

# Oasis Yearly Reception Overview Curriculum

Below we have provided a suggested yearly overview. This includes potential themes/topics that may follow children's interests, key texts to support the delivery of these themes, key dates that include celebrations and religious events, experiences that could be included to enrich the curriculum offer and the implementation of British Values across the year.

We understand that every school, community and cohort will be different and that we want EYFS practitioners to still have autonomy in the development and delivery of their curriculum. Therefore, when viewing this yearly overview, be mindful of the adaptations you may want to make to support your school, community and cohorts. Below are some suggested questions and prompts to discuss with your team when planning your curriculum for 2021/22.

***What are the children's interests? Do I need to adapt these themes to follow their interests? Will my yearly overview be a working document throughout the year to adapt to children's interests or will I set all my plans for the year in advance?***

***What needs have you identified through your progress tracker and baseline assessments and how can you adapt your curriculum to support this?***

***What prior experiences does this cohort have and how will you develop these?***

***Consider your children's existing cultural capital – what experiences have they already have and what experiences may they not receive and therefore need to provide for them e.g. experiences and trips? How will you develop their prior experiences?***

***Are there any local/national events, values, news that you can include?***

***Consider your whole school ethos and key events (for example Harvest Festivals).***

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Leading questions</b>	<i>I've just joined school and I'm learning about my place in the world.</i>	<i>I've learnt who I am and where I'm from, what about others and other places?</i>	<i>I've learnt about other people, has the world always been like this?</i>	<i>I've learnt about creatures that used to be alive, what animals are alive now?</i>	<i>I've learnt about animals, but how do they grow and what other things grow?</i>	<i>I've learnt about things that grow on our planet; now how can I take care of it all?</i>
<b>Key questions</b>	Who am I? Where am I? Who can I become?	What is the world around me like? Is it Autumn everywhere?	What was the world like before us? What will it be like in the future?	What is a living thing? What animals live on our planet?	How do things grow? How can I look after myself to make myself grow?	Who looks after our planet?
<b>Knowledge Organisers</b>	Baseline Self (including dental health) Houses and homes People who help us	Autumn Around the World Diwali Do we all celebrate Christmas? Christmas past and present	Dinosaurs Castles and Knights Space Winter	Spring Under the Sea Minibeasts In the Jungle	Minibeasts Lifecycles Growing Healthy Eating (including dental health)	Summer People who help us Our Planet (plants and animals helping our planet)
<b>Key texts</b>	- <b>Starting school</b> Janet & Allen Ahlberg - <b>Dirty Bertie</b> David Roberts - <b>Charlie and Lola I am too absolutely small for school</b> Lauren Child - <b>Lulu's first day</b> Anna McQuinn	- <b>Tree</b> Patricia Hegarty and Britta Teckentrup - <b>The fox in the dark</b> Alison Green and Deborah Allwright - <b>We're going on a leaf hunt</b> Steve Metzger - <b>The Story Orchestra: Four Seasons in One Day</b> Jessica Courtney-Tickle	- <b>Dear Dinosaur</b> Ryan L. Schrodtt - <b>Harry and his bucketful of dinosaurs</b> Ian Whybrow and Adrian Reynolds - <b>Dinosaur Roar</b> Henrietta Stickland - <b>Tyrannosaurus Drip</b> Julia Donaldson	- <b>Commotion in the ocean</b> Giles Andreae - <b>The Snail and the Whale</b> Julia Donaldson - <b>The Coral Kingdom</b> Laura Knowles and Jennie Webber - <b>The Big Book of the Blue</b> Yuval Zommer	- <b>The very hungry caterpillar</b> Eric Carle - <b>The Crunchy Munchy Caterpillar</b> Sheridan Cain - <b>We found a seed</b> Rob Ramsden - <b>Lulu loves flowers</b> Anna McQuinn	- <b>A superhero like you</b> Dr Ranj - <b>Heroes who help us from around the world</b> Liz Gogerly - <b>Real Superheroes</b> DK (Non-fiction books for a

	<p><b>-I feel...</b> <i>Mike Gordon</i></p> <p><b>- Happy in our Skin</b> <i>Fran Manushkin</i></p> <p><b>- Children of the World</b> <i>Tessa Strickland</i></p> <p><b>-The Three Little Pigs</b></p> <p><b>- Home</b> <i>Carson Ellis</i></p> <p><b>- Let's Build a House</b> <i>Mick Manning and Brita Granstrom</i></p> <p><b>-In every house on every street</b> <i>Jess Hitchman and Lili La Baleine</i></p> <p><b>- Our house</b> <i>Michael Rosen</i></p> <p><b>-A superhero like you</b> <i>Dr Ranj</i></p> <p><b>-Mog and the V.E.T</b> <i>Judith Kerr</i></p>	<p><b>- Goodbye Summer, Hello Autumn &amp; Goodbye Autumn, Hello Winter</b> <i>Kenard Pak</i></p> <p><b>- The little red hen –</b> <i>Margot Zemach</i></p> <p><b>- Room on the Broom</b> <i>Julia Donaldson</i></p> <p><b>- Anna Hibiscus</b> <i>Atinuke</i></p> <p><b>- The Name Jar</b> <i>Yangsook Choi</i></p> <p><b>-Let's Celebrate!: Festival Poems from Around the World</b> <i>Debjani Chatterjee and Brian D'Arcy</i></p> <p><b>- Light the lights</b> <i>Margaret Moorman</i></p> <p><b>-Christmas in Lagos</b> <i>Sharon Abimbola Salu</i></p> <p><b>- A Christmas Carol</b></p> <p><b>- The Jolly Christmas</b> <i>Postman Janet and Allen Ahlberg</i></p> <p><b>- Stickman</b> <i>Julia Donaldson</i></p> <p><b>-The toy maker</b> <i>Martin Waddell and Terry Milner</i></p> <p><b>-Stanley's Stick</b> <i>Neal Layton and John Hegley</i></p>	<p><b>-Dinosaur Bones</b> <i>Bob Barner</i></p> <p><b>- First Facts: Dinosaurs</b> <i>DK</i></p> <p><b>- Window</b> <i>Jeannie Baker</i></p> <p><b>- Step inside homes through history</b> <i>Goldie Hawk and Sarah Gibb</i></p> <p><b>- The Knight and the Dragon</b> <i>Tomie de Paola</i></p> <p><b>- See inside castles</b> <i>Katie Daynes and David Hancock</i></p> <p><b>- The kiss that missed</b> <i>Karan Brar</i></p> <p><b>- Cinderella</b></p> <p><b>- Knights and Castles</b> <i>Usborne</i></p> <p><b>- Whatever next</b> – <i>Jill Murphy</i></p> <p><b>- Aliens love underpants</b> <i>Claire Freedman and Ben Cort</i></p> <p><b>- How to catch a star</b> <i>Oliver Jeffers</i></p> <p><b>- Beegu</b> <i>Alexis Deacon</i></p>	<p><b>-Flotsam</b> <i>David Weisner</i></p> <p><b>Somebody - Swallowed Stanley</b> <i>Sarah Roberts</i></p> <p><b>-Superworm</b> <i>Julia Donaldson</i></p> <p><b>-Minibeast madness</b> <i>Giles Andreae</i></p> <p><b>-What the ladybird heard</b> <i>Julia Donaldson</i></p> <p><b>- Firefly Home</b> <i>Jane Clark and Britta Teckentrup</i></p> <p><b>-Look to the Skies</b> <i>Hannah Tolson</i></p> <p><b>-Diary of a Fly</b> <i>Doreen Cronin and Harry Bliss</i></p> <p><b>-Giraffes can't dance</b> <i>Giles Andreae</i></p> <p><b>-Rumble in the Jungle</b> <i>Giles Andreae</i></p> <p><b>- Monkey Puzzle</b> <i>Julia Donaldson</i></p>	<p><b>-Eddies Garden</b> <i>Sarah Garland</i></p> <p><b>- Titch</b> <i>Pat Hutchins</i></p> <p><b>-Plants around the world</b> <i>Learning Ladders</i></p> <p><b>-Wangari's Tree of Peace</b> <i>Jeanette Winter</i></p> <p><b>-The Enormous Potato</b> <i>Aubrey Davis</i></p> <p><b>- Oliver's Vegetables</b> <i>Vivian French and Alison Bartlett</i></p> <p><b>- I will never not ever eat a tomato</b> <i>Lauren Child</i></p> <p><b>- How did that get in my lunchbox?</b> <i>Chris Butterworth</i></p> <p><b>-Handa's surprise</b> <i>Eileen Brown</i></p>	<p>range of people who help us)</p> <p><b>-Somebody Swallowed Stanley</b> <i>Sarah Roberts</i></p> <p><b>-Flotsam</b> <i>David Weisner</i></p> <p><b>- Window</b> <i>Jeannie Baker</i></p> <p><b>- Tidy</b> <i>Emily Gravett</i></p> <p><b>- The Great Paper Caper</b> <i>Oliver Jeffers</i></p> <p><b>- One Plastic Bag</b> <i>Miranda Paul</i></p> <p><b>-Dear Earth</b> <i>Isabel Otter</i></p> <p><b>- Like the Ocean we rise</b> <i>Nicola Edwards</i></p> <p><b>- Change starts with us</b> <i>Sophie Beer</i></p>
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		<ul style="list-style-type: none"> <li>- <b>Eight Candles to Light</b> Jonny Zucker</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Astro Girl</b> Ken Wilson Max</li> <li>- <b>Look up</b> Nathan Bryan</li> </ul>			
<b>Experiences/ Trips</b>	<ul style="list-style-type: none"> <li>-Local walk</li> <li>-Visiting community buildings</li> <li>-Dentist visit</li> </ul>	<ul style="list-style-type: none"> <li>-Visiting different places of worship</li> <li>-Visitors from different cultures</li> <li>-Visits to outdoor spaces to observe seasonal changes</li> <li>-Virtual tours/google street view</li> </ul>	<ul style="list-style-type: none"> <li>-Visiting historical building e.g. castles, local buildings</li> <li>-Care homes or grandparent visits</li> <li>-Virtual tours</li> <li>-Virtual space tours</li> <li>-Role play space stations</li> <li>-Travelling theatres</li> </ul>	<ul style="list-style-type: none"> <li>-Beach trips</li> <li>-Sea life centre</li> <li>-Zoo</li> <li>-Animal mania</li> <li>-Forest School</li> </ul>	<ul style="list-style-type: none"> <li>-Butterfly nets</li> <li>-Allotments</li> <li>-Farm shops/shops/school kitchen</li> <li>-Local Farm to Fork initiatives</li> </ul>	<ul style="list-style-type: none"> <li>-Recycling centre</li> <li>-Emergency services</li> <li>-Visitors from different careers</li> </ul>
<b>Celebrations/ Events</b>	<ul style="list-style-type: none"> <li>-Recycle week (20<sup>th</sup> Sept – 26<sup>th</sup> Sept)</li> <li>-Black History Month (Oct)</li> <li>- World Space week (4<sup>th</sup> -10<sup>th</sup> October)</li> <li>-Halloween (31<sup>st</sup> Oct)</li> </ul>	<ul style="list-style-type: none"> <li>Diwali (4<sup>th</sup> Nov)</li> <li>Bonfire night (5<sup>th</sup> Nov)</li> <li>World Science Day (10<sup>th</sup> Nov)</li> <li>Remembrance Day (11<sup>th</sup> Nov)</li> <li>Hanukkah (29<sup>th</sup> Nov)</li> <li>Christmas Jumper Day (10<sup>th</sup> Dec)</li> <li>Christmas (25<sup>th</sup> Dec)</li> </ul>	<ul style="list-style-type: none"> <li>Chinese New Year (1<sup>st</sup> Feb)</li> <li>Pancake day (2<sup>nd</sup> Feb)</li> <li>Valentines day (14<sup>th</sup> Feb)</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day (3<sup>rd</sup> March)</li> <li>International Women’s Day (8<sup>th</sup> March)</li> <li>Mothers Day</li> <li>Science Week (11-20<sup>th</sup> March)</li> <li>Ramadan begins (early April tbc)</li> <li>Vaisakhi (13<sup>th</sup> April)</li> <li>Easter (17<sup>th</sup> April)</li> </ul>	<ul style="list-style-type: none"> <li>Earth Day (22<sup>nd</sup> April)</li> <li>Eid (May 2<sup>nd</sup> tbc)</li> <li>Fathers Day</li> </ul>	<ul style="list-style-type: none"> <li>Transition</li> </ul>
<b>British Values</b>	<p><b>Rule of law</b></p> <ul style="list-style-type: none"> <li>Ø Children understand their own and others’ behaviour</li> <li>Ø To understand that we have classroom</li> </ul>	<p><b>Democracy: making decisions together</b></p> <ul style="list-style-type: none"> <li>Ø Children are encouraged to take turns and share</li> <li>Ø Children are encouraging children to know their views</li> </ul>	<p><b>Individual liberty: freedom for all</b></p> <ul style="list-style-type: none"> <li>Children to develop their self-knowledge, self-esteem and</li> </ul>	<p><b>Mutual respect and tolerance</b></p> <ul style="list-style-type: none"> <li>Ø Children to celebrate different festivals and share experiences of all</li> </ul>	<p><b>Individual liberty: freedom for all</b></p> <ul style="list-style-type: none"> <li>Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle</li> </ul>	

	<p><i>rules that help us to be safe and help us learn together. Ø To understand that breaking class rules has consequences</i></p>	<p><i>count, value each other's views and values and talk about their feelings, for example when they do or do not need help. Ø To take a class vote on chosen topic</i></p>	<p><i>increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Ø Risk taking.</i></p>	<p><i>cultures and faiths Ø Children to learn to take turns to talk and listen to each other Ø Oasis 9 habits Ø Adults to provide resources and activities that challenge gender, cultural and racial stereotyping</i></p>	<p><i>course, mixing colours, talking about their experiences and learning. Ø Risk taking</i></p>
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