Fowey Primary School

Reception/EYFS Curriculum

September 2022 2023

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| TERM | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| STORY STARTERS | On Sudden Hill | Handa’s Surprise | Ruby’s Worry | Pigs Might Fly | We’re Going On A Bear Hunt | Rainbow Fish |
| Experience Trips/Visitor | Meeting and making new friends at school, tour of the school | Woodland visit Cardinham woodland walk | Pyjama party and bedtime stories.  Emergency services  visitors- police and fire.  Screech Owl Sanctuary visit | Theatre experience watching a pantomime | Vehicle/ wheelie day | Beach trip |
| Topic | Do You Want To Be Friends? | Why Do Squirrels Hide Their Nuts? | What Happens When I Fall Asleep? | Will You Read Me A Story? | Are We Nearly There Yet? | Who Lives In A Rockpool? |
| Curriculum Strand covered | Listening, attention and understanding Listen and respond when being read to and during whole class discussions and small group interactions.  Begin to comment on what heard. | Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions.  Make comments about what they have heard and ask questions.  Hold conversations with teacher and peers. | Listening, attention and understanding  Listen attentively and respond appropriately 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. | Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments  about what they have heard. Ask thoughtful questions to clarify their understanding.  Hold conversations and speak with confidence when engaged in back- and-forth exchanges with their teacher and peers. | Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments  about what they have heard. Ask thoughtful questions to clarify their understanding and further their own learning.  Hold conversations and speak with confidence when engaged in back- and-forth exchanges with their teacher and peers. | Listening, attention and understanding Listen attentively and respond appropriately during whole class discussions and small group interactions. Recall key vocabulary and make comments  about what they have heard and learnt. Ask thoughtful questions to clarify their understanding and further their own learning.  Hold conversations and speak with confidence when engaged in back- and-forth exchanges with their teacher and peers. |
|  | Speaking  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. | Speaking Continue to participate in discussions using recently introduced vocabulary.  Begin to offer explanations for why things might happen,  making use of recently | Speaking Continue to participate in discussions using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary  from stories, non-fiction, | Speaking Continue to participate in discussions using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently  introduced vocabulary | Speaking Continue to participate in discussions using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently  introduced vocabulary | Speaking Continue to participate in discussions using a wide and expressive range of  vocabulary. Offer explanations for why things might happen,  making use of recently |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | introduced vocabulary from stories, non-fiction, when appropriate. | rhymes and poems when appropriate. Begin to express their ideas and feelings about their experiences using full sentences. | from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences. Begin to include accurate use of past, present and future tenses. | from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences. Include accurate use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher. | introduced vocabulary from stories, non-fiction, rhymes and poems.  Express their ideas and feelings about their experiences using full sentences. Include accurate use of past, present and future tenses and make use of conjunctions accurately.  Speak with an awareness  of the listener. |
|  | Building Relationships Begin to form positive  attachments to adults and friendships with peers. | Building Relationships Continue to form positive  attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others.  Take turns with support. | Self-regulation  Begin to regulate their behaviour accordingly. Set and work towards simple goals. | Building Relationships Continue to form positive  attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others.  Begin to show independence when working and playing cooperatively. | Building Relationships Continue to form positive  attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others.  Work and play cooperatively. | Self-regulation  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving  several ideas or actions. |
|  | Managing Self  To try new activities and show some independence.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet. | Self-regulation Begin to regulate their behaviour accordingly. | Managing Self  Be confident to try new activities and show independence and perseverance.  Manage their own basic hygiene and personal needs, including dressing, going to the toilet and begin to understanding the importance of healthy food choices. | Self-regulation  Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. | Managing Self  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly.  Manage their own basic hygiene and personal  needs, including dressing, | Managing Self  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for 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. | going to the toilet and understanding the importance of healthy food choices. |
|  | Gross Motor Negotiate space and obstacles safely.  Fine Motor  Hold a pencil effectively. | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others.  Fine Motor  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. | Gross Motor Negotiate space and obstacles safely, with consideration for  themselves and others; - Demonstrate strength and balance when playing.  Fine Motor  Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including paint brushes and cutlery. | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing.  Fine Motor  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. | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as  running, jumping, dancing, hopping.  Fine Motor  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. | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as  running, jumping, dancing, hopping, skipping and climbing.  Fine Motor  Hold a pencil effectively to write correctly formed letter sounds. Use a range of small tools, including scissors, paint brushes and cutlery.  Shows accuracy and care when drawing and writing. |
|  | Comprehension Demonstrate understanding of what has been read to them by retelling stories.  Word reading  Say a sound for at least 8 phonemes. | Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Word reading Say a sound for at least 15 phonemes; - Read words consistent with  their phonic knowledge by sound-blending.  Writing | Comprehension Demonstrate a clear understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate key events in stories.  Word reading  Say a sound for at least 25 phonemes; - Read words consistent with their phonic knowledge by sound-blending.  Writing | Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories.  Word reading | Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes in role-play.  Word reading | Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary.  Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems in role-play.  Word reading |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Write some recognisable letters. | Write recognisable letters, most of which are correctly formed. | Say a sound for at least 25 phonemes and 6 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.  Writing  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. | Say a sound for at least 25 phonemes and 10 diagraphs;  - Read words consistent with their phonic knowledge by sound- blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.  Writing  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. | Say a sound for at least 25 phonemes and 10 diagraphs;  - 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.  Writing  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. |
| Maths Power Maths | Numbers to 5 Comparing groups within 5  Shape 2D | Change within 5 One more/one less  Number bonds within 5 Spatial awareness | Numbers to 10 Comparing groups up to 10  Combining 2 groups to find the whole | Measure Number bonds to 10  Subtraction | Counting on and counting back  Numerical patterns Shape 3D | Number bonds to 10 Subtraction Numbers to 20 Measure |
|  | People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | People Culture and Communities  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. | People Culture and Communities  Begin to explain some similarities and differences between life in this country and life in other countries- drawing on knowledge from stories,  non-fiction texts and – when appropriate – maps. | People Culture and Communities  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | The Natural World Know some similarities and differences between the natural world around them and contrasting environments. | The Natural World 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. |
|  | Past and Present | The Natural World | Past and Present | Past and Present | The Natural World | The Natural World |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Talk about the lives of the people around them and their roles in society. | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. | Recall some important narratives, characters and figures from the past encountered in books read in class. | Explore the natural world around them, making observations and drawing pictures of animals and plants. | Explore the natural world around them, making observations and drawing pictures of animals and plants. |
|  | Creating with materials  Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture.-Share their creations. | Being Imaginative Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. | Being Imaginative Invent, adapt and recount narratives and stories with peers and their teacher. | Creating with materials  Make use of props and materials when role playing characters in narratives and stories. | Creating with materials  Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used. | Creating with materials  Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the  process they have used. |
| RWI | Set 1 sounds and begin to blend | Set 1 sounds and sound blending books  1-10 | RWI phonics- Photo copy masters | Red Ditties | Green story books | Green/Purple story books |
| Favourite Stories 30 favourites | Past and Present - Recall some important narratives, characters and figures from the past encountered in books read in class. | | | | | |
| A Squash and a squeeze The Tiger who came to tea 5 Minutes peace  Each peach pear plum Super Duper you | Snow Bears  The Snowflake Mistake The Jolly Christmas Postman We’re going on a bear hunt  The Gruffalo | Guess how much I love you Harry and the Bucketful of Dinosaurs  Handa’s Surprise  Peace at Last  The Smartest Giant in Town | All in one Piece Aliens love underpants  Tabby McTat Owl Babies  One Springy Day | Superworm  The Very Hungry Caterpillar On the way home  Jabari Jumps  Angelica Sprocket’s Pockets | Rumble in the Jungle The Rainbow Fish Dear Zoo  The Enormous Crocodile Sally and the Limpet |
| Rhymes | Being Imaginative - Sing a range of well-known nursery rhymes and songs | | | | | |
| humpty dumpty, row row row your boat, incy wincy. | Five little ducks, The grand  old duke, heads, shoulders etc. Down at the station. | Hey diddle diddle, five currant buns, five little men, 1,2,3,4,5. | Old king cole, five currant buns, hickory dickory. | 5 speckled frogs, the bear  went over, mary had a little lamb, I am the baker man. | five little monkeys, I can sing a rainbow, London bridge. |