



Greenfield Primary School, Stourbridge



Reception (Early Years Foundation Stage) Curriculum Content 2019-2020 Class: Julia Donaldson

Term	Autumn Term	Spring Term	Summer Term
Curriculum	Early Years Foundation Stage Curriculum		
Topics	All About Me Celebrate Good Times	It's Cold Outside In the Garden	On the Farm Under the Sea
PSED	Relationships	Living in the Wider World	Health and Well Being
	<u>Making Relationships</u> Play as part of a group, demonstrating friendly behaviour <u>Self-Confidence and Self-Awareness</u> Independently access resources and activities Learning to tidy up and take care of equipment <u>Managing Feelings and Behaviour</u> Begin to accept the needs of others and begin to share and take turn	<u>Making Relationships</u> Playing and working with others responding to what others are saying or doing <u>Self-Confidence and Self-Awareness</u> More outgoing towards unfamiliar people and more confident in new social situations <u>Managing Feelings and Behaviour</u> Is aware of boundaries set, and of behavioural expectations in the setting	<u>Making Relationships</u> Takes steps to resolve conflicts with other children e.g. finding a compromise <u>Self-Confidence and Self-Awareness</u> Can describe self in positive terms and talk about abilities <u>Managing Feelings and Behaviour</u> Understands that own actions affect other people for example becomes upset or tries to comfort another child when they realise they have upset them
	Greenfield Behaviour Expectations, Peacemakers and Greenfield Values Talk Topics		
Communication and Language	<u>Listening and Attention</u> Listening to each other Listening to stories <u>Understanding</u> Simple instructions such as daily routines <u>Speaking</u> Retelling simple events Role play - introducing a storyline or narrative into their play	<u>Listening and Attention</u> Maintaining attention and concentration Listening and responding appropriately <u>Understanding</u> Follow a story without pictures Follow instructions involving a two-part sequence <u>Speaking</u> Extends vocabulary and uses talk to organise, sequence and clarify thinking, ideas, feeling and events	<u>Listening and Attention</u> Listen attentively in a range of situations Respond to stories with relevant comments, questions or actions <u>Understanding</u> Answer questions 'how' and 'why' questions about their experiences and in response to stories or events <u>Speaking</u> Express themselves effectively showing an awareness of the listener using past present and future forms
Physical Development	<u>Moving and Handling</u> Gross motor - climbing/bike riding Fine motor - using one handed tools and equipment <u>Health and self-care</u> Going to the toilet Dressing and undressing Being safe in and out of school	<u>Moving and Handling</u> Gross motor - different ways of moving and travelling with confidence and control Fine motor - using one handed tools with good control <u>Health and self-care</u> Dressing and undressing independently Showing an understanding of how to be healthy Being safe in and out of school	<u>Moving and Handling</u> Gross motor - showing good control and co-ordination in large and small scale movements Fine motor- using equipment and tools effectively <u>Health and self-care</u> Understanding the importance of being healthy Being able to manage their own basic hygiene and personal needs
Literacy	<u>Reading</u> Listening and joining in with rhymes Describing the main events, characters and story settings Home and School reading books Letters and Sounds <u>Writing</u> Talking about their mark making Write their first name – forming letters correctly labels and captions	<u>Reading</u> Segmenting and blending sounds Beginning to read words and simple sentences Knowing information can be retrieved from books and computers <u>Writing</u> Linking sound to letters, naming and sounding the letters of the alphabet Using letters to communicate meaning Attempting to write short sentences Write their full name – forming letters correctly	<u>Reading</u> Reading and understanding simple sentences Reading some common irregular words Talking and understanding what they have read <u>Writing</u> Using their phonic knowledge to write words and sentences including some irregular common words
Mathematics	<u>Numbers</u> Recites numbers to 10 and beyond in order Recognises, writes and counts out to 10	<u>Numbers</u> Recites numbers to 20 and beyond in order Recognises, writes and counts out to 20 and beyond	<u>Numbers</u> Counting reliably with numbers from one to twenty, place them in order and say which is one more or one less than a given number



Greenfield Primary School, Stourbridge



	<p>Matching numeral and quantity correctly</p> <p><u>Shape, Space and Measure</u></p> <p>Exploring 2D and 3D Shapes</p> <p>Positional language</p> <p>Patterns</p>	<p>Using the vocabulary involved in adding and subtracting including problem solving</p> <p>Saying which number is one more or one less</p> <p><u>Shape, Space and Measure</u></p> <p>Ordering items by length and height and measuring</p> <p>Ordering items by capacity and measuring</p> <p>Ordering items by weight and measuring</p>	<p>Adding and subtract using two single-digit numbers</p> <p>Solving problems using doubling, halving and sharing</p> <p>Exploring number facts</p> <p><u>Shape, Space and Measure</u></p> <p>Time</p> <p>Money</p> <p>Using everyday language to talk about size, weight, capacity, position, distance, time and money, shapes and patterns</p>
<p>Understanding the World</p>	<p><u>People and Communities</u></p> <p>My family, my friends and my school</p> <p>Jobs in the community</p> <p><u>The World</u></p> <p>Materials</p> <p>Festivals and celebrations</p> <p>Senses</p> <p>Changes in the seasons</p> <p><u>Technology</u></p> <p>ICT in the environment</p> <p>Using different technology</p>	<p><u>People and Communities</u></p> <p>Similarities and differences</p> <p>Past and present events</p> <p><u>The World</u></p> <p>The local environment</p> <p>Polar regions</p> <p>Growing and planting</p> <p>Changes in the seasons</p> <p><u>Technology</u></p> <p>ICT in the environment</p> <p>Logging on and completing a simple program</p>	<p><u>People and Communities</u></p> <p>My family, my friends and my school – transition</p> <p><u>The World</u></p> <p>Environments around the world</p> <p>Animals around the world</p> <p>Changes in the seasons</p> <p>New life and living things</p> <p><u>Technology</u></p> <p>Select and use technology for a particular purpose</p>
<p>Expressive Arts and Design</p>	<p><u>Exploring and using media and materials</u></p> <p>Exploring colour mixing</p> <p>Printing</p> <p>Construction using lego and wooden bricks</p> <p>Explores instruments</p> <p><u>Being imaginative</u></p> <p>Creating simple representations of events people and objects</p> <p>Role play</p>	<p><u>Exploring and using media and materials</u></p> <p>Exploring texture</p> <p>Clay</p> <p>Constructs with a purpose in mind</p> <p><u>Being imaginative</u></p> <p>Plays co-operatively to develop and act out a narrative</p> <p>Using movements to express and responds to feelings, ideas and experiences</p>	<p><u>Exploring and using media and materials</u></p> <p>Singing songs, make music and dance, and experiment with ways of changing them</p> <p>Using a variety of materials, tools and techniques</p> <p><u>Being imaginative</u></p> <p>Using their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>
<p>Assessment opportunities</p>	<p>Baseline</p> <p>On Entry and Autumn term age band tracking and analysis</p> <p>Daily observations</p> <p>Evaluations, discussions and next steps</p> <p>Examples of work in books and Learning Journeys</p> <p>Photographs</p> <p>Phonic Assessments</p>	<p>Spring term age band tracking and analysis</p> <p>Daily observations</p> <p>Evaluations, discussions and next steps</p> <p>Examples of work in books and Learning Journeys</p> <p>Photographs</p> <p>Phonic Assessments</p>	<p>Summer term age band tracking and analysis</p> <p>Statutory Assessment – Summer 2; EYFSP Judgements</p> <p>Daily observations</p> <p>Evaluations, discussions and next steps</p> <p>Examples of work in books and Learning Journeys</p> <p>Photographs</p> <p>Phonic Assessments</p> <p>End of year report to parents</p>
<p>Parental/carer involvement</p>	<p>Home Visits</p> <p>Parents' Phonics Workshop</p> <p>Parents' Evening</p> <p>Open Sessions</p> <p>Christmas Plays and Concerts</p>	<p>Parents' Workshops</p> <p>Parents' Evening</p> <p>Open Sessions</p>	<p>Reports</p> <p>Sports' Day</p> <p>Share the Learning Assembly</p>