



# Sledmere Primary School



## Reception (Early Years Foundation Stage) Curriculum Content 2020-2021

### Class: Edinburgh, Cardiff, Belfast

Themes	Theme 1 Marvellous Me	Theme 2 What if I could explore the world?	Theme 3 Who is my hero?	Theme 4 How does our garden grow?
Texts	<p>Zog, Tiddlers, Superworm (refers to class names) Topsy and Tim start school Harry and the dinosaurs go to school Large family texts: Scarecrow's wedding Oliver's vegetables Handa's Surprise Non-fiction: Autumn, Harvest, Diwali &amp; Bonfire Night</p>	<p>Rainbow Fish Shark in the park Sharing a shell Snail and the whale Monkey Puzzle Nativity Story Christmas stories. Non-Fiction books: Big Bear Little Brother The Not so Perfect Penguin Chinese New Year Story</p>	<p>Aliens love underpants The smartest giant in town Super kid Juniper Jupiter I'll love you forever The Easter Story Non-fiction books: People who help us</p>	<p>A seed in need A squash and a squeeze Jack and the beanstalk Jasper's beanstalk One Springy Day Farmer Duck Gardens and how to make things grow Lola plants a garden Norman the slug Non-fiction books: Twist and hop minibeasts Mad about minibeasts First facts bugs</p>
PSED	<p><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 turns</p>	<p><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</p>	<p><u>Making Relationships</u> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. <u>Self-Confidence and Self- Awareness</u> Children are confident to try new activities, and say why they like some activities more than others. <u>Managing Feelings and Behaviour</u> They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride</p>	<p><u>Making Relationships</u> Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. <u>Self-Confidence and Self-Awareness</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. <u>Managing Feelings and Behaviour</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>
	Sledmere Behaviour Expectations, 'Rights Respecting Schools' and Values Talk Topics			
Communication and Language	<p><u>Listening and Attention</u> Maintaining attention and concentration Listening and responding appropriately <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 Uses language to imagine and recreate roles and experiences Links statements and sticks to a main theme or intention.</p>	<p><u>Listening and Attention</u> Children can listen and do for short span. <u>Understanding</u> Follow a story with pictures Follow instructions involving a two-part sequence <u>Speaking</u> Extends vocabulary, exploring the meaning and sounds of new words. and uses talk to organise, sequence and clarify thinking, ideas, feeling and events Introduces a storyline or narrative into their play.</p>	<p><u>Listening and Attention</u> Listen attentively in a range of situations Respond to stories with relevant comments, questions or actions <u>Understanding</u> Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in Conversation or discussion. <u>Speaking</u> Children express themselves effectively, showing awareness of listeners' needs. They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Listening and Attention</u> They listen to stories, accurately anticipating key events They give their attention to what others say and respond appropriately, while engaged in another activity. <u>Understanding</u> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. <u>Speaking</u> They use past, present and future forms accurately when talking about events</p>



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				that have happened or are to happen in the future.
<b>Physical Development</b>	<p><u>Moving and Handling</u> Gross motor - climbing/bike riding Fine motor - using one handed tools and equipment</p> <p><u>Health and self-care</u> Going to the toilet independently Being safe in and out of school Dressing and undressing independently Showing an understanding of how to be healthy</p>	<p><u>Moving and Handling</u> Gross motor - different ways of moving and travelling with confidence and control Travels with confidence and skill around, under, over and through balancing and climbing equipment. Fine motor -Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.</p> <p><u>Health and self-care</u> Understanding the importance of being healthy Being able to manage their own basic hygiene and personal needs Practices some appropriate safety measures without direct supervision</p>	<p><u>Moving and Handling</u> Gross motor - showing good control and co-ordination in large and small scale movements Fine motor- They handle equipment and tools effectively, including pencils for writing. Uses a pencil and holds it effectively to form recognisable letters formed correctly.</p> <p><u>Health and self-care</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely.</p>	<p><u>Moving and Handling</u> They move confidently in a range of ways, safely negotiating space.</p> <p><u>Health and self-care</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully.</p>
<b>Literacy</b>	<p><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</p> <p><u>Writing</u> Talking about their mark making Write their first name – forming letters correctly labels and captions</p>	<p><u>Reading</u> Segmenting and blending sounds Beginning to read words and simple sentences Knowing information can be retrieved from books and computers</p> <p><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</p>	<p><u>Reading</u> Reading and understanding simple sentences Reading some common irregular words Talking and understanding what they have read</p> <p><u>Writing</u> Using their phonic knowledge to write words and sentences including some irregular common words</p>	<p><u>Reading</u> Reading and understanding simple sentences Reading some common irregular words Talking and understanding what they have read</p> <p><u>Writing</u> Using their phonic knowledge to write words and sentences including some irregular common words</p>
<b>Mathematics</b>	<p><u>Numbers</u> Recites numbers to 10 and beyond in order Recognises, writes and counts out to 5 Matching numeral and quantity correctly to 5</p> <p><u>Shape, Space and Measure</u> Exploring 2D and 3D Shapes Positional language Patterns Selects a particular named shape. Days of the week</p>	<p><u>Numbers</u> Recites numbers to 10 and beyond in order Recognises, writes and counts out to 10 and beyond Using the vocabulary involved in adding and subtracting in practical activities, recording using marks. Saying which number is one more or one less in practical activities. Estimating groups of objects, counting to check.</p> <p><u>Shape, Space and Measure</u> Ordering items by length and height and measuring Ordering items by capacity and measuring Ordering items by weight and measuring Time vocabulary Money Vocabulary Months and seasons</p>	<p><u>Numbers</u> Recites numbers to 20 and beyond in order Recognises, writes and counts out to 20 and beyond Using the vocabulary involved in adding and subtracting in practical activities and problem solving Saying which number is one more or one less</p> <p><u>Shape, Space and Measure</u> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Ordering items by length and height and measuring Ordering items by capacity and measuring Ordering items by weight and measuring Time and money. Practical and recording activities.</p>	<p><u>Number</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 Adding and subtract using two single-digit numbers Solving problems using doubling, halving and sharing Exploring number facts</p> <p><u>Shape, Space and Measure</u> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>



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<p><b>Understanding the World</b></p>	<p><u>People and Communities</u> My family, my friends and my school Jobs in the community <u>The World</u> Festivals and celebrations Changes in the seasons Families around the World <u>Technology</u> ICT in the environment Using different technology</p>	<p><u>People and Communities</u> Similarities and differences Past and present events <u>The World</u> The local environment Polar regions Animals around the world Changes in the seasons Environments around the world Floating /sinking Materials <u>Technology</u> ICT in the environment Logging on and completing a simple program</p>	<p><u>People and Communities</u> My family, my friends and my school – transition <u>The World</u> Changes in the seasons New life and living things (chicks) Recycling – eco work Magnetism <u>Technology</u> Select and use technology for a particular purpose</p>	<p><u>People and Communities</u> My family, my friends and my school – transition <u>The World</u> Growing and planting Changes in the seasons New life and living things <u>Technology</u> Select and use technology for a particular purpose</p>
<p><b>Expressive Arts and Design</b></p>	<p><u>Exploring and using media and materials</u> Exploring colour mixing Printing Play doh Construction using lego and wooden bricks Explores instruments Sings and dances <u>Being imaginative</u> Creating simple representations of events people and objects Role play Choose colours to use for a purpose. Plays alongside others</p>	<p><u>Exploring and using media and materials</u> Exploring texture Play doh Selects tools and techniques Constructs with a purpose in mind <u>Being imaginative</u> Plays co-operatively to develop and act out a narrative Using movements to express and responds to feelings, ideas and experiences</p>	<p><u>Exploring and using media and materials</u> Singing songs, make music and dance, and experiment with ways of changing them Using a variety of materials, tools and techniques <u>Being imaginative</u> Using their own ideas. thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p><u>Exploring and using media and materials</u> Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function <u>Being imaginative</u> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
<p><b>Assessment opportunities</b></p>	<p>Baseline GLD forecast On Entry Profile E Tracker/Tracking Sheet Language first data sheet Daily observations (coded) Evaluations, discussions and next steps Examples of work (coded) in Learning Journeys Photographs Phonic Assessments Maths Assessments</p>	<p>Autumn 2 E Tracker/Tracking Sheet Assessment – Autumn 2 Daily observations (coded) Evaluations, discussions and next steps Examples of work (coded) in Learning Journeys Photographs Phonic Assessments Maths Assessments Wellcomm</p>	<p>Assessment – Spring 2; Daily observations (coded) Evaluations, discussions and next steps Examples of work (coded) in Learning Journeys Photographs Phonic Assessments Maths Assessments Wellcomm</p>	<p>Summer 2; EYFSP Judgements Daily observations (coded) Evaluations, discussions and next steps Examples of work (coded) in Learning Journeys Photographs Phonic Assessments Maths Assessments Wellcomm End of year report to parents</p>
<p><b>Parental/carer involvement</b></p>	<p>Home Visits Parents' Phonics Workshop Parents' Evening Parent reading morning Take Home Tasks Busy bees home news Monthly LJ reviews</p>	<p>Parents' Workshops Parent reading morning Christmas Plays and Concerts Take Home Tasks Busy bees home news Monthly LJ reviews</p>	<p>Parents' Evening Take Home Tasks Parent reading morning Busy bees home news Monthly LJ reviews</p>	<p>Reports and report feedback Take Home Tasks Sports' Day Parent reading morning Busy bees home news Monthly LJ reviews</p>