

SUBSTANTIATING THE CURRICULUM: EYFS: RECEPTION

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
- Name a range of emotions and explain why they feel that way. I am happy because... - Show understanding of how others are feeling - Develop a Positive self-image - Build up a range of strategies to self-clam and regulate e.g. counting to 10, deep breathes - Wait their turn in a range of situations - Solve simple conflicts without the help of an adult - Confident in new situations and approaching new activities - Show resilience and perseverance in everyday situations - Follow rules and instructions - Understand why rules are important - Know right and wrong choices - Manage own needs (see Physical dev) - Establish good relationships with adults and peers - Ask for help when needed - Play co-operatively, sharing and taking turns	- 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	- 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		
SCIENCE - Can name 5 senses and describe things using these - Can say what plants need to survive - Can talk about different life cycles - Can name animals and their babies - Understand the need to respect and care for the natural environment and all living things - Explores forces - push/pull/float/sink/gravity/magnetism	GEOGRAPHY - Know where we live - type of house, number,etc - Know the town and country they live in - Compare England to another country - Can recognise, name and describe religious celebrations that happen in this country - Draw simple maps representing everyday journeys / environment; follow simple maps - Know key features and weather changes in each season	HISTORY - Talk about their family - Talk about changes - baby to now - Look at different jobs people do within the community - Ordering events using language - first, next, after that, in the end - Times of the day / days of the week - Features in the local areas - Introduce historical figures and some basic facts

Talk about properties of materials		
CORE SKILLS Essential skills to be used, applied and consolidated across the wider curriculum		
READING	WRITING	MATHS
- To recognise rhymes and continue a rhyming string - To clap syllables in a word - To recognise set 1 and set 2 sounds. - To begin to read red words (common exception words) - To read simple sentences containing words -set 1 and 2 sounds - To re-read sentences /simple books, build confidence & fluency - To re-tell stories and narratives using their own words and recently introduced vocabulary - Answer questions from a range of texts - Predict what might happen next in a story - 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 - To listen and respond to a wide range of high quality texts.	- To write recognisable letters, most of which are correctly formed - To write own name with letters correctly formed - To segment and spell words - To write simple sentences that can be read by others - Begin to use capital letters, full stops and finger spaces in independent writing - Re-read what they have written to check that it makes sense - Spell more complex words phonetically - Spell some red words (common exception words) correctly RELIGIOUS EDUCATION Similarities and differences between different religious and cultural communities in this country from experiences and stories (see Understanding the World – Geography)	- To recognise and order numbers to 10 - To count 10 objects accurately - To compare numbers within 10, saying which is greater / smaller / more than / less than - To subitise (recognise quantities without counting) up to 5 - To automatically recall number bonds to 5 - To recall some number bonds to 10 - To recall doubles - To explore & represent patterns up to 10 - odd/even, sharing - To name and describe 2D and 3D shapes - To compare size, length, weight and capacity of objects - To recognise and continue a repeating pattern - To follow and use positional language - To have a basic understanding of the concept of addition and subtraction
RELIGIOUS EDUCATION		

CHRISTIANITY

- Why is the word 'God' so important to Christians?
- Why do Christians perform nativity plays at Christmas?
- Why do Christians put a cross in an Easter garden?

THEMATIC

- Being special – Where do we belong?
- Which places are special and why?
- Which stories are special and why?

EXPRESSIVE ARTS AND DESIGN

ART

DT

MUSIC/DANCE

IMAGINATION

• Draw circles and lines (pre writing shapes) • Draw a detailed picture of themselves, with features • Observational drawings • Colour mixing	• Join items in a variety of ways - sellotape, glue, string, staplers • Build models of everyday objects • Review and improve work where necessary	• Talks about how music/dance makes them feel - happy, sad, scared • Selects instruments and plays them in time to music • Play instruments, changing tempo & dynamics	• 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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• Add white/black to change the shade • Hold a paintbrush using a tripod grip • Look at the work and style of famous artists	• Manipulate and sculpt materials such as clay, playdough, plasticine • Make collages using different materials	• Sing and perform a selection of nursery rhymes, songs and poems • Replicate a simple dance routine • Begin to create own movements in time to music	
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THEMATIC TOPICS					
This is me	Let's Celebrate	Space	The Smartest Gruffalo on the Broom	Secret Garden	Oh I do like to be beside the sea!

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-pumpkin soup 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) Key Vocabulary: Rhyming Healthy Happy Sad Angry Excited Family Mum Dad Brother Sister	• Bonfire night - Guy Fawkes, Diwali, Birthdays, Weddings, Christmas, Hannukah • Historical figures • Children talk about their family and ways they celebrate • Changes from a baby to now • Senses - smell, sight, touch, taste, hear • Colour mixing - fireworks • Signs of Winter, ice • Cooking - cakes • Listening to different music • Visit to church Key Texts: Kipper's Birthday Rama and Sita The Greatest Diwali Julian is a bridesmaid Key Vocabulary: celebration Bonfire night Guy Fawkes Diwali birthday wedding Christmas	• Naming the planets • Building a rocket • Famous astronauts • Life in space • Constellations • Comparing day/night • Explore forces/magnets • Famous artist - Van Gogh Starry Night • Change shade of blue Key Texts: Professor Astro Cats Living in space On the moon Whatever Next! Astro Girl Key Vocabulary: star moon sun orbit solar system Earth gravity space astronaut	• Comparing town/country • Features in locality - draw a map of journey to school • Looking at different habitats • Comparing life today and in the past (Stone Age) • Signs of Spring • Properties of materials Key Texts: The smartest giant in town Charlie Cook's favourite book Room on a Broom Cave Baby Key vocabulary: woodland town extinct habitats fiction non-fiction	• Growing vegetables • Life-cycles • Animals and their young • Changes - baby, toddler, child, adult • Observing caterpillars • Labelling parts of a plant • Planting a bean • Facts about minibeasts • Observational drawings • Days of the week • Light/dark leaves - colour tone Key Texts: Oliver's vegetables Jasper's Beanstalk The very hungry caterpillar Key Vocabulary: grow seed root stem petal nutrients living things life-cycle cocoon/chrysalis bark	• Famous pirates • Part of a pirate ship • Making own maps / follow maps • Sea creatures • Floating and sinking • Looking at different holidays • Compare life in different countries • Recycling, pollution • Signs of Summer Key Texts: Knock, knock pirate A new home for a pirate Billy's bucket Commotion in the ocean The lighthouse keeper's lunch Key Vocabulary: pirate Jolly Roger deck ocean/sea predator pier rock pool coral pollution
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