Fowey Primary School

Reception/EYFS Curriculum

September 2022 2023

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| 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 servicesvisitors- 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 understandingListen 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 commentsabout 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 commentsabout 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 commentsabout 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. |
|  | SpeakingParticipate 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 vocabularyfrom stories, non-fiction, | Speaking Continue to participate in discussions using recently introduced vocabulary.Offer explanations for why things might happen, making use of recentlyintroduced vocabulary | Speaking Continue to participate in discussions using recently introduced vocabulary.Offer explanations for why things might happen, making use of recentlyintroduced vocabulary | Speaking Continue to participate in discussions using a wide and expressive range ofvocabulary. Offer explanations for why things might happen,making use of recently |

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|  |  | 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 awarenessof the listener. |
|  | Building Relationships Begin to form positiveattachments to adults and friendships with peers. | Building Relationships Continue to form positiveattachments to adults and friendships with peers. Begin to show an awareness of the feeling of others.Take turns with support. | Self-regulationBegin to regulate their behaviour accordingly. Set and work towards simple goals. | Building Relationships Continue to form positiveattachments 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 positiveattachments to adults and friendships with peers. Begin to show an awareness of the feeling of others.Work and play cooperatively. | Self-regulationShow 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 involvingseveral ideas or actions. |
|  | Managing SelfTo 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 SelfBe 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-regulationShow 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 SelfBe 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 personalneeds, including dressing, | Managing SelfBe 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 personalneeds, including dressing, |

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|  |  |  |  |  | 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 MotorHold a pencil effectively. | Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others.Fine MotorHold 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 forthemselves and others; - Demonstrate strength and balance when playing.Fine MotorHold 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 MotorHold 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 asrunning, jumping, dancing, hopping.Fine MotorHold 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 accuracyand 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 asrunning, jumping, dancing, hopping, skipping and climbing.Fine MotorHold 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 readingSay 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 withtheir 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 readingSay 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 |

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|  |  | 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.WritingWrite 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.WritingWrite 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.WritingWrite 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 5Shape 2D | Change within 5 One more/one lessNumber bonds within 5 Spatial awareness | Numbers to 10 Comparing groups up to 10Combining 2 groups to find the whole | Measure Number bonds to 10Subtraction | Counting on and counting backNumerical 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 CommunitiesKnow 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 CommunitiesBegin 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 CommunitiesExplain 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 |

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|  | 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 materialsDraw 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 materialsMake use of props and materials when role playing characters in narratives and stories. | Creating with materialsMake use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used. | Creating with materialsDraw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining theprocess they have used. |
| RWI | Set 1 sounds and begin to blend | Set 1 sounds and sound blending books1-10 | 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 peaceEach peach pear plum Super Duper you | Snow BearsThe Snowflake Mistake The Jolly Christmas Postman We’re going on a bear huntThe Gruffalo | Guess how much I love you Harry and the Bucketful of DinosaursHanda’s SurprisePeace at LastThe Smartest Giant in Town | All in one Piece Aliens love underpantsTabby McTat Owl BabiesOne Springy Day | SuperwormThe Very Hungry Caterpillar On the way homeJabari JumpsAngelica Sprocket’s Pockets | Rumble in the Jungle The Rainbow Fish Dear ZooThe 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 grandold 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 bearwent over, mary had a little lamb, I am the baker man. | five little monkeys, I can sing a rainbow, London bridge. |