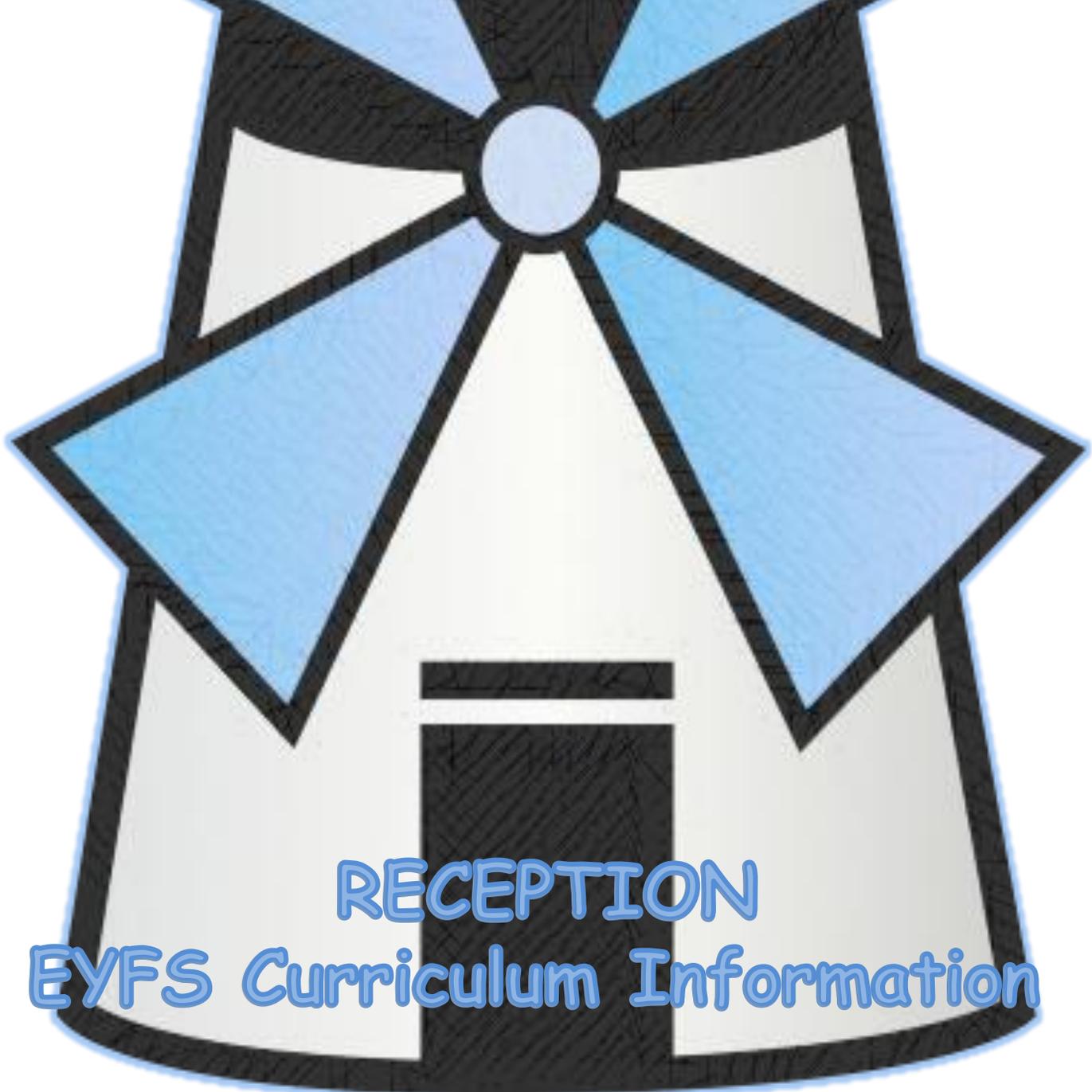


# Fulwell Infant School Academy



RECEPTION

EYFS Curriculum Information

# Prime Area

## Communication and Language

	Listening, Attention and Understanding	Speaking
Children in Reception	<p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts.</p>
Early Learning Goals	<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 conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>Participate in small group, class and one-to-one 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>

# Prime Area

## Personal, Social and Emotional Development

	Self Regulation	Managing Self	Building Relationships
Children in Reception	<p>See themselves as a valuable individual</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Manage their own needs.</p>	<p>Build constructive and respectful relationships</p>
Early Learning Goals	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>Give focussed attentions to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules. Know right from wrong and try to behave accordingly;</p>	<p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers;</p>

# Prime Area

## Physical Development

	Gross Motor Skills	Fine Motor Skills
Children in Reception	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking jumping, running, hopping, skipping, climbing.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons)</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>
Early Learning Goals	<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and coordination when playing;</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>

# Specific Area

## Literacy

	Comprehension	Word Reading	Writing
Children in Reception	<p>Re-read what they have written to check that it makes sense.</p>	<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter - sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known sound - letter correspondences using a capital letter and full stop</p>
Early Learning Goals	<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;</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>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>

# Specific Area

## Mathematics

	Number	Numerical Patterns
Children in Reception	<p>Subitise</p> <p>Link the number symbol with its cardinal number value.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds to 10.</p>	<p>Count objects, actions and sounds.</p> <p>Count beyond ten.</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than relationship' between consecutive numbers.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
Early Learning Goals	<p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

# Specific Area

## Understanding the World

	Past and Present	People, Culture and Communities	The Natural World
Children in Reception	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Early Learning Goals	<p>Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - 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.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

# Specific Area

## Expressive Arts and Design

	<b>Creating with Materials</b>	<b>Being Imaginative and Expressive</b>
Children in Reception	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to build on their previous learning and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
Early Learning Goals	<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>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>