

## SUBSTANTIATING THE CURRICULUM: EYFS: RECEPTION

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
<ul style="list-style-type: none"> <li>Name a range of emotions and explain why they feel that way. I am happy because...</li> <li>Show understanding of how others are feeling</li> <li>Develop a Positive self-image</li> <li>Build up a range of strategies to self-clam and regulate e.g. counting to 10, deep breathes</li> <li>Wait their turn in a range of situations</li> <li>Solve simple conflicts without the help of an adult</li> <li>Confident in new situations and approaching new activities</li> <li>Show resilience and perseverance in everyday situations</li> <li>Follow rules and instructions</li> <li>Understand why rules are important</li> <li>Know right and wrong choices</li> <li>Manage own needs (see Physical dev)</li> <li>Establish good relationships with adults and peers</li> <li>Ask for help when needed</li> <li>Play co-operatively, sharing and taking turns</li> </ul>	<ul style="list-style-type: none"> <li>Use one handed tools</li> <li>Use comfortable pencil grip with good control - progressing to a tripod grip</li> <li>Use a knife and fork</li> <li>Put on and zip up own coat; dress and undress</li> <li>Wash and dry own hands; Independent toileting</li> <li>Blow own nose</li> <li>Keep healthy - diet, sleep, exercise, well-being, oral hygiene</li> <li>Develop overall body strength, co-ordination, balance and spatial awareness</li> <li>Use core strength to show good posture when sitting on the floor or at the table</li> <li>Develop range of ball skills - throwing, catching, kicking, passing, aiming</li> <li>Move with control in a variety of ways - running, skipping, crawling, hopping, climbing</li> <li>Develop an accurate and efficient handwriting style</li> </ul>	<ul style="list-style-type: none"> <li>Use manners - please, thank you, good morning</li> <li>To make their needs known to others</li> <li>Sit and listen to a story</li> <li>To listen attentively for a given period of time, 20 mins max</li> <li>Answer a simple question</li> <li>Ask questions to find out more information</li> <li>Offer explanation as to why something has happened</li> <li>Follow 2 part instructions; Talk in sentences</li> <li>To use connectives to join ideas</li> <li>To correctly use past, present and future tense</li> <li>To re-tell known stories; Recite poems and songs</li> <li>To express own opinions</li> <li>Learn and use new vocabulary</li> <li>Listen to, talk about different types of text - non-fiction, poems</li> <li>Hold a two way conversation with teacher or peer</li> <li>Contribute during small group and whole class discussions</li> </ul>
UNDERSTANDING THE WORLD		
<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>Can name 5 senses and describe things using these</li> <li>Can say what plants need to survive</li> <li>Can talk about different life cycles</li> <li>Can name animals and their babies</li> <li>Understand the need to respect and care for the natural environment and all living things</li> <li>Explores forces - push/pull/float/sink/gravity/magnetism</li> <li>Talk about properties of materials</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Know where we live - type of house, number,etc</li> <li>Know the town and country they live in</li> <li>Compare England to another country</li> <li>Can recognise, name and describe religious celebrations that happen in this country</li> <li>Draw simple maps representing everyday journeys / environment; follow simple maps</li> <li>Know key features and weather changes in each season</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>Talk about their family</li> <li>Talk about changes - baby to now</li> <li>Look at different jobs people do within the community</li> <li>Ordering events using language - first, next, after that, in the end</li> <li>Times of the day / days of the week</li> <li>Features in the local areas</li> <li>Introduce historical figures and some basic facts</li> </ul>
CORE SKILLS		
Essential skills to be used, applied and consolidated across the wider curriculum		
READING	WRITING	MATHS
<ul style="list-style-type: none"> <li>To recognise rhymes and continue a rhyming string</li> <li>To clap syllables in a word</li> <li>To recognise set 1 and set 2 sounds.</li> <li>To begin to read red words (common exception words)</li> <li>To read simple sentences containing words -set 1 and 2 sounds</li> <li>To re-read sentences /simple books, build confidence &amp; fluency</li> <li>To re-tell stories and narratives using their own words and recently introduced vocabulary</li> <li>Answer questions from a range of texts</li> <li>Predict what might happen next in a story</li> <li>Enjoy listening to and or reading a variety of texts Use and understand recently introduced vocabulary and use in a variety of situations throughout the day</li> <li>To listen and respond to a wide range of high quality texts.</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed</li> <li>To write own name with letters correctly formed</li> <li>To use Fred fingers to segment and spell words</li> <li>To write simple sentences that can be read by others</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing</li> <li>Re-read what they have written to check that it makes sense</li> <li>Spell more complex words phonetically</li> <li>Spell some red words (common exception words) correctly</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and order numbers to 10</li> <li>To count 10 objects accurately</li> <li>To compare numbers within 10, saying which is greater / smaller / more than / less than</li> <li>To subitise (recognise quantities without counting) up to 5</li> <li>To automatically recall number bonds to 5</li> <li>To recall some number bonds to 10</li> <li>To recall doubles To count by rote beyond 20</li> <li>To explore &amp; represent patterns up to 10 - odd/even, sharing</li> <li>To name and describe 2D and 3D shapes</li> <li>To compare size, length, weight and capacity of objects</li> <li>To recognise and continue a repeating pattern</li> <li>To follow and use positional language</li> <li>To have a basic understanding of the concept of addition and subtraction</li> </ul>
RELIGIOUS EDUCATION		
Similarities and differences between different religious and cultural communities in this country from experiences and stories (see Understanding the World – Geography)		

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EXPRESSIVE ARTS AND DESIGN			
ART	DT	MUSIC/DANCE	IMAGINATION
<ul style="list-style-type: none"> <li>Draw circles and lines (pre writing shapes)</li> <li>Draw a detailed picture of themselves, with features</li> <li>Observational drawings</li> <li>Colour mixing</li> <li>Add white/black to change the shade</li> <li>Hold a paintbrush using a tripod grip</li> <li>Look at the work and style of famous artists</li> </ul>	<ul style="list-style-type: none"> <li>Join items in a variety of ways - sellotape, glue, string, staplers</li> <li>Build models of everyday objects</li> <li>Review and improve work where necessary</li> <li>Manipulate and sculpt materials such as clay, playdough, plasticine</li> <li>Make collages using different materials</li> </ul>	<ul style="list-style-type: none"> <li>Talks about how music/dance makes them feel - happy, sad, scared</li> <li>Selects instruments and plays them in time to music</li> <li>Play instruments, changing tempo &amp; dynamics</li> <li>Sing and perform a selection of nursery rhymes, songs and poems</li> <li>Replicate a simple dance routine</li> <li>Begin to create own movements in time to music</li> </ul>	<ul style="list-style-type: none"> <li>Use props and materials in their play</li> <li>To re-tell known stories through role play</li> <li>Use imagination to develop own story lines</li> </ul>

THEMATIC TOPICS					
Once upon a rhyme	Let's Celebrate	Space	The Smartest Gruffalo on the Broom	Secret Garden	Oh I do like to be beside the sea!
<ul style="list-style-type: none"> <li>Learning nursery rhymes</li> <li>Finding London on a map- Dick Whittington</li> <li>Great fire of London</li> <li>Compare old and new houses</li> <li>People who help us</li> <li>Look at different job roles - baker, bus driver</li> <li>Keeping healthy</li> <li>Facts about spiders</li> <li>Visit from a doctor</li> <li>Trip in local area on a bus</li> <li>Signs of Autumn</li> </ul> <p><b>Key Texts:</b> Dick Whittington Nursery Rhymes (Incy Wincy, Humpty Dumpty, London's burning, Miss Polly, The Wheels on the bus)</p> <p><b>Key Vocabulary:</b> rhyming London capital city doctor police officer firefighter bakery healthy bus</p>	<ul style="list-style-type: none"> <li>Bonfire night - Guy Fawkes, Diwali, Birthdays, Weddings, Christmas, Eid</li> <li>Historical figures</li> <li>Chn talk about their family</li> <li>Changes from a baby to now</li> <li>Senses - smell, sight, touch, taste, hear</li> <li>Colour mixing - fireworks</li> <li>Signs of Winter, ice</li> <li>Cooking - cakes</li> <li>Listening to different music</li> <li>Instruments - celebration music</li> <li>Visit to church</li> </ul> <p><b>Key Texts:</b> Kipper's Birthday Rama and Sita</p> <p><b>Key Vocabulary:</b> celebration Bonfire night Guy Fawkes Diwali birthday wedding Christmas Jesus Christian Hindu</p>	<ul style="list-style-type: none"> <li>Naming the planets</li> <li>Building a rocket</li> <li>Famous astronauts</li> <li>Life in space</li> <li>Constellations</li> <li>Comparing day/night</li> <li>Explore forces/magnets</li> <li>Famous artist - Van Gogh Starry Night</li> <li>Change shade of blue</li> </ul> <p><b>Key Texts:</b> Professor Astro Cats Living in space On the moon Whatever Next!</p> <p><b>Key Vocabulary:</b> star moon sun orbit solar system Earth gravity space astronaut</p>	<ul style="list-style-type: none"> <li>Comparing town/country</li> <li>Features in locality - draw a map of journey to school</li> <li>Looking at different habitats</li> <li>Comparing life today and in the past (Stone Age)</li> <li>Signs of Spring</li> <li>Properties of materials</li> </ul> <p><b>Key Texts:</b> The smartest giant in town Charlie Cook's favourite book Room on a Broom Smeds and Smooos Cave Baby</p> <p><b>Key vocabulary:</b> woodland town extinct habitats fiction non-fiction</p>	<ul style="list-style-type: none"> <li>Growing vegetables</li> <li>Life-cycles</li> <li>Animals and their young</li> <li>Changes - baby, toddler, child, adult</li> <li>Observing caterpillars</li> <li>Labelling parts of a plant</li> <li>Planting a bean</li> <li>Facts about minibeasts</li> <li>Observational drawings</li> <li>Days of the week</li> <li>Visit to Hartshill Hayes</li> <li>Light/dark leaves - colour tone</li> </ul> <p><b>Key Texts:</b> Oliver's vegetables Jasper's Beanstalk The very hungry caterpillar</p> <p><b>Key Vocabulary:</b> grow seed root stem petal nutrients living things life-cycle cocoon/chrysalis bark</p>	<ul style="list-style-type: none"> <li>Famous pirates</li> <li>Part of a pirate ship</li> <li>Making own maps / follow maps</li> <li>Sea creatures</li> <li>Floating and sinking</li> <li>Looking at different holidays</li> <li>Compare life in different countries</li> <li>Recycling, pollution</li> <li>Signs of Summer</li> </ul> <p><b>Key Texts:</b> Knock, knock pirate A new home for a pirate Billy's bucket Commotion in the ocean The lighthouse keeper's lunch</p> <p><b>Key Vocabulary:</b> pirate Jolly Roger deck ocean/sea predator pier rock pool coral pollution</p>