

# EYFS - Reception

## Overview of Curriculum Coverage

2020-2021



This overview is based on expected baseline of 30-50EXC/40-60EM. Where pupils are assessed as above or below this level staff will adapt this, as needed, to meet the individual needs of the pupil. Themes are adapted to be guided by the interests of the pupils in the cohort.

Area of Learning  
**Autumn 1**

Dinosaurs	Prime Areas			Specific Areas			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p><i>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building Democracy – voting for School Council</i></p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> - HOME CORNER Dinosaur Discovery quarry/jungle</p> <p>Suggested Books/ Stories Harry and His Bucketful of dinosaurs Non-fiction texts</p>	<p>Forming good relationships and including others in play i.e. sharing and taking turns</p> <p>Selecting own resources</p> <p>Communicating with peers and listening</p> <p>Aware of boundaries and works as part of a groups or class to understand and follow set rules</p> <p>Can say why they like some activities more than others</p>	<p>Can show some listening skills</p> <p>Can follow simple instructions</p> <p>Understands the uses of the equipment</p> <p>Can talk about what has happened and is starting to talk about why</p> <p>Understands turn taking</p> <p>Uses talk in play e.g. pretending that objects are something else “This box is my castle”.</p>	<p>Moves freely using suitable spaces and speed</p> <p>Draws lines and circles with control</p> <p>Can hold a pencil correctly</p> <p>Understands their own needs hunger/toilet needs/personal hygiene</p> <p>Dresses with support</p> <p>Knows equipment needs to be used safely</p> <p>Uses scissors to make snips in paper</p> <p style="text-align: center;">ALSO SEE PE SCHEME</p>	<p>Phase 2 – vc/cv/cvc introduce tricky words</p> <p>Shows awareness of alliteration</p> <p>Can hear a rhyming string</p> <p>Initial sounds</p> <p>Aware of the structure of stories</p> <p>Suggests the way that stories may end</p> <p>Describes main settings, events and principal characters</p> <p>Recognising some high frequency words</p> <p style="text-align: center;">Linking sounds to letters</p> <p>Can copy familiar words e.g. their name</p> <p>Segment and blend simple words orally</p>	<p>Use number in play</p> <p>Recognises numbers up to 5/10/15/20 and can count out the right number of objects/actions</p> <p>Counting to 20 and beyond</p> <p>Counting up to 20 objects using 1:1 counting correspondence</p> <p style="text-align: center;">ALSO SEE WHITE ROSE SCHEME</p>	<p>Comments about what they have seen/discovered in the world</p> <p>Investigates toys that use I.C.T. or have moving parts</p> <p>Uses technology to enhance their learning</p> <p>Halloween – Remembers and talks about significant events in their own experiences.</p> <p>Develops an understanding of growth and decay over time</p> <p style="text-align: center;">ALSO SEE R.E. SCHEME</p>	<p>Learning new songs</p> <p>Uses simple construction resources with a clear purpose in mind</p> <p>Using simple tools safely and effectively</p> <p>Familiar role play using appropriate language</p>

Area of Learning  
**Autumn 2**

Let's Celebrate	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations Democracy – voting for favourite story</p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> Non-fiction texts related to the celebrations</p> <p>Fireworks /Diwali /Halloween?</p> <p>Room on the broom</p>	<p>Can describe self in positive terms and talk about their abilities and skills</p> <p>Children talk about how they and others show feelings</p> <p>Children talk about their own behaviour and the behaviour of others</p> <p>Children talk about consequences</p> <p>Accepts responsibility</p> <p>Is confident in different social situations</p> <p>Solving problems independently</p>	<p>Listens with interest and responds to stories with refrains and related vocabulary</p> <p>Can describe where something is using prepositions</p> <p>Using and / because in sentences</p> <p>Use language to support role play</p>	<p>Moves freely in a variety of different ways</p> <p>Uses scissors safely and with increased accuracy</p> <p>Show a dominant hand</p> <p>Makes anticlockwise movements</p> <p>Can catch a ball</p> <p>Can use balls and throwing equipment (bean bags) in different ways</p> <p>ALSO SEE P.E. SCHEME</p>	<p>Phase 2 – vc/cv/cvc and tricky words</p> <p>Blending to read</p> <p>Segmenting to write</p> <p>Children to write recognisable letters- used correctly in sequences</p> <p>Listens to stories with increasing attention and recall</p> <p>Writing first name independently</p> <p>Writes for range of purposes</p>	<p>Matching objects to numerals</p> <p>One more/one fewer</p> <p>Finding the total by adding amounts altogether</p> <p>Uses shape in Construction</p> <p>Can name 2D and 3D shapes using the correct mathematical language</p> <p>ALSO SEE WHITE ROSE SCHEME</p>	<p>Recognises and describes special events</p> <p>Children recognise similarities and differences – with a special focus on families and cultures</p> <p>Talks about how things work</p> <p>Knows how simple I.C.T. works</p> <p>Uses age appropriate software</p> <p>Bonfire Night Remembrance Day Diwali Christmas Hanukkah</p> <p>ALSO SEE R.E. SCHEME</p>	<p>Moving rhythmically to music</p> <p>Builds a repertoire of songs and dances</p> <p>Explores colour and different textures</p> <p>Explores the different sounds of instruments</p> <p>Introduces a storyline or narrative into their play</p> <p>Beginning to construct, making enclosures and creating spaces</p>

Area of Learning

**Spring 1**

<b>Julia Donaldson</b>	<b>Prime</b>			<b>Specific</b>			
	<b>P.S.E.D.</b>	<b>Communication and Language</b>	<b>Physical Development</b>	<b>Literacy</b>	<b>Mathematics</b>	<b>Understanding the World</b>	<b>Expressive Arts and Design</b>
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations Democracy – voting for favourite story</p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> – A gruffalo’s cave, a house with animals, a simple home and garden with lots of story props to act out their favourite story</p> <p>The Gruffalo A Squash and a squeeze What the ladybird heard The Smartest Giant in Town</p>	<p>Finds compromise with peers</p> <p>Can describe self in positive terms</p> <p>Confident to speak about their own needs/opinions</p> <p>Understands their actions on others</p> <p>Is aware of the boundaries set and the behavioural expectation of the setting.</p>	<p>Can sit quietly during an activity</p> <p>Can listen and then complete an activity</p> <p>Understands some humour</p> <p>Asking questions</p> <p>Uses different tenses</p> <p>Extends vocabulary and uses new vocabulary in role play</p>	<p>Can write some letters e.g. their name</p> <p>Experiments moving in different ways on equipment and jumps landing safely</p> <p>Manages own risk assessment</p> <p>Helps to put away equipment correctly</p> <p style="text-align: center;">ALSO SEE PE SCHEME</p>	<p>Phase 3</p> <p>Predicting stories</p> <p>Describing the structure of a story</p> <p>Uses storylines in role play</p> <p>Uses phonics to decode words</p> <p>Writing own name and captions using recognisable letters</p> <p>Write simple words and sentences using recognisable letters</p>	<p>Uses positional language</p> <p>Uses shape in construction</p> <p>Creates patterns independently and can repeat a set pattern</p> <p>Subtraction and counting backwards</p> <p>Describe the properties of 2D and 3D shapes</p> <p>In practical activities, using vocabulary involved in adding and subtraction</p> <p style="text-align: center;">ALSO SEE WHITE ROSE SCHEME</p>	<p>Knows that information can be selected from the computer</p> <p>Completes a simple program on the computer</p> <p>Looks closely at similarities and differences with a focus on the different environments</p> <p>Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world</p> <p style="text-align: center;">ASLO SEE R.E. SCHEME</p>	<p>Repeated rhythms</p> <p>Movement and expression to music</p> <p>Learning a wider variety of songs</p> <p>Constructing with a clear purpose</p> <p>Imaginative in art/drama and dance</p> <p>Creates simple representations of events, people and objects</p>

Area of Learning  
**Spring 2**

Space/Easter	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations Democracy – voting for favourite story</p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> – Space den</p> <p>Suggested Stories/ Books</p> <p>Whatever Next Peace at last</p> <p>Non-fiction space texts</p>	<p>Expressing preference of activity with reasoning</p> <p>Can talk about actions and consequences</p> <p>They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children</p> <p>Developing self-regulation i.e. general behaviours are more sensible and controlled</p>	<p>Listening attentively in different situations</p> <p>Able to follow a story without pictures or props</p> <p>Uses intonation</p> <p>Links statements in an organised way</p> <p>Responds to instructions involving a two part sequence</p>	<p>Good control and co-ordination in large and small movement</p> <p>Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p> <p>Good control and co-ordination in large and small movement</p> <p>ALSO SEE P.E. SCHEME</p>	<p>Phase 3</p> <p>Can name letters of the alphabet. (Lowercase and capital letters)</p> <p>Begins to read words with fluency</p> <p>Begins to read simple sentences</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p> <p>To write simple sentences containing irregular words</p> <p>Children to write using recognisable letters in a range of situations and for a range of purposes</p>	<p>Estimating</p> <p>Ordering numbers to 20 and beyond</p> <p>Orders items by: Length Weight Capacity</p> <p>Children can use mathematical language related to length, weight and capacity</p> <p>Children to form most numbers (0-9) correctly</p> <p>ALSO SEE WHITE ROSE SCHEME</p>	<p>Understands growth and decay</p> <p>Shows concern for living things</p> <p>Looks at patterns and change in the environment</p> <p>Understands that technology is all around us</p> <p>ALSO SEE R.E. SCHEME</p>	<p>Creating different textures</p> <p>Selecting a wider range of tools</p> <p>Introducing storylines to their play</p> <p>Selects appropriate resources and adapts if necessary</p>

Area of Learning  
**Summer 1**

Traditional Tales	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations Democracy – voting for favourite story</p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> – traditional cottage, beanstalk and castle</p> <p>Jack and the beanstalk The three little pigs Goldilocks and the three bears Little Red Riding Hood</p>	<p>Includes others ideas in their activity with increased levels of verbal communication</p> <p>Can say when they need or don't need help</p> <p>Adjust their behaviour to different situations and can adapt when new routines and expectations are introduced</p>	<p>Listens to stories and responds appropriately</p> <p>Listens and responds to the ideas of others</p> <p>Listen to and follows more complex instructions</p> <p>Able to express themselves being aware of the needs of the listener</p>	<p>Good control and co-ordination in large and small movement</p> <p>Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p> <p>Children move confidently in a range of ways, safely negotiating space</p> <p>They handle equipment and tools effectively, including pencils for writing</p> <p>Children form letters correctly</p> <p>ALSO SEE P.E. SCHEME</p>	<p>Phase 3/ 4</p> <p>Reads with increased fluency</p> <p>Demonstrates an understanding of what they have read</p> <p>Can write irregular common words</p> <p>Writing sentences that can be read by themselves and others</p>	<p>Using mathematical language to create and solve mathematical problems</p> <p>One more one less without apparatus (to 20)</p> <p>Adding and subtracting using practical problems</p> <p>Uses everyday language related to time and can measure short periods of time in simple ways</p> <p>Children can form numbers 0-9 correctly</p> <p>Begins to show awareness of money</p> <p>ALSO SEE WHITE ROSE SCHEME</p>	<p>Children select and use technology for Particular purposes</p> <p>Children use ICT hardware to interact with age-appropriate computer software</p> <p>Children understand that information can be retrieved from computers</p> <p>Children talk about past and present events in their own lives and the lives of family members</p> <p>ALSO SEE R.E. SCHEME</p>	<p>Selects appropriate resources independently</p> <p>To adapt work when necessary to improve or enhance</p> <p>Develop an independent narrative</p> <p>Experiments with different textures and colours</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p>

Area of Learning  
**Summer 2**

The Great Outdoors	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations Democracy – voting for favourite story</p> <p>Weekly Picture News Assembly and linked activity</p> <p><u>ROLE PLAY</u> We're going on a bear hunt</p> <p>Texts to support transition to the next class</p>	<p>Demonstrate sensitivity to other children and form positive relationships with other children</p> <p>Work as part of a group or class and understand and follow rules</p> <p>Play co-operatively, taking into account others needs</p>	<p>Children express themselves effectively, showing awareness of listeners' needs</p> <p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Sports and physical activities that are included within this using a variety of equipment</p> <p>Move confidently in a range of ways, negotiating space</p> <p>Handle equipment and tools effectively, especially for writing</p> <p style="text-align: center;">ALSO SEE P.E. SCHEME</p>	<p>Phase 3/ 4</p> <p>To write simple sentences</p> <p>Some words are spelt correctly and others are phonetically plausible</p> <p>They demonstrate understanding when talking with others about what they have read</p>	<p>Using a number line to count on and backwards to solve addition and subtraction calculations</p> <p>Shows an awareness of doubling and halving</p> <p>Children count reliably with numbers from one to 30 and beyond</p> <p>Children can place numbers to 20 in order and say which number is one more or one less than a given number</p> <p>Children can count in 2's to 20 and 10's to 100</p> <p style="text-align: center;">ALSO SEE WHITE ROSE SCHEME</p>	<p>They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Children recognise that a range of technology is used in places such as homes and schools</p> <p>Children select and use technology for particular purposes</p> <p style="text-align: center;">ALSO SEE RE SCHEME</p>	<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p>