor and outdoor areas. Using bikes, scooters and balancing equipment			Animal movements Begin REAL PE units	Sports Day REAL PE units	

to run, jump, skip, hop, throw and catch. They are introduced to competitive and co-operative physical activities. Children participate in simple team games and perform dances using simple movement patterns.

Planned for in continuous provision.

Key areas-
Outdoor provision.

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