



Hannah Ball Academy

EYFS Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	Who am I?	How do we celebrate and care for others?	What makes a great story?	What is growing and changing around us?	How can we look after our world?	Where could my journey take me next?
Themes and Topic covered	Ourselves, families, community, homes, local area	Festivals, kindness, seasonal changes	Traditional tales, storytelling, oracy	Plants, life cycles, animals, spring	Environment, recycling, minibests, Space	Transport, travel, transitions, holidays (seaside)
Memorable Experience	Walk around our school grounds	Autumn Walk	Visit from an author Visit to our local Library	Visit to Odds Farm Visit to our local Church	Visit to local woodland for a bug hunt	Role play Airport
Communication and Language	<ul style="list-style-type: none"> Talking about themselves, families, and interests Celebrating a range of family structures, occupations, and life experiences Sharing and listening to 'All About Me' books or show-and-tell items Using circle time for songs, rhymes, and 	<ul style="list-style-type: none"> Building on Autumn 1 knowledge and skills Learning new vocabulary linked to celebrations Listening to stories about kindness and caring 	<ul style="list-style-type: none"> Listen to stories with increasing attention Answer 'how' and 'why' questions in response to a story Join in with repeated refrains and anticipate key events and phrases in stories and rhymes 	<ul style="list-style-type: none"> Exploring vocabulary linked to plants and lifecycles Asking and answering simple questions Describing changes in the environment 	<ul style="list-style-type: none"> Using language to express opinions (likes/dislikes) Discussing recycling, nature, caring for animals Retelling events in order 	<ul style="list-style-type: none"> Talking about holidays, journeys, and new experiences Reflecting on the year and sharing memories Preparing for Year 1 transition discussions



	<p>simple question-and-answer games</p> <ul style="list-style-type: none"> ● Introducing key vocabulary: body parts, family members, feelings 	<ul style="list-style-type: none"> ● Developing confidence in sharing ideas <p>Science (Seasonal Changes) – Autumn nature walk</p>	<ul style="list-style-type: none"> ● Storytelling with props and puppets ● Building story vocabulary: once upon a time... ● Sequencing familiar tales 			
<p>Personal, Social, Emotional Development</p>	<ul style="list-style-type: none"> ● Learning classroom rules and routines ● Developing independence in self-care (hygiene, putting on coats) ● Exploring emotions through stories (e.g. The Colour Monster) ● Discussing similarities and differences (e.g. hair colour, home languages) ● Establishing core school values 	<ul style="list-style-type: none"> ● Discussing fairness, sharing and turn-taking ● Show increased self-confidence; ● Be aware of own and others' feelings; ● Form positive relationships. ● Take steps to resolve conflicts; finding a compromise; play co-operatively ● Learning about different festivals and cultures 	<ul style="list-style-type: none"> ● Building confidence to perform or retell stories ● Problem-solving with friends during play ● Understanding different characters' feelings 	<ul style="list-style-type: none"> ● Taking responsibility for looking after plants and animals ● Learning about growth and change in themselves ● Building resilience through challenges 	<ul style="list-style-type: none"> ● Caring for the environment and each other ● Making decisions and explaining choices ● Reflecting on personal achievements 	<ul style="list-style-type: none"> ● Managing feelings around change and transition ● Working as a team to complete group tasks ● Independence in routines ready for Year 1



		<ul style="list-style-type: none"> Developing empathy through role play 				
Physical Development	<ul style="list-style-type: none"> Fine motor: Name writing, using scissors, threading activities Gross motor: Climbing, balancing, outdoor play (Links to PE) Self-care: Washing hands, toileting routines, dressing skills Body awareness games: Simon Says, obstacle courses (Links to KS1 Science –naming body parts) 	<ul style="list-style-type: none"> Fine motor: Using tools safely for craft activities Fine motor: Wrapping presents related to celebrations Gross motor: Dance and movement related to celebrations Gross motor: Developing ball skills 	<ul style="list-style-type: none"> Fine motor: Using storytelling props (masks, puppets) Fine motor: Tracing shapes Gross motor: Building large structures with blocks, den building Gross motor: Acting out stories, travelling as characters 	<ul style="list-style-type: none"> Discuss healthy eating and oral hygiene. Fine motor: Cooking opportunities linked to healthy eating Fine motor: Gardening activities: digging, planting Outdoor obstacle courses Cutting and threading activities 	<ul style="list-style-type: none"> How do we look after ourselves – recap healthy eating, oral hygiene and teach mental wellbeing strategies Gross motor: Litter picking and nature walks Fine motor: Junk modelling - Using natural materials in creative tasks 	<ul style="list-style-type: none"> Water and sun safety Travelling in different ways (jump, skip, hop) Sports day practice Fine motor challenges linked to writing and art e.g. zips, buttons, using rules



<p>Literacy</p>	<ul style="list-style-type: none"> • Phonological awareness games and oral blending • Introducing phonics Phase 2 using ELS • Name writing practice with visual prompts • Reading stories about identity and families • Mark-making linked to interests and All About Me activities • Drawing and labelling family pictures with labels 	<ul style="list-style-type: none"> • Phase 2 phonics consolidation • Festive and cultural stories • Writing cards and labels • Writing gift lists • Drawing and labelling festival pictures • Writing simple captions 	<ul style="list-style-type: none"> • Phase 3 phonics • Retelling and writing story maps • Creating simple books • Writing speech bubbles 	<ul style="list-style-type: none"> • Phase 3–4 phonics • Non-fiction texts about plants and animals • Writing labels, captions related to animals and plants • Writing instructions • Writing fact files about animals and plants 	<ul style="list-style-type: none"> • Phase 4 phonics • Making Posters and signs for the environment • Fact writing linked to minibeasts or recycling 	<ul style="list-style-type: none"> • Phase 4 consolidation • Writing postcards • Writing journey stories • Holiday and transition booklets • Memory books and letters to new class
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<p>Numeracy</p> <p>White Rose Mastering Number</p>	<ul style="list-style-type: none"> ● Focus: Counting, comparing, sorting, early number recognition ● Counting songs and rhymes (5 Little Ducks, 1, 2, 3, 4, 5) ● Sorting objects by size, colour, shape (linked to self – shoes, hair colour) ● Matching and comparing quantities ● Exploring time in the context of daily routines (morning, lunchtime) (Links to KS1 Maths Time) 	<ul style="list-style-type: none"> ● Counting to 10 ● Exploring patterns and shapes ● Comparing sizes (linked to celebrations) ● Weighing ingredients for festive cooking 	<ul style="list-style-type: none"> ● Building numbers to 10–20 ● Simple addition and subtraction ● Measuring length and height linked to den building and construction 	<ul style="list-style-type: none"> ● Exploring capacity and weight ● Number bonds within 10 ● Recognising coins and money ● Measuring plant growth ● Sorting and classifying natural objects 	<ul style="list-style-type: none"> ● Counting in groups ● Exploring symmetry and patterns ● Positional language linked to maps 	<ul style="list-style-type: none"> ● Problem solving using real-world examples ● Consolidating number and shape knowledge ● Using maths in stories and journeys ● Exploring language associated with time ● Counting and measuring links to Sports Day
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<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Talking about family, members and home life (Links to PSHE – Identity and belonging, History) ● Taking pictures of ourselves using technology (Links to Computing) ● Exploring similarities and differences between people ● Learning about local area and school community (Links to KS1 Geography: Local Area) ● Looking at baby photos and discussing how they've grown and changed (Links to PSHE) ● Using mirrors to explore features 	<ul style="list-style-type: none"> ● Learning about different festivals e.g. Diwali, Chinese New Year, New Year, Eid, Christmas, Hanukah, Bonfire Night (Links to RE) ● Understanding traditions and customs ● History of Bonfire night (Links to Historical events) ● Autumn walk and Seasonal changes: autumn/winter (Links to Science) ● Technology: Using devices to record singing festive songs (Links to Computing) 	<ul style="list-style-type: none"> ● Traditional tales from around the world ● Use Puppet pals (software) to retell our own stories (Links to computing) ● Exploring materials linked to stories ● Looking at past and present using old family, community photos, grandparents (Links to History) 	<ul style="list-style-type: none"> ● Lifecycles and plant growth (Links to Science) ● Animal habitats (Links to Science) ● Spring walk - Weather changes and spring events (Links to Science/ Geography) ● Technology: Take time-lapse photos ● Technology: Watch nature clips ● St George's Day – Read stories. Create artwork, talk about English traditions (Links to History) ● Old and modern farming equipment/ 	<ul style="list-style-type: none"> ● Learning about planet Earth and the solar system (Links to Science) ● Recycling and caring for nature ● Learning about animals and their environments (Links to Science) ● Creating simple maps (Links to Geography) ● Use Bee-bots on creating routes e.g. navigating routes to recycle bins (Links to Computing/ Geography) 	<ul style="list-style-type: none"> ● Transport past and present (Links to History) ● Explore maps and aerial views using Google Earth (Links to Computing) ● Preparing for journeys and holidays ● Learning about different countries (Links to Geography) ● Technology -Journeys with beebots (Links to Maths/ Computing) ● English traditions and Morris dancing as a part of Diversity Day (Links to History)
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	<p>and draw self-portraits (Links to Science – naming body parts)</p> <ul style="list-style-type: none">• Learning about different types of homes and basic materials and link to Three Little Pigs (Materials) (Links to Science (Materials))	<ul style="list-style-type: none">• Technology: Use interactive whiteboard to create digital firework pictures (Links to Computing)• Design, make and evaluate clay divas (Links to DT)• Learn about Remembrance Day (Links to Historical events)		<p>gardening tools (Links to History)</p>		<ul style="list-style-type: none">• Seaside towns past and present (Links to History)
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<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Self-portraits using paint, collage, drawing (Links to Art) • Singing familiar songs and learning new ones linked to feelings or family (Links to Music) • Role play: Home corner setup to reflect familiar home environments • Exploring colour, texture, and shape in creative activities(Links to Art) 	<ul style="list-style-type: none"> • Creating festival-themed crafts (Links to Art) • Performing songs and dances in relation to different festivals (Links to PE) • Performing and singing songs as a part of the Nativity. (Links to Music) • Using instruments to explore sound (Links to Music) 	<ul style="list-style-type: none"> • Story role play and puppet shows • Design, make and evaluate puppets using different materials (Links to DT) • Small World - building story settings with blocks • Illustrating simple books (Links to Art) 	<ul style="list-style-type: none"> • Observational drawing of plants and animals (Links to Art) • Making musical patterns (Links to Music) • Collage using natural materials and recycled materials (Links to Art) 	<ul style="list-style-type: none"> • Creating posters and signs • Using recycled materials - Group mural or display project (Links to Art) 	<ul style="list-style-type: none"> • Art linked to transport (junk modelling) • Making different transport • Performance or show for parents
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