



# THE CURRICULUM: EYFS: RECEPTION

## Inkberrow Primary School

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
<p><b>SCARF</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others.</li> <li>Begin to regulate their behaviour</li> <li>Set and work towards simple goals</li> <li>Wait for what they want and control their immediate impulses when appropriate</li> <li>Give focused attention to what the teacher says</li> <li>Show an ability to follow instructions involving several ideas or actions</li> <li>Be confident to try new activities</li> <li>Show independence, perseverance and resilience in the face of challenge</li> <li>Explain the reason for rules, know right from wrong and try to behave accordingly</li> <li>Manage their own basic hygiene and personal needs including dressing and going to the toilet</li> <li>Understand the importance of healthy food choices.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul>	<ul style="list-style-type: none"> <li>Use one handed tools</li> <li>Use comfortable pencil grip with good control - progressing to a tripod grip</li> <li>Use a knife and fork</li> <li>Put on and zip up own coat; dress and undress</li> <li>Wash and dry own hands; Independent toileting</li> <li>Blow own nose</li> <li>Keep healthy - diet, sleep, exercise, well-being, oral hygiene</li> <li>Develop overall body strength, co-ordination, balance and spatial awareness</li> <li>Use core strength to show good posture when sitting on the floor or at the table</li> <li>Develop range of ball skills - throwing, catching, kicking, passing, aiming</li> <li>Move with control in a variety of ways - running, skipping, crawling, hopping, climbing</li> <li>Develop an accurate and efficient handwriting style</li> </ul>	<ul style="list-style-type: none"> <li>Use manners - please, thank you, good morning</li> <li>To make their needs known to others</li> <li>Sit and listen to a story</li> <li>To listen attentively for a given period of time, 20 mins max</li> <li>Answer a simple question</li> <li>Ask questions to find out more information</li> <li>Offer explanation as to why something has happened</li> <li>Follow 2 part instructions; Talk in sentences</li> <li>To use connectives to join ideas</li> <li>To correctly use past, present and future tense</li> <li>To re-tell known stories; Recite poems and songs</li> <li>To express own opinions</li> <li>Learn and use new vocabulary</li> <li>Listen to, talk about different types of text - non-fiction, poems</li> <li>Hold a two way conversation with teacher or peer</li> <li>Contribute during small group and whole class discussions</li> </ul>
<b>UNDERSTANDING THE WORLD</b>		
<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>Can name 5 senses and describe things using these</li> <li>Can say what plants need to survive</li> <li>Can name the parts of a plant and tree</li> <li>Can name some common plants and trees</li> <li>Can talk about different life cycles</li> <li>Can name animals and their babies</li> <li>Understand the need to respect and care for the natural environment and all living things</li> <li>Explores forces - push/pull/float/sink/gravity/magnetism</li> <li>Talk about properties of materials</li> </ul>	<p><b>GEOGRAPHY</b></p> <ul style="list-style-type: none"> <li>Know where we live - type of house, number, etc</li> <li>Know the town and country they live in</li> <li>Compare England to another country</li> <li>Can recognise, name and describe religious celebrations that happen in this country</li> <li>Draw simple maps representing everyday journeys / environment; follow simple maps</li> <li>Know key features and weather changes in each season</li> </ul>	<p><b>HISTORY</b></p> <ul style="list-style-type: none"> <li>Talk about their family</li> <li>Talk about changes - baby to now</li> <li>Look at different jobs people do within the community</li> <li>Ordering events using language - first, next, after that, in the end</li> <li>Can compare now and then – seaside in the past</li> <li>Times of the day / days of the week</li> <li>Features in the local areas</li> <li>Introduce historical figures and some basic facts</li> </ul>
<b>CORE SKILLS</b> Essential skills to be used, applied and consolidated across the wider curriculum		
<b>READING</b>	<b>WRITING (Inc. Talk For Writing)</b>	<b>MATHS (White Rose Topics)</b>
<ul style="list-style-type: none"> <li>To recognise rhymes and continue a rhyming string</li> <li>To clap syllables in a word</li> <li>To recognise set 1 and set 2 sounds.</li> <li>To begin to read red words (common exception words)</li> <li>To read simple sentences containing words -set 1 and 2 sounds</li> <li>To re-read sentences /simple books, build confidence &amp; fluency</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed</li> <li>To write own name with letters correctly formed</li> <li>To use Fred fingers to segment and spell words</li> <li>To write simple sentences that can be read by others</li> </ul>	<ul style="list-style-type: none"> <li>To recognise and order numbers to 10</li> <li>To count 10 objects accurately</li> <li>To compare numbers within 10, saying which is greater / smaller / more than / less than</li> <li>To subitise (recognise quantities without counting) up to 5</li> <li>To automatically recall number bonds to 5</li> </ul>

<ul style="list-style-type: none"> <li>To re-tell stories and narratives using their own words and recently introduced vocabulary</li> <li>Answer questions from a range of texts</li> <li>Predict what might happen next in a story</li> <li>Enjoy listening to and or reading a variety of texts Use and understand recently introduced vocabulary and use in a variety of situations throughout the day</li> <li>To listen and respond to a wide range of high quality texts.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use capital letters, full stops and finger spaces in independent writing</li> <li>Re-read what they have written to check that it makes sense</li> <li>Spell more complex words phonetically</li> <li>Spell some red words (common exception words) correctly</li> </ul>	<ul style="list-style-type: none"> <li>To recall some number bonds to 10</li> <li>To recall doubles</li> <li>To count by rote beyond 20</li> <li>To explore &amp; represent patterns up to 10 - odd/even, sharing</li> <li>To name and describe 2D and 3D shapes</li> <li>To compare size, length, weight and capacity of objects</li> <li>To recognise and continue a repeating pattern</li> <li>To follow and use positional language</li> <li>To have a basic understanding of the concept of addition and subtraction</li> </ul>
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**SUBSTANTIATING THE CURRICULUM: EYFS: RECEPTION**

<b>EXPRESSIVE ARTS AND DESIGN</b>			
<b>ART</b>	<b>DT</b>	<b>MUSIC/DANCE</b>	<b>IMAGINATION</b>
<p><b><u>Drawing</u></b></p> <ul style="list-style-type: none"> <li>Do they know how to begin to use a variety of drawing tools (pencil, finger, coloured pencils, pastels, chalk)?</li> <li>Do they know how to Investigate different <b>lines</b> (thick, thin, wavy, and straight)?</li> <li>Do they know how to explore and identify simple <b>patterns</b>?</li> <li>Do they know how to encourage accurate drawings of people that include all visible parts of the body (head, hands, fingers)? Do they know how to make simple observations and connections with <b>shape</b>?</li> <li>Do they know how to represent their own ideas, thoughts and feelings through drawing and discuss these?</li> </ul> <p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>Do they know how to explore <b>colour</b> and mixing colours?</li> <li>Do they know how to begin to choose correct <b>colours</b> for a particular image?</li> <li>Do they know how to use simple language to comment on the style of a piece of work</li> <li>Do they know how to begin to explore painting using different brush strokes?</li> </ul> <p><b><u>Collage</u></b></p> <ul style="list-style-type: none"> <li>Do they know how to begin to fold and tear paper?</li> <li>Do they know how to begin to glue materials to different backgrounds?</li> </ul> <p><b><u>Sculpture/ 3D</u></b></p> <ul style="list-style-type: none"> <li>Do they know how to show enjoyment when using a variety of malleable media such as clay, papier mache and salt</li> </ul>	<p><i>Make, Design, Evaluate</i></p> <p><b><u>Junk Modelling (Structures)</u></b></p> <ul style="list-style-type: none"> <li>Making verbal plans and material choices.</li> <li>Developing a junk model.</li> <li>Improving fine motor/scissor skills with a variety of materials.</li> <li>Joining materials in a variety of ways (temporary and permanent).</li> <li>Joining different materials together.</li> <li>Describing their junk model, and how they intend to put it together.</li> <li>Giving a verbal evaluation of their own and others' junk models with adult support.</li> <li>Checking to see if their model matches their plan.</li> <li>Considering what they would do differently if they were to do it again.</li> <li>Describing their favourite and least favourite part of their model.</li> </ul> <p><b><u>Fire Engines (Structures)</u></b></p> <ul style="list-style-type: none"> <li>Designing a junk fire engine</li> <li>Using knowledge from exploration to inform design.</li> <li>Making a fire engine considering material choices.</li> <li>Making predictions about, and evaluating different materials to see if they meet the expectations</li> <li>Testing their design and reflecting on what could have been done differently.</li> <li>Investigating the how the shapes and structure of a fire engine affects the way it moves.</li> </ul>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>Joins in with singing in a familiar group</li> <li>Sings a range of well-known nursery rhymes</li> <li>Learns short call and response songs</li> <li>Understand that pitch is high and low</li> </ul> <p><b><u>Playing</u></b></p> <ul style="list-style-type: none"> <li>Experiments with a range of percussion instruments</li> <li>Begins to play some tuned percussion</li> <li>Plays alongside others in time with music</li> </ul> <p><b><u>Performing</u></b></p> <ul style="list-style-type: none"> <li>Performs in a nativity play</li> <li>Performs in a parent showcase</li> <li>Performs rhymes and songs</li> </ul> <p><b><u>Composition</u></b></p> <ul style="list-style-type: none"> <li>Uses instruments to make their own music</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Move in response to music</li> <li>Move in time to music</li> <li>Can follow basic dance moves</li> </ul>	<ul style="list-style-type: none"> <li>Use props and materials in their play</li> <li>To re-tell known stories through role play</li> <li>Use imagination to develop own story lines</li> <li>Can talk a Story Map (T4W)</li> <li>Do they know how to use drawings to tell a story (retelling or imagination)?</li> </ul>

<p>dough?</p> <ul style="list-style-type: none"> <li>• Do they know how to Impress and apply simple decoration to 3d models?</li> <li>• Do they know how to cut shapes using scissors and other modelling tools?</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Do they know how to start to make connections between an artist and a piece of art they have created?</li> <li>• Do they know how to begin to ask questions about a piece of art?</li> <li>• Do they know how to begin to give opinions about a piece of art?</li> </ul>	<p><b>Soup (Cooking and Nutrition)</b></p> <ul style="list-style-type: none"> <li>• Designing a soup recipe as a class</li> <li>• Designing soup packaging</li> <li>• Chopping playdough safely</li> <li>• Chopping vegetables with support</li> <li>• Tasting the soup and giving opinions</li> <li>• Describing some of the following when tasting food: look, feel, smell and taste.</li> <li>• Choosing their favourite packaging design and explaining why</li> </ul> <p><b>Bookmarks (Textiles)</b></p> <ul style="list-style-type: none"> <li>• Discussing what a good design needs.</li> <li>• Designing a simple pattern with paper.</li> <li>• Designing a bookmark.</li> <li>• Choosing from available materials.</li> <li>• Developing fine motor/cutting skills with scissors.</li> <li>• Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.</li> </ul>		
<p><b>Religious Education</b></p>		<p><b>Trips and Visitors</b></p>	
<p>Being Special - Where do we Belong?          Christmas – Why is Christmas Special for Christians?          Why is the word of God important to Christians?          Why is Easter special to Christians?          What places are special and why?          Which stories are special and why?</p>		<p>Local Church          People Who Help Us – Aspiration Curriculum visitors          All Things Wild          Millennium Green – science field work</p>	

THEMATIC TOPICS					
Marvellous Me	Once Upon a Time	Pets at Home	Dinosaur Adventure	People Who Help Us	Spectacular Summer
What are you favourite things? Who's in your family? Can you name your body parts? How have you changed since you were a baby? How can we be kind and make others happy? Why is it important to be part of a team? Halloween <b>Key Texts:</b> <i>Elmer</i> <i>Marvellous Me</i> <i>Who's in my Family</i> <i>My Amazing Body</i> <i>Something Special</i> <i>Have you filled my Bucket Today?</i> <i>Little Red Hen</i> <i>Pumpkin Soup</i> <b>Key Vocabulary:</b> <i>Me</i> <i>Brother</i> <i>Sister</i> <i>Mother</i> <i>Father</i> <i>Family</i> <i>Baby</i> <i>Parents</i> <i>Grandparents</i> <i>Friend</i>	Can you identify the beginning, middle and end of a story? Where is the story set? Who are the main characters? Who is the hero? Who is the villain? What do you think will happen next? Can you think of your own ending for the story? <b>Key Texts:</b> <i>Cinderella</i> <i>The Gingerbread Man</i> <i>Jack and the Beanstalk</i> <i>Goldilocks and the Three Bears</i> <i>The Jolly Postman</i> <b>Key Vocabulary:</b> <i>Fairy Tale</i> <i>Once Upon a Time</i> <i>Far away</i> <i>Magic</i> <i>Castle</i> <i>Princess</i> <i>Evil</i> <i>Good</i> <i>Wish</i> <i>Forest</i> <i>Beginning</i> <i>Middle</i> <i>End</i>	Can you identify and name animals (common pets)? What is the difference between pets and wild animals? Can you label the parts of an animal? What do different animals eat? What do pets need to survive and be happy? <b>Key Texts:</b> <i>Kipper's New Pet</i> <i>I Love Guinea Pigs</i> <i>The Great Pet Sale</i> <i>Mog and the V.E.T</i> <i>Hairy Maclary</i> <b>Key Vocabulary:</b> <i>Cat</i> <i>Parrot</i> <i>Dog</i> <i>Fish</i> <i>Rabbit</i> <i>Hamster</i> <i>Budgie</i> <i>Guinea Pig</i>	What is a dinosaur and when did they live? What are the different types of dinosaur and can you name some? How big were dinosaurs and what did they look like? What did dinosaurs eat? What is a fossil and why are they important? <b>Key Texts:</b> <i>Happy Hatchday</i> <i>Harry and the Bucket Full of Dinosaurs</i> <i>How to Look After your Dinosaur</i> <i>That's not My Dinosaur</i> <b>Key vocabulary:</b> <i>Claws</i> <i>Tail</i> <i>Teeth</i> <i>Spikes</i> <i>Horns</i> <i>Long</i> <i>Short</i> <i>Fast</i> <i>Slow</i> <i>Small</i>	What are the different jobs people in a hospital have? What job do firefighters do? What job do police officers do? How can we keep our teeth healthy? What job does a lifeguard do? What job does a paramedic do? Who are community helpers? <b>Key Texts:</b> <i>Superhero Like You</i> <i>No Dragons for Tea</i> <i>Police Officers on Patrol</i> <i>Why should I Brush my Teeth?</i> <i>The Lifeguard Dog</i> <i>Ambulance in Action</i> <b>Key Vocabulary:</b> <i>Firefighter</i> <i>Nurse</i> <i>Paramedic</i> <i>Doctor</i> <i>Vet</i> <i>Police officer</i> <i>Dentist</i> <i>Lollipop person</i> <i>Builder</i> <i>Teacher</i>	What is the difference between the seaside now and in the past? What does a sunflower need to grow? Can you name the parts of a plant? Can you name the parts of a tree? Can you name some common plants and trees? Where can you go to a beach in the UK? Can you name the four seasons and talk about the weather? <b>Key Texts:</b> <i>Lucy and Tom at the Seaside</i> <i>I can Grow a Flower</i> <i>The Storm Whale</i> <i>Steve Seagull – Action Hero</i> <i>The Lighthouse Keeper's Lunch</i> <i>Seaside Poems</i> <i>Winnie at the Seaside</i> <b>Key Vocabulary:</b> <i>Beach</i> <i>Summer</i> <i>Sun</i> <i>Sunflower</i> <i>Holiday</i> <i>Plant</i> <i>Leaf</i> <i>Light</i> <i>Water</i> <i>Flower</i>

Knowledge Pathways					
Marvellous Me	Once Upon a Time	Pets at Home	Dinosaur Adventure	People Who Help Us	Sun and Sand
<i>Houses and Homes</i>	<i>Great People</i>	<i>Communication and Technology</i>	<i>Culture and Society</i>	<i>Transport</i>	<i>Climate and the World</i>
We all need somewhere to live. Most of us are lucky enough to live in a house. There are seven different types of houses that are in the United Kingdom. Most of the houses we live in are made of brick or wood.	Once upon a time, there was a traditional fairy tale, with a beautiful princess, a charming prince, a wicked witch and a “happily ever after”. How many of these great tales can you name?	Dogs use a variety of methods to communicate with humans. They can use their body language, facial expressions, vocalizations, their tails, ears, and eyes to convey their message. They use body language to express a variety of emotions, including happiness, sadness, fear, anxiety, and aggression	Living as a dinosaur could be tough! There were roughly 700 types of dinosaurs. Some lived together and some lived in packs and some on their own. They were all different sizes and had to learn to live together.	An <b>ambulance</b> is a type of vehicle made to carry sick or injured people. Normally, ambulances go to people in emergencies to take people to hospital. A <b>Fire Engine</b> helps people by putting out fires and keeping people safe.	Bondi Beach is a famous beach in Australia. It is known for its beautiful blue water, and where people go surfing. You can find it just outside Sydney. There are many things to do there.