



Reception (Early Years Foundation Stage) Curriculum Content 2022-2023

Term	Autumn Term	Spring Term	Summer Term
Topics	All About Me Celebrate Good Times	It's Cold Outside In the Garden	On the Farm Epic Explorers
PSED	Relationships <u>Self- Regulation</u> Begin to accept the needs of others and begin to share and take turns. <u>Managing Self</u> Going to the toilet, dressing and undressing. Being safe in and out of school. <u>Building Relationships</u> Play as part of a group demonstrating friendly behaviour.	Living in the Wider World <u>Self- Regulation</u> Is aware of boundaries set, and of behavioural expectations. <u>Managing Self</u> Dressing and undressing independently. Showing an understanding of how to be healthy. Being safe in and out of school. <u>Building Relationships</u> Playing and working with others responding to what others are saying and doing.	Health and Well Being <u>Self- Regulation</u> Understands that own actions affect other people for example tries to comfort another child when they have upset them. <u>Managing Self</u> Understanding the importance of being healthy. Being able to manage their own basic hygiene and personal needs. <u>Building Relationships</u> Takes steps to resolve conflicts with others.
	<u>Listening, Attention and Understanding</u> Listening to each other, Listening to stories. Follow simple instructions such as daily routines. <u>Speaking</u> Retelling simple events. Role play- Introduce a storyline or narrative to their play.	<u>Listening, Attention and Understanding</u> Maintain attention and concentration. Listening and responding appropriately. Follow instructions <u>Speaking</u> Extends vocabulary and uses talk to organise and clarify thinking.	<u>Listening, Attention and Understanding</u> Listen attentively in a range of situations. Respond to stories with relevant comments, questions or actions. Ask questions to clarify their understanding. <u>Speaking</u> Express themselves effectively in full sentences using past, present and future tenses. Explain why things might happen.
Communication and Language			
Physical Development	<u>Gross Motor Skills</u> Climbing on the climbing frame Show an awareness of others whilst moving. Balanceability <u>Fine Motor Skills</u> Using one handed tools and equipment .	<u>Gross Motor Skills</u> Different ways of travelling and moving with confidence and control. <u>Fine Motor Skills</u> Using one handed tools with good control such as scissors, paintbrushes and cutlery.	<u>Gross Motor Skills</u> Negotiate space whilst moving in different ways. Demonstrate strength, balance and coordination when playing with peers. <u>Fine Motor Skills</u> Using a range of equipment and tools effectively.
Literacy	<u>Word Reading</u> Recognise all Phase 2 GPCs. Blend, segment and spell CVC words containing phase 2 sounds. Recall Phase 2 tricky words. Decode a Phase 2 book each week during reading sessions. <u>Comprehension</u> Describing main events, characters and story settings. Role playing stories using key vocabulary. Discuss key events in stories. Talking about and understanding what they have read. <u>Writing</u> Build strength in their core and upper body. Learn the six letter moves. Learn the pencil pick up routine. Writing their name.	<u>Word Reading</u> Recognise all Phase 3 GPCs. Blend, segment and spell words containing phase 3 sounds. Recall Phase 3 tricky words. Decode a Phase 3 book each week during reading sessions. <u>Comprehension</u> Describing main events, characters and story settings. Role playing stories using key vocabulary. Discuss key events in stories. Talking about and understanding what they have read. <u>Writing</u> Improve strength for writing position. Learn all single letter formations. Pencil checks. Improve individual letter snuggling.	<u>Word Reading</u> Apply Phase 4 phonics. Blend, segment and spell longer words such as compound words and words containing suffixes. Recall Phase 4 tricky words. Decode a Phase 4 book each week during reading sessions. <u>Comprehension</u> Describing main events, characters and story settings. Role playing stories using key vocabulary. Discuss key events in stories. Talking about and understanding what they have read. <u>Writing</u> Learn capital letters and numbers. Using their phonics knowledge to write words and sentences including some tricky words. Snuggle words.
	Phonetically decodable Ebooks, home readers and updated sound packs are sent home each week.		



Greenfield Primary School, Stourbridge



<p>Mathematics</p>	<p><u>Number</u> Subitising within 5. Explore the composition of numbers within 5 and explore the concept of whole and part of amounts. Compare sets by subitising and by matching.</p> <p><u>Numerical Pattern</u> Beginning to count beyond 5 and recognize numerals related to these amounts. Number songs. Explore a variety of patterns.</p>	<p><u>Number</u> Subitising within 5 random arrangements. Explore the composition of numbers up to 10 (number bonds) and consider the shape of odd and even numbers. Compare numbers using an understanding of number in the number system.</p> <p><u>Numerical Pattern</u> Become more familiar with the counting pattern beyond 20. Recognise the pattern of odd and even numbers.</p>	<p><u>Number</u> Subitise structured and unstructured patterns to 10. Numbers from 10 and beyond using tens frames. Composition of number to 10 and beyond. Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p><u>Numerical Pattern</u> Develop verbal counting to 20 and beyond, starting from different numbers. Double facts. Sharing</p>
<p>Understanding the World</p>	<p><u>The Past and Present</u> Jobs in the community, talk about the people around them. Exploring the past through stories. Use vocabulary such as "now", "then" and "yesterday".</p> <p><u>People, Culture and Communities</u> Where do we live? Talk about the idea of us all having an address. Know that our school is in a town called Stourbridge. Know that the country we live in is England. Discuss families, friends and our school. Explore a range of festivals and celebrations.</p> <p><u>The Natural World</u> Our body and the senses. Weather and seasons. Forces.</p>	<p><u>The Past and Present</u> Talk about similarities and differences between familiar objects from the past and current (e.g. phone / computer / washing implements). Use vocabulary such as "old", "oldest", "new", "modern"</p> <p><u>People, Culture and Communities</u> Compare other people's lives in other countries and explore a range of stories from other religions. Personal experience of special places including religious places. Children visit St Thomas's church. Explore the story of Easter.</p> <p><u>The Natural World</u> Weather & seasons - polar regions. Growing and planting. Materials</p>	<p><u>The Past and Present</u> Exploring the simple history of a significant figure (Queen Elizabeth II). Begin to understand why an event is important (coronation).</p> <p><u>People, Culture and Communities</u> Look at how some environments are different to the one in which they live - Countryside compared to towns Know that our nearest city is Birmingham and the capital of England is London. Consider their school transition.</p> <p><u>The Natural World</u> Compare a variety of places in the world. Identify human and physical features. Food and diet. Explore animals around the world. Explore animals that live on a farm as the children visit a local farm. New life and living things. Changes in the seasons.</p>
<p>Expressive Arts and Design</p>	<p><u>Creating With Materials</u> Explore colour mixing and printing. Explore a range of mediums such as paint, drawing, sculpting, collage, printing Explore a range of techniques such as cutting, joining and threading.</p> <p><u>Being Imaginative and Expressive</u> Singing nursery rhymes and songs Create simple representations of events and people. Using props during role play</p>	<p><u>Creating With Materials</u> Exploring different materials. Creating with a purpose in mind. Construct using a range of materials including junk models. Explore food preparation and hygiene.</p> <p><u>Being Imaginative and Expressive</u> Plays cooperatively to develop and act out a narrative. Using movement to respond to rhymes and poems.</p>	<p><u>Creating With Materials</u> Using a variety of materials, tools and techniques. Discussing how they have made their creations. Start to create products for a purpose.</p> <p><u>Being Imaginative and Expressive</u> Singing songs and experimenting with moving in time to the music. Using and adapting their own ideas to role play narratives.</p>