



SUBSTANTIATING THE CURRICULUM: EYFS: RECEPTION

PSHE	PHYSICAL	COMMUNICATION AND LANGUAGE
<ul style="list-style-type: none"> Name and describe a range of emotions, read facial expressions and identify character feelings. Show understanding of how others are feeling Develop a positive self-image and know what it means to be a valued person. Explore diversity through similarities and differences and understand that we all have unique qualities- British Values. Explore and share own interests in a variety of group situations. Build up a range of strategies to self-calm and regulate e.g. counting to 10, deep breathes. Follow rules and instructions and understand why rules are important especially as a pedestrian. Establish and celebrate good relationships with friends and adults and develop strategies when sharing. To know that we all have different beliefs and celebrate special times in different ways. Play co-operatively, sharing and taking turns Show resilience and perseverance in everyday situations especially with challenge and when problem solving. Understand how we can take care of ourselves. Learning how to talk about our families and people and discussing why we love them and why they are so special. Discuss how to take care of ourselves, including healthy eating and how exercise affects different parts of our body. 	<ul style="list-style-type: none"> Use one handed tools Use comfortable pencil grip with good control - progressing to a tripod grip Use a knife and fork Put on and zip up own coat; dress and undress Wash and dry own hands; Independent toileting Blow own nose Keep healthy - diet, sleep, exercise, well-being, oral hygiene Develop overall body strength, co-ordination, balance and spatial awareness Use core strength to show good posture when sitting on the floor or at the table Develop range of ball skills - throwing, catching, kicking, passing, aiming Move with control in a variety of ways - running, skipping, crawling, hopping, climbing Develop an accurate and efficient handwriting style Can travel with confidence around, under, over and through equipment and apparatus 	<ul style="list-style-type: none"> Use manners - please, thank you, good morning To make their needs known to others Sit and listen to a story To listen attentively for a given period of time, 20 mins max Answer a simple question Ask questions to find out more information Offer explanation as to why something has happened Follow 2 part instructions; Talk in sentences To use connectives to join ideas To correctly use past, present and future tense To re-tell known stories; Recite poems and songs To express own opinions Learn and use new vocabulary Listen to, talk about different types of text - non-fiction, poems Hold a two way conversation with teacher or peer Contribute during small group and whole class discussions
UNDERSTANDING THE WORLD		
<ul style="list-style-type: none"> SCIENCE Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<ul style="list-style-type: none"> GEOGRAPHY Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate- maps 	<ul style="list-style-type: none"> HISTORY Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
CORE SKILLS		



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Essential skills to be used, applied and consolidated across the wider curriculum

READING	WRITING	MATHS
<p>Early Learning Goals: Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Early Learning Goals: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>Early Learning Goals:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others <div style="background-color: #333; color: white; text-align: center; padding: 2px;">RELIGIOUS EDUCATION</div> <div style="background-color: #eee; padding: 5px;"> <p>Similarities and differences between different religious and cultural communities in this country from experiences (rituals and festivals) and stories (see Understanding the World – Geography). Understand that many worldviews have a similar understanding of right and wrong and that a belief can unite people, but they may vary dependent on location and time.</p> </div>	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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EXPRESSIVE ARTS AND DESIGN			
ART	DT	MUSIC/DANCE	IMAGINATION
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques. • Explain their creations, explaining the process they have used • Draw and paint on different surfaces and in different ways such as in sand, chalk on the playground etc. • Draw upright and flat, hold pencil/paintbrush in a tripod grip. • Use drawings to tell a story. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used 	<ul style="list-style-type: none"> • Talks about how music/dance makes them feel - happy, sad, scared • Selects untuned instruments and makes different sounds • Play instruments, changing tempo & dynamics • Sing and perform a selection of nursery rhymes, songs and poems • Moves body in time to the music using simple gestures. 	<ul style="list-style-type: none"> • Use props and materials in their play • To re-tell known stories through role play • Use imagination to develop own story lines



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<ul style="list-style-type: none"> Experiment with the use of line, shape and colour. Explore colour mixing. Share creations, explaining the process used. 	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> Begin to create own movements in time to music 	
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THEMATIC TOPICS					
This is me	Let's celebrate	Not all heroes wear capes	Long, Long ago	How does your garden grow?	Our world and beyond
<ul style="list-style-type: none"> Learning nursery rhymes and songs about our bodies. Hobbies and interests. Recognising and naming a range of emotions. Talk about my house and who lives there. Keeping healthy Signs of Autumn Cooking- buttering toast <p>Key Texts: All are welcome here The colour monster Nursery Rhymes (Incy Wincy, Humpty Dumpty, Head, shoulders, knees and toes) London's burning, Miss Polly, The Wheels on the bus)</p> <p>Key Vocabulary: Rhyming Healthy Happy Sad Angry Excited Family Mum Dad Brother Sister</p>	<ul style="list-style-type: none"> Bonfire night , Diwali, Birthdays, Weddings, Christmas, Eid, Halloween Changes from a baby to now Senses - smell, sight, touch, taste, hear Colour mixing - fireworks Signs of autumn. Decorate biscuits Listening to different music Instruments - celebration music Visit to church <p>Key Texts: Kipper's Birthday Rama and Sita Little glow Julian is a bridesmaid.</p> <p>Key Vocabulary: celebration Bonfire night Diwali birthday wedding Christmas Jesus Christian Hindu Fireworks</p>	<ul style="list-style-type: none"> People who help us Superheroes Parents in to talk about jobs. Dress as a superhero for the day. Cooking- buttering crackers. <p>Key Texts: Supertato Non-fiction books</p> <p>Key Vocabulary: Superhero Vet Firefighter Doctor/Nurse Dentist Hairdresser</p>	<ul style="list-style-type: none"> Traditional tales Cooking- make porridge/easter nests. Easter <p>Key Texts: Goldilocks and the three bears The three little pigs Hansel and Gretel The papaya that spoke</p> <p>Key vocabulary: Fairytale Cottage Woods Castle Characters Setting Plot Sequence</p>	<ul style="list-style-type: none"> Growing vegetables Life-cycles Animals and their young Observing caterpillars Labelling parts of a plant Planting a bean Facts about minibeasts Observational drawings Days of the week Trip <p>Key Texts: Oliver's vegetables Jasper's Beanstalk The very hungry caterpillar The teeny weeny tadpole</p> <p>Key Vocabulary: grow seed root stem petal nutrients living things life-cycle cocoon/chrysalis bark</p>	<ul style="list-style-type: none"> Our local area Contrasting countries Space Under the sea and conservation. <p>Key Texts: Handa's surprise Look up How to catch a star Lost and found The rainbow fish</p> <p>Key Vocabulary: Maps Planets Sea creatures Rocket Space ship Moon Stars</p>



Every child Every chance Every day

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Auntie Uncle Grandparents					
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