

Reception Curriculum Plan

2024-25



At Mulberry Wood Wharf Primary, our Early Years curriculum is grounded in research and pedagogy, focused on understanding how children learn best. We see each child as a unique individual with their own strengths, interests, and potential, and our curriculum is designed to celebrate and support this uniqueness.

Our curriculum is based on the seven areas of learning outlined in the Early Years Foundation Stage (EYFS) statutory framework, ensuring that children receive a broad and balanced foundation. These areas include:

1. **Communication and Language**
2. **Physical Development**
3. **Personal, Social, and Emotional Development**
4. **Literacy**
5. **Mathematics**
6. **Understanding the World**
7. **Expressive Arts and Design**

We use *Development Matters* as a key guidance document to plan carefully for each child's learning journey, ensuring they have a structured yet flexible path that aligns with their developmental needs and interests.

Our approach places a strong emphasis on *play* as a vital means through which children learn and develop. Through play, children engage with others, make sense of the world, build resilience, and express creativity. It is through playful interactions that children develop language, early literacy, and problem-solving skills, as well as the foundations of numeracy.

Communication and Language is central to our approach. We prioritise this area because strong language skills underpin all aspects of learning and are essential for forming relationships and expressing oneself. Our approach includes the *SHREC model* (Share, Respond, Expand, Conversation), which guides high-quality interactions and creates a vocabulary-rich environment to enhance children's communication skills.

The role of the *adult* is key in promoting high-quality interactions that support and extend children's learning. Adults are not only facilitators but also active participants in children's play, guiding, questioning, and providing meaningful dialogue that deepens understanding. Through responsive interactions, adults help children to develop their thinking, language, and problem-solving abilities. By fostering a nurturing and stimulating environment, adults' model social and emotional skills, encourage curiosity, and support children to develop the skills needed for lifelong learning.

Children's *wellbeing and involvement* are also key to our curriculum, as we know that children learn best when they feel secure, valued, and engaged. We use the Leuven Scales for wellbeing and involvement to ensure that every child feels included, respected, and emotionally supported, enabling them to engage fully in their learning.

Our **continuous provision** is carefully structured to provide children with rich, stimulating learning environments that encourage independence, curiosity, and creativity. Each area within our provision is thoughtfully designed, following the latest Ofsted guidance to ensure *no missed opportunities* for learning.

We place a strong emphasis on **early reading** and cultivating a *love of reading* from an early age. Research shows that children who are read to regularly are more likely to succeed academically, with improved language, concentration, and imagination. We support this by sharing stories, providing high-quality books, and making reading a joyful, integrated part of our curriculum.

Reception yearly overview of entitlement

Areas of learning will be covered in medium term plans and weekly plans

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/themes (to include seasons across the year)	Who do you think you are? Seasonal change- autumn	To infinity and beyond and traditional tales (links with materials) Seasonal change- winter	We are investigators! What if Little Red Riding Hood's grandma lived in the arctic? (re telling of the story, new version)	Open a door (homes and people from other places in the world) Seasonal change- spring	Green fingers!	Back to the future! Seasonal change- summer
Visits/visitors/ experiences	Local Café City farm	Visits from police, bus driver, doctor, nurse, vet farm worker, shopkeeper Science Museum Visit church Picnic to the moon (linked to book) Planting spring bulbs Watch 'The snowman' Perform nativity show (starshine musicals) Watch a pantomime (in school)	Cook stir fry for Chinese New Year Drink hot chocolate outside Visit synagogue Playing in the snow (weather dependant)	Foods from other cultures Mosque visit World book day Spring show (starshine musicals)	Planting a seed, taking photographs as the seed grows, what does a seed need to grow? Planting a seed, experimenting with what happens without sunlight, water Planting vegetables Chicks/ducklings experience	End of year trip Butterfly experience Tea party/banquet Wimbledon and strawberries Sports day Fire service visit
Key texts	NURSERY RHYMES BOOKS ON SENSES THE HUNGRY CATERPILLAR EAT UP GEMMA WHAT THE LADYBIRD HEARD? BROWN BEAR WHAT DO YOU SEE?	THE 3 LITTLE PIGS WHATEVER NEXT ALIENS WEAR UNDERPANTS	THE GRUFFALO'S CHILD LITTLE RED RIDING HOOD CHINESE NEW YEAR NON FICTION MR WOLFS PANCAKE	THE GINGERBREAD MAN OPEN A DOOR- TO COUNTRIES (NON FICTION BOOKS)	THE ENORMOUS TURNIP JACK AND THE BEANSTALK (INNOVATION) OLIVERS VEGETABLE NON FICTION – LIFECYCLE BOOKS. -PLANTS -CHICKS	ANTHONY BROWN – THE TUNNEL MY MUM, MY DAD, MY GRANDMA...

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals (include Eid)	Halloween storytelling day Rosh hashanah- Honey cake	Bonfire night Christmas Divali Hannukah	Chinese New Year Shrove Tuesday	Mother's day Easter St Patrick's day St David's day St Georges day St Andrews day		Father's Day
Workshops (also see parent support worker for additional courses)	Learning through play Introduction to EY assessment	Phonics- reading/ writing (R) School nurse and healthy routines Costume making – Christmas show Parents evening	Mark making matters Importance of Oracy	Costume making workshop	Parents evening	Transition to Rec- Year 1 Transition to Nursery- Rec

Cooking activity every week based on children's interests

Helicopter Stories

Key books have been listed above, teachers will also use books that fit with the topic including a non-fiction book focus each half term

Transition preparation will be included in the summer terms.

Seasons will be explored through the provision and local environment throughout the year

Using the outdoor garden throughout the year

Celebration assembly – weekly

Half termly letter sent to parents/carers to detail the plans for the half term.

Core books that all pupils should have regular exposure to:

Goldilocks and the 3 bears

The Three Billy Goats Gruff

Little Red Hen

Owl babies

The gruffalo

Monkey Puzzle

Handa's surprise


Jasper's beanstalk

a Squash and a squeeze

The Rainbow Fish

We're going on a bear hunt

What the ladybird heard



Mulberry

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