

Reception Curriculum Prime Areas - Autumn Term - All about me / People who help us

PSED			Communication and Language		Physical Development	
Self-Regulation	Managing Self	Building Relationships	Listening Attention and Understanding	Speaking	Fine motor	Gross motor
<p>To know how to select activities during to play.</p> <p>To know how to select and return equipment in the environment.</p> <p>To know how to complete simple jobs</p> <p>To know how to seek help from peers and staff</p> <p>To know how to identify feelings sad and angry</p> <p>To know how to ask for support for conflict resolution</p> <p>To know the class rules and the impact on others if they are not followed</p>	<p>To know where the toilets are and the protocol for accessing them. This includes the NSPCC 'Pants are Private' aspect of privacy.</p> <p>To know how to ask for support if they need the toilet</p> <p>To know how to wash hands</p> <p>To know to wash hands before eating and after the toilet</p> <p>To know why we wash hands</p> <p>To know the rules of the classroom (and school)</p> <p>To know the difference between right and wrong</p> <p>To know how to take turns</p>	<p>To know manners using 'please' and 'thank you'</p> <p>To know how to co-operate and play with others</p> <p>To know some children, need extra help and support with their physical or emotional needs</p> <p>To know that we live in a diverse society and world</p> <p>To know the term respect and explain and examples</p>	<p>To know how to sit in a circle for up to 10 minutes.</p> <p>To know how to look at the speaker, don't interrupt, sit nicely, think about what they are saying.</p> <p>To know how to copy repeat clapping patterns of three claps</p> <p>To know how to listen and repeat simple nursery rhymes</p> <p>To know how to answer a question from a text</p> <p>To know how to follow simple instructions building to three requests</p>	<p>To know how to take turns when speaking</p> <p>To know to face the person they are talking to in 1:1 dialogue</p> <p>To know how to talk at the appropriate speed and volume</p> <p>To know how vocal sounds can be made louder and softer</p> <p>To know how to respond to simple questions about what they have learned or what they will be learning related to plan, do, Review.</p>	<p>To know how to hold a pencil at the correct developmental level</p> <p>To know how to apply pressure when mark making</p> <p>To know how to trace a vertical line</p> <p>To know how to trace anticlockwise</p> <p>To know how to form letters correctly when developmentally appropriate</p>	<p>To know the commands, start and stop</p> <p>To know what a 'space' is and how to check they are in a space</p> <p>To know how to move around without bunching or touching each other</p> <p>To know how move fast and slow on command</p> <p>To know how to move around safely and exercise can help keep us healthy</p> <p>To know the body changes during exercise</p> <p>To know how to get and store outdoor equipment safely</p> <p>To know how to use 'risk-assessment' to identify and solve hazards</p>
<p>Children at the expected level of development will:</p> <p>Plan an activity in simplest terms, do it then feedback a broad outline of what they did.</p> <p>Access equipment that they need and put it away again</p> <p>Understand that it is OK to ask for help and initiate this process</p> <p>Follow a simple set of instructions</p>	<p>Children at the expected level of development will:</p> <p>Understand and work within the framework of a set of classroom or school rules</p> <p>Show understanding of the need to take turns and share attention</p> <p>Begin to verbalise feelings when conflict arises to find a resolution.</p> <p>Show an increased understanding of what is right or wrong in the classroom. Use the toilet independently. Wash their hands independently and understand when this is needed. Understand why keeping clean hands is healthy.</p>	<p>Children at the expected level of development will:</p> <p>Understand when to say 'please' and 'thank you'</p> <p>Form wider relationships with adults and older children beyond the classroom</p> <p>Invite other children to join in their play.</p> <p>Accept that people have differences and needs which should be respected</p>	<p>Children at the expected level of development will:</p> <p>Sit for a short period of up to 5-10 minutes as appropriately.</p> <p>Listen to and repeat a range of simple sound/rhythm patterns</p> <p>Successfully join in a story with a repeated</p> <p>Listen to and carry out a series of up to three instructions.</p> <p>Be able to verbalise the set of instructions back to an adult to show understanding.</p>	<p>Children at the expected level of development will:</p> <p>More confidently participate in small group and whole class discussions, most being able to take turns when contributing to a simple circle discussion, respond when asked or indicated by an adult.</p> <p>Have a 1-1 conversation face to face at an appropriate speed and volume.</p>	<p>Children at the expected levels of development will:</p> <p>Understand how to access key equipment, how to get it out and equally important how to put it away safely and tidily.</p> <p>Hold a pencil comfortably make controlled lines and shapes, starting letter formation. Safely and effectively use a range of tools and implements for manipulating malleable materials</p>	<p>Children at the expected level of development will:</p> <p>Stop and start on the agreed verbal/sound command.</p> <p>Find a space independently and put themselves in it.</p> <p>Move around a given space safely without colliding into others.</p> <p>Learn to adjust speed on instruction.</p> <p>Begin to understand the impact on their bodies of physical exercise and why it is healthy;</p>

Reception Curriculum Specific Areas - Autumn Term - All about me / People who help us

Literacy			Maths	
Word Reading	Comprehension	Writing	Number	Number Pattern
<p>To know words and print represent meaning and are comprised of letters</p> <p>To know letters are grouped together to make words which are grouped together to make sentences</p> <p>Pupils will follow the agreed whole school phonics curriculum to teach the children phased pure sounds and blends – Little Wandle.</p> <p>To know that words learn in phonics will appear in and can be read in home reading books</p>	<p>To know how to make predictions in stories based on pictorial and text clues</p> <p>To know how to handle a book carefully and to value it</p> <p>To know in English a book starts at the front cover and progresses to the back</p> <p>To know that in English text travels from left to right on the page and top to bottom</p> <p>To know how to follow the direction of text with a finger when reading</p>	<p>To know how to access all mark making equipment and make choices about what can be used</p> <p>To know how to 'record' their ideas, through mark making</p> <p>To know how to form with the correct orientation, size, and formation</p> <p>To know how to write their name</p> <p>To know phonic knowledge saying initial sounds when writing</p> <p>To know phoneme-grapheme link for all initial sounds (Set1 RWI)</p> <p>To know how to segment the sounds in simple words and blend them</p> <p>To know how to communicate meaning, representing some sounds correctly and in writing</p>	<p>To know how to sort objects by colour, size, or type</p> <p>To know there are different ways of making a group of 5</p> <p>To know how to identify the criteria for sorting and sort by a given criterion</p> <p>To know odd one out and say why</p> <p>To know how to add and subtract to 5 using the term total</p> <p>To know how to subitise to 5</p> <p>To know how to identify one more and that this is the same as the next number in the number sequence</p> <p>To know 'one less' for numbers to 5 and to know that this can be found by counting backwards</p> <p>To know how to count on one more at a time from a given number up to five and to know how to count back from a number under five</p>	<p>To know how to count forwards and backwards to 5 and then 10</p> <p>To know how to count objects using 1:1 correspondence in a variety of arrangements</p> <p>To know number names and corresponding numerals from 0-5 and count from 0-5 independently and correspond with objects</p> <p>To know the last number counted is the 'sum' and this is the 'total'.</p> <p>To know that once counted the number stays the same regardless of the arrangement</p> <p>To know how to sequence number to 5</p> <p>To know 1:1 correspondence when counting i.e., line up, touch and say the number</p> <p>To know the terms 'most' or the 'fewest' in relation to quantity of objects</p>
<p>Children at the expected level of development will:</p> <p>Understand that print carries meaning, words are made up of letters and are grouped together in sentences.</p> <p>Follow text with their fingers as they 'read'</p>	<p>Children at the expected level of development will:</p> <p>Handle books with care, understanding their orientation and direction. Listen to and respond to stories with increasing interest and recall. Retell what they have heard both in their own words as well as repeating learned vocabulary from the story</p>	<p>Children at the expected level of development will:</p> <p>At their own developmental level, record their thoughts by making marks with self-chosen activities. Understand that the print that they make carries meaning. Make sure their name is represented on all pieces of work.</p>	<p>Children at the expected level of development will:</p> <p>count securely at least 5 objects and correspond correctly when they count</p> <p>Give a sum when counted, write the numerals 0-5 with the correct formation</p> <p>Sort objects based on a given/ self-selected criterion</p> <p>Compare groups of both identical and non – identical objects and say which group has most /fewest</p> <p>Count the total, subitise groups of 5 objects</p>	<p>Children at the expected level of development will:</p> <p>Count backwards and forwards fluently to at least 5 (all) and (most) to 10.</p> <p>Compare groups of a minimum of 5 objects with all being able to say (without counting) which is the largest or smallest group);</p> <p>Use the vocabulary of comparison for groups of objects</p>

- To know common 2D and 3D shapes (square, circle, triangle, rectangle sphere, cube, cone)
- To know how to identify them by their features (vertices, faces, sides)
- To know the times of main events in the day and tell the time, o'clock including the vocabulary now, before, after, soon, later, next
- To measure using non-standard units including the vocabulary (longer, shorter) height (taller, shorter) breath (wider, narrower)
- To know the vocabulary for capacity full, empty, extend to half full, nearly full, nearly empty
- To know positional language, on top, underneath, next to, behind and in front of.

- To know the value of 1p,2p,5p and 10p coins

Reception Curriculum Specific Areas - Autumn Term - All about me / People who help us

Expressive Art and Design		Knowledge and understanding		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>To know where resources are stored and can be selected independently</p> <p>To know how to mix powder paint and the names of primary and secondary colours</p> <p>To know how to mix secondary colours</p> <p>To know how to make a colour lighter using white</p> <p>To know that people have different skin colours, and these should appear in their pictures</p> <p>To know how to 'plan' thinking of what to achieve/make/create</p> <p>To know how to select the best materials for their plan and justify choices</p> <p>To know how to hold scissors to snip-developmentally appropriate</p>	<p>To know nursery rhymes and songs (linked to MTP)</p> <p>To know how to access technology to put on music</p> <p>To know how to move in different ways and link these movements to create a sequence</p> <p>To know how to respond to music with movement</p> <p>To know how to act out stories in role-play (Link to Helicopter Stories)</p> <p>To know they can make their own book to tell a story</p>	<p>To know the vocabulary directly linked to features of their own environment i.e., brick, wood, metal.</p> <p>To know the names of materials around the school and their texture – straight, curved, rough, smooth, cold,</p> <p>To know the features of school and home</p> <p>To know in the local area buildings are used for a range of purposes; nursing home, church, playground, pub.</p> <p>To know some buildings are used by people to worship and talk to their god.</p> <p>To know what a celebration is, and that people celebrate special occasions in special places</p> <p>To know different families and faiths are celebrated for some different reasons</p>	<p>To know how to describe natural resources, how they feel, soft or hard, rough / smooth</p> <p>To know natural and man-made and which features in the environment are natural</p> <p>To know some things are living and some things are not</p> <p>To know wood comes from trees which grow</p> <p>To know the names of basic animals and plants and the differences between pet/farm/wild animals</p> <p>To know some characteristics of animals such as legs, ears, fur, teeth, tails etc. and how to identify animals</p> <p>To know that to sustain life living things need food, water, shelter.</p> <p>To know some animals, eat other animals and some eat plants, and some eat both and they live in different environments</p>	<p>To know the vocabulary of past, present and future.</p> <p>To use the terms yesterday, today, and tomorrow correctly</p> <p>To know some personal history and sequence pictures from their own life</p> <p>To know that some things happened a long time ago</p> <p>To know that this was a very long time ago before people were around. This learning can be supported by a range of non-fiction texts. Small world should have a range of dinosaurs for the children to role play and interact with.</p> <p>To know the chronology of a family, grandparents, parents, children</p> <p>To know some differences between life in the past and now</p>
<p>Children at the expected level of development will: Use PDR to explain creations and materials selected. Use informed judgement to choose the best materials to complete the job Choose and mix colours they need. Hold and begin to use scissors with increased confidence.</p>	<p>Children at the expected level of development will: Move responding to the speed, volume, mood, and tempo of music. Introduce narratives in role play, explaining stories Select appropriate equipment. Name and mix colour including different colours for skin to society and community.</p>	<p>Children at the expected level of development will: Talk about materials at home and school i.e., wood, metal, fabrics and features Talk about communities use key vocabulary characteristics such as town or city. Talk about the features/ use of buildings in local environment. Understand that people have different faiths and celebrate in different ways.</p>	<p>Children at the expected level of development will: Verbalise the difference between natural and man-made objects. Understand that some things are alive, and some things are not. Name and recognise a range of basic pets, farm, zoo and wild animals and their habitats. Talk about the simplistic characteristics of animals including dinosaurs. Understand what animals need to ensure they can stay alive. Understand that different animals need different environments to live in.</p>	<p>Children at the expected level of development will: Sequence a simple series of events into a chronology. Understand the language of the passage of time past, present, and future in events linked to their own lives and experiences. Know that some things happened a very long time ago.</p>

Additional Technology:

- Children need to use and access a range of technology equipment in the learning environment
- For pieces of equipment that the children are expected to use with regularity such as CD player or tablet, children need to be taught how to turn it on and use it as it is intended
- Children need to be taught how to take care of electronic equipment – away from water, not left on the floor et.
- Children need to know that technology is used throughout the whole of our world and should discuss in class time instances of use such as tills, medical equipment, computers
- Children are able to verbalise and remember technology that is in their homes and familiar environments.

- Role play planning needs to enable pupils to use technology in play activities and observations should assess where they use them and the language and skills they reflect during their self-initiated activities -consider the 'Domestic Role-play' area to have an office, telephone, iPad.

Reception Curriculum Prime Areas - Spring Term - Dinosaurs / Growing

PSED			Communication and Language		Physical Development	
Self-Regulation	Managing Self	Building Relationships	Listening Attention and Understanding	Speaking	Fine motor	Gross motor
<p>To know how to use the phrases, I will use.... Because: and then.... Next..... As a result, children will expand the complexity of their reasoning and predictions. (PDR)</p> <p>To know how to reflect on the use of class rules</p> <p>To know how to describe and assess what went well with their self-directed learning (PDR) and saying why they are pleased / things they would like to change.</p>	<p>To know how to wait for a longer duration for their turn</p> <p>To use complex sentences and descriptions during conflict resolution. i.e., "I can see you are cross; can you tell me about it?" then "Well, how can we sort this out do you think?"</p> <p>To know how to express feelings and how these link to emotions i.e., feeling scared because... or feeling happy because...</p> <p>To know that the actions of others impact on feelings</p> <p>To know how to make healthy choices and explain why it is healthy</p> <p>To know 'less healthy' foods such as crisps and chocolate are 'treats' and they are not so good for your body.</p>	<p>To know and use the term 'excuse me'</p> <p>To know about exclusion and inclusion and be able to talk about how it feels when you have nobody to play with</p> <p>To know language and behaviour can have a negative effect on others</p> <p>To know they can make choices about how they treat others and adults should</p>	<p>To know how to behave in larger group settings such as assembly</p> <p>To know what a rhyme is</p> <p>To know where a rhyming word is in a text</p> <p>To know an increasing number of traditional nursery rhymes and poems that can be learned off by heart</p> <p>To know a story to re-tell using actions and repetitive language</p> <p>To know how to listen and answer questions about a story and give reasoning</p>	<p>To know how to play turn taking games</p> <p>To know past tense using the terms 'went' 'yesterday' 'last week'</p> <p>To know how to sequence 3 things in time order using the terms first, next, then</p> <p>To know the grammatically correct version of tense</p> <p>To know about the immediate past and events from earlier in their lives</p> <p>To know how to actively link simple sentences in speech with a range of basic conjunctions</p> <p>To know how to answer 'why' and 'how' questions using 'because'</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors correctly to snip then cut in straight lines moving to cutting curved shapes</p> <p>To know how to remove jumpers/ coats and shoes and put them back on independently.</p> <p>To know how to fold clothes neatly and take responsibility for placing them where they can find them</p> <p>To know how fasten press studs, buttons, zips, padlocks, and other fastenings</p>	<p>To know how to change direction of travel</p> <p>To know the rules of pursuit games, that apply direction changes, moving safely yet quickly in a space</p> <p>To know how to jump and land properly with feet together and bended knees two feet to two feet.</p> <p>To know how to catch a large ball with both hands and how to kick it</p> <p>To know how to push, roll and to throw the ball back in the direction of the target.</p> <p>To know how to move across a pace safely on the balance bike, taking into consideration the space of others.</p> <p>To know hearts beat faster when we exercise</p>
<p>Children at the expected level of development will: Use more sophisticated and complex sentences when planning or reviewing their self-directed learning. Show evidence that they understand the impact of both positive and negative behaviours on others around them. Unpick key aspects of their own performance or characteristics that they think are positive.</p>	<p>Children at the expected level of development will: Wait for longer periods to speak or take turns, listening to the ideas of others. Participate in conflict resolution, taking some responsibility for how it can be resolved. Develop an understanding that some foods are good for your body and help you grow fit and strong. Conversely, some foods are 'treats' and you can eat them, but less often. Understand that some foods are healthy and eating too much of some other foods is not so good for us. Understand how to make decisions about food choices the impact of these.</p>	<p>Children at the expected level of development will: Courtesy and manners embed as part of their everyday activities. Verbalise characteristics that they admire in peers. Understand that how they treat other children is a choice and they can choose to treat others with respect. Spot when children need to be included in play.</p>	<p>Children at the expected level of development will: Listen attentively to a short story and behave appropriately. Spot and use a rhyming word in a text or song/story. Respond to and comment on what they have heard, most without prompting or scaffolding their response. They use and apply the modelled sentence structures that they have been working on in small group and teacher lead activities.</p>	<p>Children at the expected level of development will: Use the correct grammatical language when speaking in the past and present tense, maintain consistency with tense. Sequence pictures and events into a simple time sequence. Explain an idea/concept/activity that they have done in the immediate or more distant past. Link two or more simple sentences with 'and' and 'then' 'next' etc. Understand and answer simple how and why questions. Answer in full grammatically correct sentences, often starting with 'because...'</p>	<p>Children at the expected levels of development will: Children can dress themselves for PE and for outdoor learning with very little, if any support, able to fasten and secure clothes independently. Children are learning to self-select the appropriate materials for the job and can use cutting, joining and mark making equipment with increased confidence.</p>	<p>Children at the expected level of development will: Change direction on command when moving at an increasing range of travelling speeds. Push, throw, kick, and catch a large ball, aiming it in the general direction they wish it to go. Jump and land safely from the ground and from low height obstacles. Use and apply learned letter formation in self-directed learning;</p>

Reception Curriculum Specific Areas - Spring Term - Dinosaurs / Growing

Literacy			Maths	
Word Reading	Comprehension	Writing	Number	Number Pattern
<p>To read tricky words and sounds/blends from phonics programme in class texts</p> <p>To know how to blend sounds.</p> <p>Pupils will follow the agreed whole school phonics curriculum to teach the children phased pure sounds and blends.</p>	<p>To know that books are our 'friends' and how to look after books</p> <p>To know how to predict events in a story</p> <p>To re-tell a story using the key highlights and events</p> <p>To know the name and key information on the front and back cover of a book</p> <p>To know how to predict what the text is about using pictorial clues</p> <p>To know familiar texts (Favourite Five)</p>	<p>To know how to write their name on every piece of work – extend to surname where developmentally appropriate</p> <p>To know how to write captions, notes, and labels in play (developmentally appropriate emergent to phonetically correct)</p> <p>To know what a rhyme is and how to predict it</p> <p>To know how to write the common exception 'and' and 'the'</p> <p>To know how to self-check letter formation (letter mats)</p>	<p>To know the term zero, numeral 0 and vocabulary 'nothing there' and 'all gone'.</p> <p>To know how to add and subtract numbers to 5, then 10 by combining groups</p> <p>To know numbers can be combined using smaller numbers</p> <p>To know adding means to grow bigger and subtracting relates to taking a number away</p> <p>To know pairs of numbers that go together to make 5 (number bonds)</p> <p>To know how to subitise numbers to 5</p> <p>To know the 'part-part-whole' model to support adding</p> <p>To know to count on or back to answer a problem when adding/ subtracting single digit numbers</p>	<p>To know the place value of numbers to 10</p> <p>To know how to count on and back to 10 (extend to 20 when developmentally appropriate)</p> <p>To know how to estimate groups of objects to 10 and count to check</p> <p>To know how to count on from any given number</p> <p>To know one more and one less for numbers up to 10</p> <p>To know the numeral to match objects in a group of 0-10 objects</p> <p>To know the term even when comparing groups</p> <p>To know double and half to 10</p>
<p>Children at the expected level of development will: Use the relevant phonics assessment from the school's own phonics scheme.</p>	<p>Children at the expected level of development will: Listen and predict ahead in stories of increasing complexity and length. Understand that books and reading have value. Recall significant events of stories in order Begin to make informed predictions about what will happen next in a story or rhyme Incorporate stories and rhymes into their self-directed learning and play.</p>	<p>Children at the expected level of development will: Recognisably write their names on all pieces of work. Make notes and captions independently when working on self-directed activities, Learn how to build words using phonic cues Learn the spelling of some simple and basic exception words to support simple sentence building.</p>	<p>Children at the expected level of development will: Children understand and accurately use zero. Recognise a group of 5 without counting it (subitise) Count securely at least 10 objects and correspond correctly when they count Give the sum of the group once they have counted Write the numerals 0-10 with the correct formation consistently correctly</p>	<p>Children at the expected level of development will: Count securely up to and back from 10; Recognise when the total of two groups are the same and call them 'even'; Be able to contextually use the language of doubling and halving as part of their self-directed learning activities. Children can split a group of objects and share it in to two equal groups and understand they have split it in half</p>

- To know common 2D and 3D shapes (square, circle, triangle, rectangle sphere, cube, cone)
- To know how to identify them by their features (vertices, faces, sides)
- To know the times of main events in the day and tell the time, o'clock including the vocabulary now, before, after, soon, later, next
- To measure using non-standard units including the vocabulary (longer, shorter) height (taller, shorter) breath (wider, narrower)
- To know the vocabulary for capacity full, empty, extend to half full, nearly full, nearly empty
- To know positional language, on top, underneath, next to, behind and in front of.
- To know the value of 1p,2p,5p and 10p coins

Reception Curriculum Specific Areas - Spring Term - Dinosaurs / Growing

Expressive Art and Design		Knowledge and Understanding		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>PDR – To know the vocabulary enabling them to explain the effect they are wishing to achieve when working with creative materials (cutting, joining, selecting, and combining)</p> <p>To know the properties of different materials i.e., PVA is runny and why these can be used for different purposes</p> <p>To know how the properties of materials can change when combined</p> <p>To know vocabulary of textures rough, smooth, bobbly, fuzzy,</p> <p>To know new songs and perform them confidently</p> <p>To know the term 'tempo' and how it relates to the speed of a song</p> <p>To know how to respond to temp when moving to music.</p>	<p>To know how to work in a group to create a shared narrative for their role play</p> <p>To know that narratives can be recorded with mark making</p> <p>To know how to change pace when moving to music using the terms shuffle, wiggle, bounce, etc.</p> <p>To know that they can evaluate music choices and their opinion matters (Rights and Respecting)</p> <p>To know that music can be linked to feelings and mood</p>	<p>To know people, live in communities.</p> <p>To know the terms village, town, city.</p> <p>To know about materials used in the buildings and identify simple similarities and differences</p> <p>To know about how children live in different countries</p> <p>To know about different climates</p> <p>To know some stories and songs about families from cultures around the world to understand that these structures are worldwide</p> <p>To know family communities do not all look identical and there are other family structures that may be similar or different to their own</p>	<p>To know the names of the seasons and their broad weather/climatic and natural features</p> <p>To know how natural features such as trees or plants change with the seasons</p> <p>To know that nature is living things and these change over time i.e. grow a bean/ welly walks</p> <p>To know that animals live in habitats</p> <p>To know how to use magnifying glasses and pooters to examine habitats</p> <p>To know the life cycle of a caterpillar</p> <p>To know that matter can change even when it is not living i.e., ice melts</p> <p>To know about reversible and irreversible changes</p>	<p>To know the chronology of family from grandparents</p> <p>To know similarities and differences between themselves now and their lives as compared to a specific chosen point in history i.e., when a certain book character was alive or when grandparents were little.</p> <p>To know how to create a simple timeline and order historical sources on to a timeline</p>
<p>Children at the expected level of development will: Use increasingly sophisticated vocabulary to effectively describe properties and textures of materials and media expanding single words into simple sentences. Respond and move to a range of different types and tempos of music;</p>	<p>Children at the expected level of development will: Share and build narratives as part of a group Record their stories with mark making using the sounds, words, and aspects of sentence structure that they can formulate. Explain and recall their narratives to adults and children in the setting</p>	<p>Children at the expected level of development will: Children can express an opinion on the environment that they live. Talk about how people who live in contrasting environments, talk about features of these environments, and use comparative language discussing both similarities and differences. Talk about how families can be different as well as similar in culture, faith, and orientation.</p>	<p>Children at the expected level of development will: Show that they understand that the year is split into seasons which have names that they will be able to recall. Relate simple explanation of key features of each season, understanding that the environment is subject to changes as the seasons progress through the year. Understand and explain how some key changes happen in plants and animals as they grow and develop. They can relate this to themselves and humans.</p>	<p>Children at the expected level of development will: Talk about how their lives are similar or different to lives of others in the past from family or stories. Sequence a group of objects into a simple timeline order based on a discussion about their properties.</p>

Additional Technology:

- Children need to know specific uses for computers
- Learn how to swipe on a screen and access an app that they a) self -elect b) are directed to select
- Children learn how to access and use independently a range of appropriate apps that support learning in the class
- Children begin to learn that there are some very positive uses of computers however sometimes there are scary things that happen when you are on games or on the internet. (E-safety) See *the additional support materials on E-safety in EYFS*.
- Children need to learn that you are responsible for being kind to each other when online

Reception Curriculum Prime Areas - Summer Term - Ocean Treasure / Jungle

PSED			Communication and Language		Physical Development	
Self-Regulation	Managing Self	Building Relationships	Listening Attention and Understanding	Speaking	Fine motor	Gross motor
<p>To know how to assess their work and suggest improvements</p> <p>To know how to facilitate regular, sustained responsibilities</p> <p>To know how to positively peer review (PDR)</p>	<p>To know how to conflict resolve.</p> <p>To know how to sort 'healthy' and 'unhealthy' foods.</p> <p>To know the positive benefits of eating healthy foods</p> <p>To know the foods that they choose have impact on their health.</p> <p>To Know you can eat more of some foods because they are healthy.</p> <p>To know how to select healthy foods</p> <p>To know they need certain foods to help them grow.</p>	<p>To know that they sometimes need to compromise.</p>	<p>To know the answer to questions asked in assembly and whole school events</p> <p>To know how to sit and listen to a story for 15 minutes</p> <p>To know how to answer how and why questions</p> <p>To know how to predict events in a text based on what they have heard in a story.</p> <p>To know how to identify rhyme in texts</p> <p>To know an extended vocabulary related to topic and texts</p>	<p>To know the term past and present</p> <p>To know future tense</p> <p>To know how to answer in full grammatically correct sentences</p> <p>To know how to speak in longer sentences with connectives 'and' and 'because'</p> <p>To know how to expand a sentence explaining why</p> <p>To know how to ask how and why questions</p> <p>To know how to confidently ask questions</p>	<p>To know how to get changed independently</p> <p>To know how to fasten shoes</p> <p>To know how to join materials – children to self-assess using star stages</p> <p>To know how to form all letters correctly with correct orientation and consistent in size</p>	<p>To know how to find a space and follow instructions.</p> <p>To know the instructions: Over, Under Around, Through</p> <p>To know how to 'balance' on one foot then one foot and hand.</p> <p>To know how to balance while travelling</p> <p>To know a 3-sequence movement</p> <p>To know how move equipment safely</p> <p>To know about 'risk-assessing' their environment.</p> <p>To know about sun safety and keeping hydrated.</p> <p>To know the vocabulary hydration and dehydration</p>
<p>Children at the expected level of development will: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas and actions.</p>	<p>Children at the expected level of development will: Be confident to try new activities and show independence, resilience, and perseverance in the face of true challenge. Explain the reasons for the rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;</p>	<p>Children at the expected level of development will: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.</p>	<p>Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Children at the expected level of development will: Participate discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.</p>	<p>Children at the expected levels of development will: Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and co-ordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

Reception Curriculum Specific Areas - Summer Term - Ocean Treasure / Jungle

Literacy			Maths	
Word Reading	Comprehension	Writing	Number	Number Pattern
<p>Read Write Inc: To know the set 1 and 2 sounds.</p> <p>To know how to blend and read green words related to sounds taught.</p> <p>To know how to read red words in texts and out of context.</p>	<p>To know how to select a book and reason choices</p> <p>To know repetitive phrases and apply to independent writing</p> <p>To know how to predict and justify reasoning based on knowledge of a text</p> <p>To know how to think beyond the literal</p> <p>To know how to make comparisons between stories</p> <p>To know how to de-coding unfamiliar words and read 'tricky' words by sight</p>	<p>To know that sentences start with a capital letter and end in a full stop</p> <p>To know how to verbalise and then write a simple sentence using phonics knowledge</p> <p>Children should be encouraged to write for a purpose, posting letters, creating an invite for parents etc.</p> <p>To know the importance of writing for a purpose</p>	<p>To know inverse addition and subtraction are inverse</p> <p>To know quantities can be changed by adding more.</p> <p>To know how to add amounts and find the total</p> <p>To know how to count on when adding.</p> <p>To know that counting back can be used for subtracting numbers</p> <p>To know the terms odd and even</p> <p>To know quantities can be shared into equal groups, none left over = even one left over = odd</p> <p>To know bonds to 5 & 10.</p>	<p>To know how to count on and back to 20</p> <p>To know quantities and match correct numerals</p> <p>To know how to order numbers to 20</p> <p>To know correct formation for numbers to 20</p> <p>To know which number is one more, one less from a given number between 0 and 20</p> <p>To know how to double amounts</p> <p>To know the relationship between half and double</p> <p>To know the vocabulary half, share, double</p>
<p>Children at the expected level of development will: Say a sound for each letter in eh 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>	<p>Children at the expected level of development will: 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 during role-play</p>	<p>Children at the expected level of development will: 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.</p>	<p>Children at the expected level of development will: Have a deeper understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) 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>	<p>Children at the expected level of development will: 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.</p>

- To know common 2D and 3D shapes (square, circle, triangle, rectangle sphere, cube, cone)
- To know how to identify them by their features (vertices, faces, sides)
- To know the times of main events in the day and tell the time, o'clock including the vocabulary now, before, after, soon, later, next
- To measure using non-standard units including the vocabulary (longer, shorter) height (taller, shorter) breath (wider, narrower)
- To know the vocabulary for capacity full, empty, extend to half full, nearly full, nearly empty
- To know positional language, on top, underneath, next to, behind and in front of.
- To know the value of 1p,2p,5p and 10p coins

Reception Curriculum Specific Areas - Summer Term - Ocean Treasure / Jungle

Expressive Art and Design		Knowledge and Understanding		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>To know how to make sounds on instruments that link to their own emotions and explain reasoning</p> <p>To know and explain how music and movement has an impact on how they feel.</p> <p>To know how to put emotion into their movement</p>	<p>To know how to create complex characters for role play narratives</p> <p>To know movement instructions to guide others to move.</p> <p>To know how to record their sequences pictorially or in words</p> <p>To know how to move expressively with or without music.</p> <p>To know how to evaluate creations</p> <p>To know how to improve models and creations</p>	<p>To know a picture of the environment can be captured on a map</p> <p>To know how to use a map</p> <p>To know how a simple map or plan of the wider local environment works</p> <p>To know how to represent a known journey</p> <p>To know how to use maps, charts, atlas and a globe to use the vocabulary country, sea, globe, world, land.</p> <p>To know we live on an island and explain what that means.</p>	<p>To know about contrasting features of environments such as mountains, rivers, seaside, places they have visited or seen in books.</p> <p>To know what natural features are and describe what them in their creation</p> <p>To know the vocabulary 'rocky', grassy, sandy, high, deep etc.</p> <p>To know how actions of people can impact on environments</p> <p>To know about the word pollution</p> <p>To know that there is a wider world beyond home and school</p>	<p>To know some jobs in society and how they help us</p> <p>To know some ideas of jobs that they could do when they grow up</p>
<p>Children at the expected level of development will: 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. Make use of props and materials when role playing characters in narratives and stories</p>	<p>Children at the expected level of development will: Invent, adapt, and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poetry and stories with others and – when appropriate try to move in time with the music.</p>	<p>Children at the expected level of development will: 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 – where appropriate – maps.</p>	<p>Children at the expected level of development will: 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 state of matter.</p>	<p>Children at the expected level of development will: 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</p>

Additional Technology:

- Children should watch an adult modelling the use of Scratch to do simple coding exercise
- Children will need to practice directing each other to create a sequence of instructions.
- Children need to learn simple coding sequence and explain how they completed it
- Adults teach children to undertake a simple coding procedure on Scratch to do a simple action