

# EYFS: RECEPTION CURRICULUM

## WHAT CHILDREN SHOULD KNOW AND BE ABLE TO DO WHEN THEY LEAVE RECEPTION

PSE	PHYSICAL	COMMUNICATION AND LANGUAGE
<ul style="list-style-type: none"> <li>Name a range of emotions and explain why they feel that way. I am happy because...</li> <li>Show understanding of how others are feeling</li> <li>Develop a Positive self-image</li> <li>Build up a range of strategies to self-clam and regulate e.g. counting to 10, deep breathes</li> <li>Wait their turn in a range of situations</li> <li>Solve simple conflicts without the help of an adult</li> <li>Confident in new situations and approaching new activities</li> <li>Show resilience and perseverance in everyday situations</li> <li>Follow rules and instructions</li> <li>Understand why rules are important</li> <li>Know right and wrong choices</li> <li>Manage own needs (see Physical dev)</li> <li>Establish good relationships with adults and peers</li> <li>Ask for help when needed</li> <li>Play co-operatively, sharing and taking turns</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>
UNDERSTANDING THE WORLD		
<b>SCIENCE</b> <b>Plants</b> <ul style="list-style-type: none"> <li>Name different parts of a flower</li> </ul> <b>Humans/living things</b> <ul style="list-style-type: none"> <li>Understand life cycle of a human</li> <li>Understand the importance of a balanced diet</li> <li>Understand some important processes and changes in the natural world around them</li> </ul> <b>Living things</b> <ul style="list-style-type: none"> <li>Can recognise that some environments are different to the one in which I live.</li> <li>Explore the natural world</li> </ul> <b>Materials and changes</b> <ul style="list-style-type: none"> <li>Can explore and identify melting/freezing changes in liquids</li> <li>Understand some important processes including changing states of matter</li> </ul> <b>Seasonal changes</b> <ul style="list-style-type: none"> <li>Understand some important processes and changes, including seasons</li> </ul>	<b>GEOGRAPHY</b> <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>Draw simple maps representing everyday journeys / environment; follow simple maps</li> <li>Know key features and weather changes in each season</li> <li>Begin to learn about the impacts of climate change and how we can look after our world.</li> </ul>	<b>HISTORY</b> <ul style="list-style-type: none"> <li>Talk about their family</li> <li>Talk about changes - baby to now</li> <li>Ordering events using language - first, next, after that, in the end</li> <li>Times of the day / days of the week</li> <li>Months of the year- seasons and changes through the year</li> <li>Significant events through the year – celebrations/ birthdays</li> </ul>
CORE SKILLS		
Essential skills to be used, applied and consolidated across the wider curriculum		
READING	WRITING	MATHS
<ul style="list-style-type: none"> <li>To recognise set 1 and set 2 sounds.</li> <li>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> <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> </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 write simple sentences that can be read by others</li> <li>Begin to use capital letters, full stops and finger spaces in independent writing</li> <li>To use set 1 and 2 sounds to write unknown words</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 recognise and order numbers to 10</li> <li>To have a deep understanding of numbers to 10 and know the composition of each number</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 know one more and one less than between consecutive numbers within 10</li> <li>To represent numbers using part whole and tens frame</li> </ul>

<ul style="list-style-type: none"> <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> <li>To blend sounds into words to read simple words</li> </ul>	<b>RELIGIOUS EDUCATION</b> <ul style="list-style-type: none"> <li>Similarities and differences between different religious and cultural communities in this country from experiences and stories</li> <li>Many religions have special books or texts that are sacred, the Christian special book is The Bible.</li> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe God made our wonderful world and so we should look after it - Creation</li> <li>Begin to understand the Christian concept of salvation by learning about the Easter story.</li> <li>Begin to develop an understanding of why God is important to Christians</li> <li>Learn about different sacred places</li> </ul>	<ul style="list-style-type: none"> <li>To subitise (recognise quantities without counting) up to 5</li> <li>To automatically recall number bonds to 5</li> <li>To recall some number bonds to 10</li> <li>To recall double</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> </ul>
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EXPRESSIVE ARTS AND DESIGN		
ART	DT	MUSIC/DANCE
<b>Drawing and painting</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Begin to explore colour mixing with primary colours to create secondary colours.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors</li> <li>Safely use and explore a variety of techniques, experimenting with colour.</li> <li>Share their creations, explaining the process they have used.</li> </ul> <b>3D sculpture</b> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively sharing ideas/resources</li> <li>Listen attentively, move to talk about music expressing feelings</li> <li>Watch and talk about dance and perform art expressing feelings and responses</li> <li>Sing in a group or on own increasingly matching pitch or following melody</li> <li>Explore and engage in music making and dance performing solo or in a group</li> <li>Sing a range of well known songs and nursery rhymes</li> <li>Perform songs/rhymes trying to move in time to the music</li> </ul>