



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>Children recognise their feelings: happy, sad, tired, angry, and worried.</p> <p>Children can respond to their feelings with support.</p> <p>Children can share resources with adult support.</p> <p>Children can identify what they are going to do and explain afterwards what they have made/ where they have been learning.</p> <p>Children respond to classroom routine 'stop, look, listen.</p>	<p>Children know how to use the toilet independently or ask for support if needed.</p> <p>Children know how to wash their hands and why it is important.</p> <p>Children to know and follow the school and classroom rules.</p> <p>Children are able to sit and listen on the carpet for up to five minutes.</p> <p>Children know how to follow the classroom behavioural expectations.</p> <p>Children will learn to sustain focus on a task even when it is challenging and not going to plan.</p> <p>Children can seek out a familiar adult when they need help or are upset.</p>	<p>Children to begin to share resources with peers.</p> <p>Children can play alongside others and begin to play with others.</p> <p>Children know what good manners are and use 'please' and 'thank you' correctly.</p> <p>Children know who the key adults in school are and their role.</p> <p>Children know that we live in a diverse society.</p>	<p>Children will listen to and follow one step instructions.</p> <p>Children can sit and listen to an adult for up to 5 minutes.</p> <p>Children learn to look at the speaker and not interrupt.</p> <p>Children will be able to listen and then repeat clapping patterns (3 claps)</p> <p>Children will be able to listen to nursery rhymes and stories and answer questions.</p>	<p>Children will be able to turn take when they need to speak.</p> <p>Children will learn to look at and face the person speaking.</p> <p>Children can identify that we can speak louder and softer.</p> <p>Children will be taught to speak at the appropriate speed and volume.</p> <p>To know how to respond to simple questions about learning in Plan-Do-Review.</p>	<p>Children can hold a pencil at the correct developmental level.</p> <p>Children can apply pressure when mark making.</p> <p>Children know how to trace a vertical line.</p> <p>Children know how to trace anticlockwise.</p> <p>Children will be taught how to form letters correctly when developmentally appropriate in line with Little Wandle Scheme</p>	<p>Children know the commands, start, and stop.</p> <p>Understand what a 'space' is and how to check they are in a space.</p> <p>Children know how to move around without bunching or touching each other.</p> <p>To move fast and slow on command</p> <p>Children know how to move around safely, and exercise can help keep us healthy.</p> <p>Children understand that the body changes during exercise.</p> <p>Children can use equipment safely.</p> <p>Children can identify hazards in the environment.</p>
<p><b>Children at the expected level of development will:</b></p> <p>Plan an activity identifying where and what they will do.</p> <p>Be able to ask for help.</p> <p>Respond and follow classroom rules and routines.</p> <p>Understand how they feel and name these feelings.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Understand the classroom rules and begin to start to manage conflict resolution.</p> <p>Use the toilet independently including hand washing.</p> <p>Begin to show resilience.</p> <p>Sits and listens for five minutes.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Children have secure relationships with familiar adults.</p> <p>Play with peers.</p> <p>Understand that we are all different and can have different needs.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Children can sit for a up to 5 minutes.</p> <p>Listen and repeat rhythm pattern.</p> <p>Join in with story with repeated phrases.</p> <p>Follow one step instruction.</p> <p>Repeat back a set of instructions.</p>	<p><b>Children at the expected level of development will:</b></p> <p>More confidently participate in discussions.</p> <p>Turn taking in discussions.</p> <p>Respond when asked by an adult.</p> <p>Appropriate 1:1 conversations with four exchanges.</p>	<p><b>Children at the expected levels of development will:</b></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.</p> <p>Safely and effectively use a range of tools and implements for manipulating malleable materials.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Stop and start on the agreed verbal/sound command.</p> <p>Find a space independently.</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>Children know what letters are and that they are represented in print.</p> <p>Children know that letters are grouped to make words.</p> <p>Children will know that words are put together to create a sentence.</p> <p>Pupils will know phase 2 graphemes and phase two tricky words.</p> <p>Children will know plurals by adding an s at the end of a word.</p> <p>Children will be able to recognise words that they have learnt within their home reading books.</p>	<p>Children know how to handle a book with care.</p> <p>Children know the features of a book, front cover, spine back cover.</p> <p>Children to make predictions in stories based on pictorial and text clues.</p> <p>Children know in English a book starts at the front cover and progresses to the back.</p> <p>Children know how to follow the direction of text with a finger when reading.</p> <p>Children are taught in English, the text travels from left to right on the page and top to bottom.</p>	<p>Children are taught how to access all mark making equipment in provision.</p> <p>Children will know how to 'record' their ideas, through mark making.</p> <p>Following the Little Wandle scheme children are taught to form letter correctly.</p> <p>Children will know how to write their name.</p> <p>Children will identify initial sounds using phonic knowledge when writing.</p> <p>Children to know phoneme-grapheme link for all initial sounds.</p> <p>Children will be able to segment the sounds in simple words and blend them.</p> <p>Children can 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 suberise 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><b>Children at the expected level of development will:</b></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><b>Children at the expected level of development will:</b></p> <p>Handle books with care, understanding their orientation and direction.</p> <p>Listen to and respond to stories with increasing interest and recall.</p> <p>Retell what they have heard in their own words as well as repeating learned vocabulary from the story</p>	<p><b>Children at the expected level of development will:</b></p> <p>At their own developmental level, record their thoughts by making marks with self-chosen activities.</p> <p>Understand that the print that they make carries meaning.</p> <p>Children can write their own name.</p>	<p><b>Children at the expected level of development will:</b></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><b>Children at the expected level of development will:</b></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		Understanding the World		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>Children are familiar with the environment and where the core provision is in the classroom.</p> <p>Children can mix and identify primary and secondary colours.</p> <p>Children will be able to make paint lighter and darker using white and black to mix.</p> <p>Children are taught to observe skin tones and that know that people have different skin colour. These should be represented 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>Children to sing and learn a selection of known songs.</p> <p>Children will respond to music and move according in different ways.</p> <p>Children will be taught how to act out stories in role play this can be linked to Helicopter Stories.</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>Children can sort natural and man-made items.</p> <p>Children will be able to use adjectives to describe natural and man-made items.</p> <p>Children know that word comes from tress.</p> <p>Children are taught that some things are living, and some are not.</p> <p>Children to learn about some names of animals and plants.</p> <p>Children to be able to categories farm, pet and wild animals.</p> <p>Children to know the characteristics of animals and how to use these to help identify them.</p> <p>Children will know that animals need to eat and drink to stay alive and that they eat different things.</p>	<p>Children know the vocabulary past, present and future.</p> <p>Children are able to use the terms Yesterday, Today and Tomorrow correctly.</p> <p>Children know their personal chronology. And can explain some differences between past and now.</p> <p>Children know the term long time ago.</p>
<p><b>Children at the expected level of development will:</b></p> <p>Use PDR to explain creations and materials selected.</p> <p>Use informed judgement to choose the best materials to complete the job.</p> <p>Choose and mix colours they need.</p> <p>Hold and begin to use scissors with increased confidence.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Move responding to the speed, volume, mood, and tempo of music.</p> <p>Introduce narratives in role play, explaining stories Select appropriate equipment.</p> <p>Name and mix colour including different colours for skin to society and community.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Talk about materials at home and school i.e., wood, metal, fabrics and features.</p> <p>Talk about communities use key vocabulary characteristics such as town or city.</p> <p>Talk about the features/ use of buildings in local environment. Understand that people have different faiths and celebrate in different ways.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Verbalise the difference between natural and man-made objects.</p> <p>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.</p> <p>Talk about the simplistic characteristics of animals including dinosaurs. Understand what animals need to ensure they can stay alive.</p> <p>Understand that different animals need different environments to live in.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Sequence a simple series of events into a chronology.</p> <p>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.
- 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 – Land before time (dinosaurs) / Plants and Growing

PSED			Communication and Language		Physical Development	
Self-Regulation	Managing Self	Building Relationships	Listening Attention and Understanding	Speaking	Fine motor	Gross motor
<p>Children will recognise the emotions worried, happy, sad, angry, and tried in others.</p> <p>Children will begin to express their emotions.</p> <p>Children know the term 'wait' and can wait for adult or resources without support for up to 2 minutes.</p> <p>Children can identify challenges and ask an adult for support.</p>	<p>Children can independently manage toileting, hand washing and coats.</p> <p>Children can manage fastenings with minimal support either from an adult or peer.</p> <p>Children will follow classroom rules independently.</p> <p>Children can manage expectations if they are not able to access an area or task immediately.</p> <p>Children to 'have another go' if something is not working.</p> <p>Children can share achievements that they are proud.</p> <p>Children are able to identify areas that they find difficult and articulate this.</p>	<p>Children will share resources independently.</p> <p>Children will take on roles and responsibilities within their classroom and outdoor areas with adult direction.</p> <p>Children play cooperatively sharing ideas, resources and turn taking.</p>	<p>Children can verbalise what and how they are going to learn.</p> <p>Children will follow two step instructions.</p> <p>Children know how to listen and respond in larger groups – assembly.</p> <p>Children can hear and identify thymes.</p> <p>Children will be able to retell a known story with repeated phrases.</p> <p>Children can listen and respond to a story and give reasoning.</p>	<p>Children can play games that involve taking turns.</p> <p>Children can use first, next and then to sequence three things.</p> <p>Children use went / yesterday and last week in the past tense appropriately.</p> <p>Children speak in the grammatically correct tense.</p> <p>Use conjunctions to join speech such as because when answering How and Why questions.</p>	<p>Children will be able to form letters correctly.</p> <p>Children can use scissors correctly to snip then cut in straight lines moving to cutting curved shapes.</p> <p>Child are able to remove jumpers/ coats and shoes and put them back on independently.</p> <p>Children will fold clothes neatly and take responsibility for placing them where they can find them.</p> <p>Children know how fasten press studs, buttons, zips, padlocks, and other fastenings</p>	<p>Children can change direction of travel.</p> <p>Children know the rules of pursuit games, that apply direction changes, moving safely in a space.</p> <p>Children know how to jump and land properly with feet together and bended knees two feet to two feet.</p> <p>Children can catch a large ball with both hands and how to kick it.</p> <p>Children can push, roll and to throw the ball back in the direction of the target.</p> <p>Understand how to move across a pace safely on the balance bike.</p> <p>Children can identify the changes in their bodies when they exercise.</p>
<p><b>Children at the expected level of development will:</b></p> <p>Use complex sentences when planning or reviewing their self-directed learning.</p> <p>Show evidence that they understand the impact of both positive and negative behaviours.</p> <p>Unpick key aspects of their own performance or characteristics that they think are positive.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Wait for longer periods to speak or take turns, listening to the ideas of others.</p> <p>Participate in conflict resolution, taking some responsibility for how it can be resolved.</p> <p>Understand 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.</p> <p>Understand how to make decisions about food choices the impact of these.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Courtesy and manners embed as part of their everyday activities.</p> <p>Understand that how they treat other children is a choice and they can choose to treat others with respect.</p> <p>Spot when children need to be included in play.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Listen to short story.</p> <p>Identify rhyming words in texts.</p> <p>Respond to and comment on what they have heard.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Use correct tense when speaking about past and present that is consistent with tense.</p> <p>Sequence events into a correct time sequence.</p> <p>Explain PDR activity.</p> <p>Extend sentences using 'and', 'then' next.</p>	<p><b>Children at the expected levels of development will:</b></p> <p>Children can dress themselves for PE and for outdoor learning with very little, if any support, able to fasten and secure clothes independently.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Change direction on command when moving at an increasing speed.</p> <p>Push, throw, kick, and catch a large ball, aiming it in the general direction they wish it to go.</p> <p>Jump and land safely from the ground and from low height obstacles.</p>



## Reception Curriculum Prime Areas - Spring Term – Land before time (dinosaurs) / Plants and Growing

Literacy			Maths	
Word Reading	Comprehension	Writing	Number	Number Pattern
<p>Children will read phase 3 graphemes.</p> <p>Children will know double consonant blends.</p> <p>Children will be able to read longer words using the chunking method including words ending in 'ing' and with s in the middle.</p> <p>Children will read words ending in s and es.</p> <p>Children will know the phase 3 tricky words.</p> <p>Children will be able to read words with two or more digraphs.</p>	<p>Children understand that they need to look after books.</p> <p>Children can predict events in a story.</p> <p>Children can recall and re-tell a story using the key highlights and events.</p> <p>Children are able to identify the key information on the front and back cover of a book.</p> <p>Children can predict what the text is about using pictorial clues.</p> <p>Children to know familiar texts and use these to re-tell the story to peers and adults.</p>	<p>Children will write their name on every piece of work – extend to surname where developmentally appropriate.</p> <p>Children will know how to write captions, notes, and labels in play (developmentally appropriate emergent to phonetically correct)</p> <p>Children can identify rhymes.</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><b>Children at the expected level of development will:</b></p> <p>Little Wandle assessment from the school's own Little Wandle scheme.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Listen and predict ahead in stories of increasing complexity and length.</p> <p>Understand that books and reading have value.</p> <p>Recall significant events of stories.</p> <p>Incorporate stories and rhymes into their self-directed learning and play.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Recognisably write names on all pieces of work.</p> <p>Make notes and captions when working on self-directed activities,</p> <p>Learn how to build words using phonic cues</p>	<p><b>Children at the expected level of development will:</b></p> <p>Children understand and accurately use zero.</p> <p>Recognise a group of 5 without counting it (subitise)</p> <p>Count securely at least 10 objects and correspond correctly when they count</p> <p>Give the sum of the group once they have counted</p> <p>Write the numerals 0-10 with the correct formation consistently correctly</p>	<p><b>Children at the expected level of development will:</b></p> <p>Count securely up to and back from 10;</p> <p>Recognise when the total of two groups are the same and call them 'even';</p> <p>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 Prime Areas - Spring Term – Land before time (dinosaurs) / Plants and Growing

Expressive Art and Design		Understanding the World		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>Children will use the correct vocabulary to support them in explaining the effect they are wishing to achieve when working with creative materials.</p> <p>Children know vocabulary of textures rough, smooth, bobbly, fuzzy.</p> <p>Children are able to select materials appropriately for their creations.</p> <p>Children learn about the properties of materials and how they can change.</p>	<p>Children work in a group to recreate a role play.</p> <p>Children will know new songs and perform them confidently.</p> <p>Children can identify the term 'tempo' and how it relates to the speed of a song and respond to this in movement.</p> <p>To know that they can evaluate music choices and their opinion matters (Rights and Respecting)</p>	<p>Children know the terms village, town, city and that people live in communities.</p> <p>Children 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>Children know some stories and songs about families from cultures around the world to understand that these structures are worldwide.</p> <p>To know about how children live in different countries and that these can have different climates.</p>	<p>Children are familiar with the names of the seasons and their broad weather/climatic and natural features.</p> <p>Children know about seasonal changes i.e. trees.</p> <p>Children can explain what a habitat is and know that animals live in habitats, using magnifying glasses and pointers to examine habitats.</p> <p>The children will be taught about the life cycle of a caterpillar.</p>	<p>Children know the chronology of family from grandparents.</p> <p>Children will be able to say some similarities and differences between themselves now and their lives as compared to when grandparents were little.</p> <p>Children know how to create a simple timeline and order historical sources on to a timeline</p>
<p><b>Children at the expected level of development will:</b></p> <p>Use increasingly sophisticated vocabulary to effectively describe properties and textures of materials and media.</p> <p>Respond and move to a range of different types and tempos of music;</p>	<p><b>Children at the expected level of development will:</b></p> <p>Share and build narratives as part of a group.</p> <p>Explain and recall their narratives to adults and children in the setting</p>	<p><b>Children at the expected level of development will:</b></p> <p>Children can express an opinion on the environment that they live.</p> <p>Talk about how people who live in contrasting environments, talk about features of these environments, and use comparative language discussing both similarities and differences.</p> <p>Talk about how families can be different as well as similar in culture, faith, and orientation.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Show that they understand that the year is split into seasons which are named and have environmental changes.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Talk about how their lives are similar or different to lives of others in the past from family or stories.</p> <p>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-select 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 – Under the sea / Walking through the jungle

PSED			Communication and Language		Physical Development	
Self-Regulation	Managing Self	Building Relationships	Listening Attention and Understanding	Speaking	Fine motor	Gross motor
<p>Children consistently recognise others' emotions and are considerate to their needs.</p> <p>Children communicate their feelings using the terms I feel...because...</p> <p>Child can wait for a longer period of time up to five minutes for adult attention/ resources.</p> <p>Children will plan tasks in detail and evaluate outcomes.</p>	<p>Children know how to stay healthy including sleep, healthy food, dental hygiene and staying clean.</p> <p>Children can independently get changes for PE managing fastening without support.</p> <p>Children can explain what the rules are in school and why we have them.</p> <p>Children are confident to ask for support after having a try themselves.</p>	<p>Children offer resources to others when needed.</p> <p>Children independently take on classroom roles and responsibilities.</p> <p>Children will listen to peers and negotiate play.</p> <p>Child know that sometimes they need to compromise.</p>	<p>Children will follow simple three step instructions.</p> <p>Children will listen to a story for up to 10 minutes and respond to a story and make predictions and key events.</p> <p>Children can make predictions based on stories they have heard.</p> <p>Children can retell a familiar story in the correct sequence.</p> <p>Children learn an increasing number of nursery rhymes and poems learnt off by heart.</p> <p>Children can answer questions in assembly.</p> <p>Children will be able to answer How and Why questions.</p>	<p>Children are able to speak in extended sentences using both 'and' and 'because.'</p> <p>Children know future tense.</p> <p>Children can use 'why' to extend a sentence.</p> <p>Children confidently ask How and Why questions.</p>	<p>Children get changed independently including fastening shoes.</p> <p>To know how to join materials identifying the most suitable method.</p> <p>Children can form all letters correctly with correct orientation and consistent in size.</p>	<p>Children can find a space and follow instructions.</p> <p>Children know the instructions: Over, Under Around, Through</p> <p>Children can 'balance' on one foot then one foot and hand.</p> <p>Can the children balance while travelling.</p> <p>Can children complete a 3-sequence movement.</p> <p>Children know how move equipment safely.</p> <p>Children know about 'risk-assessing' their environment.</p> <p>Children understand the needs to stay hydrated and stay sun-safety.</p>
<p><b>Children at the expected level of development will:</b></p> <p>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.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of true challenge.</p> <p>Explain the reasons for the rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices;</p>	<p><b>Children at the expected level of development will:</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>	<p><b>Children at the expected level of development will:</b></p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers</p>	<p><b>Children at the expected level of development will:</b></p> <p>Participate discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>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><b>Children at the expected levels of development will:</b></p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and co-ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>



## Reception Curriculum Prime Areas – Summer Term Under the sea / Walking through the jungle

Literacy			Maths	
Word Reading	Comprehension	Writing	Number	Number Pattern
<p>Children will know phase four graphemes.</p> <p>Children will know short vowel cvcc words and ccvc and ccvcc longer words.</p> <p>Children will read phase 4 tricky words, root words ending ing, ed, est.</p>	<p>Children confidently select a book and reason choices.</p> <p>Children can identify repetitive phrases.</p> <p>Children can answer questions about the text and back up reasoning based on text knowledge.</p> <p>Children can make clear comparisons between stories.</p> <p>To know how to de-coding unfamiliar words and read 'tricky' words by sight.</p>	<p>Children know that sentences start with a capital letter and end in a full stop.</p> <p>Children can verbalise and then write a simple sentence using Little Wandle knowledge.</p> <p>Children will be encouraged to write for a purpose and 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 &amp; 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><b>Children at the expected level of development will:</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Have a deeper understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>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 Prime Areas – Summer Term Under the sea / Walking through the jungle

Expressive Art and Design		Understanding the World		
Creating with Materials	Being Imaginative and Expressive	People, Culture and Communities	The Natural World	Past and Present
<p>Children know how to evaluate creations. How can we make it better / Better still.</p> <p>Children are able know how to improve models and creations.</p>	<p>Children know how to create complex characters for role play narratives.</p> <p>Children know how to move expressively with or without music.</p> <p>Children will know how to put emotion into their movement.</p> <p>To know and explain how music and movement can have an impact on how they feel.</p> <p>Children will use instruments to know how to make sounds and extend this by linking them to their own emotions and explain reasoning.</p>	<p>Children know a picture of the environment can be captured on a map.</p> <p>Children are able to know how to use a map.</p> <p>Children will 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>Children know how to use maps, charts, atlas and a globe to use the vocabulary. country, sea, globe, world, land.</p> <p>Children will know that we live on an island and explain what that means.</p>	<p>Children will know that there is a wider world beyond home and school.</p> <p>Children will investigate contrasting features of environments such as mountains, rivers, seaside, places they have visited or seen in books.</p> <p>Children will be able to describe natural features in the environment.</p> <p>Children can use the vocabulary 'rocky', grassy, sandy, high, deep etc.</p> <p>Children know how actions of people can impact on environments and extend to word pollution</p>	<p>Children to know some jobs in society and how they help us.</p> <p>Children to think of themselves in the future and link ideas of jobs that they could do when they grow up.</p>
<p><b>Children at the expected level of development will:</b></p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories</p>	<p><b>Children at the expected level of development will:</b></p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poetry and stories with others and – when appropriate try to move in time with the music.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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><b>Children at the expected level of development will:</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.</p>	<p><b>Children at the expected level of development will:</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>

**Additional Technology:**

- Children should know how to use and control a mouse to create marks.
- Children need to know how to use a digital camera to take pictures.
- 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.