

# The Curriculum

## Tolleshunt D'Arcy Academy

**EYFS Curriculum Map**



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# Reception : Autumn Curriculum Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topics/themes	Me, my family and my friends				Little Red Hen		Harvest around the World
Visits and visitors	Parents are encouraged to come in and share learning. Drop in mornings, phonics workshop, maths workshop.				Visit a farm Every 3 years (Year C)		
Role play area	Home Café/restaurant Baby day-care				Bakery Farm		
Communication and Language							
Literacy (Understanding)	Key Text: Marvellous Me by Lisa Bullard Family and Me by Michaela Dias Fluency text: You Choose		Key Texts: The Noisy House Goldilocks and the Three Bears Fluency text: You Choose		Key Text: The Little Red Hen (various versions) The Gingerbread Man Fluency text: The Little Red Hen (Ladybird)		
Phonics Tricky words	Level 1 : sound discrimination	Level 2: Week 1 s,a,t,p	Level 2: Week 2 i,n,m,d	Level 2: Week 3 g,o,c,k	Level 2: Week 4 ck, e, u, r to, the	Level 2: Week 5 h,b,l no,go, l	Level 2: Week 6 ff, ll, ss, s(z)
Maths	Getting to know you Early Mathematical experiences			Just like me! Match and sort; Compare amounts; Compare size, mass and capacity; Explore pattern/early number			
PSED	Unit 1: Feelings Following rules	Unit 1: Feelings Starting school	Unit 1: Feelings I give what I expect in return	Unit 1: Feelings I love you for you	Unit 1: Feelings A problem shared	Unit 1: Feelings Mixed emotions	Unit 1: Feelings Recap

# Reception : Autumn Curricular Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Physical Development	Gymnastics Unit N/R Introductory Unit: Lesson 1 (Val Sabin)	Dance Unit 1: Lesson 1 Stars (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 2 (Val Sabin)	Dance Unit 1: Lesson 2: Rabbits (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 3 (Val Sabin)	Dance Unit 1: Lesson 3: Follow my feet (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 4 (Val Sabin)	Dance Unit 1: Lesson 4 Hickory Dickory Dock (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 5 (Val Sabin)	Dance Unit 1: Lesson 5 Hickory Dickory Dock (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 6 (Val Sabin)	Dance Unit 1: Lesson 6 Autumn leaves (Val Sabin)  Gymnastics Unit N/R Introductory Unit: Lesson 7 (Val Sabin)
Understanding the World	Me Baby to now photos (History)	My family Family tree (Geography/History)	My friends Similarities and differences (RE/Geography)	Where I live Different homes (History)	Feelings (RE/Geography)	Difference (RE)	Autumn (Geography/science)
Expressive Arts and Design (Art/D&T)	Self portraits pencil Henri Matisse	Self portraits paint Tone – adding white	Self portraits collage Scissor skills Pablo Picasso	Self portraits mixed media	Print – repeating patterns		Painting vegetables
Expressive Arts and Design (Music)	Singing favourite songs	Charanga Unit 1: Me! Step 1	Charanga Unit 1: Me! Step 2	Charanga Unit 1: Me! Step 3	Charanga Unit 1: Me! Step 4	Charanga Unit 1: Me! Step 5	Charanga Unit 1: Me! Step 6
RE	Unit 1 How can we care for our wonderful world?		Unit 2 What happened in God's special garden?		Unit 3 What is special to me?		
Forest School	Safety	Safety	Dens	Dens	Tying knots	Whittling	Cooking

# Reception : Autumn Curricular Map



	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Topics/themes	Bonfire Night	Remembrance	Diwali	Nativity		Christmas	
Visits and visitors						Church visit	
Role play area	Bakery Farm (crops)			Stable		Post office Stable	Post office Stable
Communication and Language							
Literacy (Understanding)	Key Text: Guy Fawkes for Kids (Non Fiction)	Key Text: Where the Poppies Now Grow by Hilary Robinson	Key Text: Lights for Gita by Rachna Gilmore	Key Text: Nativity	Key Text: Nativity	Key Text: A Letter to Father Christmas Jolly Christmas Postman	Key Text: Stick man
Phonics Tricky words	Level 2: Week 7 Revise weeks 1-6 Focus on handwriting	Level 3: Week 1 j, v, w, x Revise Level 2 tricky words	Level 3: Week 2 y,z, zz, qu, ch he, she (read) to, the (spell)	Level 3: Week 3 sh, th,th, ng we, me, be (read)	Level 3: Week 4 ai, ee, igh, oa was (read) no, go, l (spell)	Level 3: Week 5 oo,oo, ar, or my (read)	Level 3: Week 6 ur,ow, oi, ear you (read)
Maths	It's me 1, 2, 3! Representing 1, 2&3; Comparing 1, 2&3; Composition of 1, 2&3; Circles and triangles; Positional Language; Shape and sorting			Light and Dark Representing numbers to 5; One more or less; Shapes with 4 sides; Time			
PSED	Unit 2: Circle of love and trust Who is my family?	Unit 2: Circle of love and trust Different families	Unit 2: Circle of love and trust Love for pets	Unit 2: Circle of love and trust My caring community	Unit 2: Circle of love and trust Community workers	Unit 2: Circle of love and trust Wider World	Unit 2: Circle of love and trust Responsibilities

# Reception : Autumn Curricular Map

	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Physical Development	Dance Unit 2:6: Lesson 1: Icicles and Water (Val Sabin)  Gymnastics Unit A Travelling: Lesson 1 (Val Sabin)	Dance Unit 2:7: Lesson 2: Mr Jelly and Mr Strong (Val Sabin)  Gymnastics Unit A Travelling: Lesson 2 (Val Sabin)	Dance Unit 2:7: Lesson 3: Mr Jelly and Mr Strong (Val Sabin)  Gymnastics Unit A Travelling: Lesson 3 (Val Sabin)	Dance Unit 2:8 Lesson 4: Wriggling William (Val Sabin)  Gymnastics Unit A Travelling: Lesson 4 (Val Sabin)	Dance Unit 2:8 Lesson 5: Wriggling William (Val Sabin)  Gymnastics Unit A Travelling: Lesson 5 (Val Sabin)	Dance Unit 2:9 Lessons 6 The Angry Elephant (Val Sabin)  Gymnastics Unit A Travelling: Lesson 6 (Val Sabin)	Dance Unit 2:9 Lessons 7 The Angry Elephant (Val Sabin)
Understanding the World	Bonfire Night Celebrations time line (History)	Remembrance Celebrations time line (History)	Diwali Celebrations time line (History/RE)	Nativity (RE)	Nativity (RE)	Christmas traditions Celebrations time line (History/RE)	Christmas traditions (History/RE)
Expressive Arts and Design (Art/D&T)	Firework art Printing Digital	Poppy Collage	Rangoli patterns	Nativity Cutting		Christmas cards	Christmas 3D
Expressive Arts and Design (Music)	Charanga Unit 2: My Stories Step 1	Charanga Unit 2: My Stories Step 2	Charanga Unit 2: My Stories Step 3	Charanga Unit 2: My Stories Step 4	Charanga Unit 2: My Stories Step 5	Charanga Unit 2: My Stories Step 6	Charanga Unit 2: My Stories Perform
RE	Unit 4 Who is special to God?	Unit 5 : How do I know someone loves me?	Unit 6 : How does Gita celebrate festival of lights?	Unit 7: How are people from around the world special?	Unit 8 How are babies welcomed around the world?	Unit 9 Who is the most important person in the nativity story?	
Forest School	Art	Art	D&T	D&T	Dens	Dens	Cooking

# Reception : Spring Curricular Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Topics/themes	People Who Help Us		Chinese New Year	Birds	Three Little Pigs	
Visit and visitors	Paramedic visitor/Firefighter visitor					
Role play area	Doctors surgery/ hospital Fire station		Chinese restaurant	Bird hide	Design studio Building site	
Communication and Language						
Literacy (Understanding)	Key text: Busy People: Doctor by Aldo Twin	Key text: Busy People: Firefighter by Aldo Twin Emergency by Margaret Mayo	Key texts: Chinese New Year The Great Race	Key Text Three Little Pigs (Different versions)		
Phonics Tricky words	Level 3: Week 7 air, ure, er, they (read)	Level 3: Week 8 Recap Level 3 (1-4) here (read)	Level 3: Week 9 Recap Level 3 (5-7) All, are (read)	Level 3: Week 10 Trigraphs and consonant digraphs Recap : was, saw (read)	Level 3: Week 11 Letter sounds and vowel digraphs Recap: we, they	Level 3: Week 12 Practice all Level 3 GPCs Recap: All Tricky words
Maths	Alive in 5! Introducing zero; Comparing numbers to 5; Composition of 4&5; Compare mass; Compare capacity			Growing 6, 7, 8 6, 7 & 8; Combining two amounts; Making pairs; Length & Height; Time		
PSED	Unit 3: Staying safe Dangers in my home	Unit 3: Staying safe Fire burns	Unit 3: Staying safe Stop look listen	Unit 3: Staying safe Stranger danger	Unit 3: Staying safe Danger online	Unit 3: Staying safe Body privacy

# Reception : Spring Curricular Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Physical Development	Dance Unit 3:10: Lesson 1: Blowing Bubbles  Gymnastics Unit B: Stretching and Curling: Lesson 1 (Val Sabin)	Dance Unit 3:10: Lesson 2: Blowing Bubbles  Gymnastics Unit B: Stretching and Curling: Lesson 2 (Val Sabin)	Dance Unit 3:11: Lesson 1: Dinosaurs  Gymnastics Unit B: Stretching and Curling: Lesson 3 (Val Sabin)	Dance Unit 3:11: Lesson 2: Dinosaurs  Gymnastics Unit B: Stretching and Curling: Lesson 4 (Val Sabin)	Dance Unit 3:12: Lesson 1: The Shaking Puppet  Gymnastics Unit B: Stretching and Curling: Lesson 5 (Val Sabin)	Dance Unit 3:12: Lesson 2: The Shaking Puppet  Gymnastics Unit B: Stretching and Curling: Lesson 6 (Val Sabin)
Understanding the World	People who help us (Doctors and Nurses) (Citizenship)	People who help us (Firefighters) (Citizenship)	Lunar traditions (RE/Geography)	Birds (Science)	People who help us (Builders) (Citizenship)	Houses and Homes around the world and in the past (History)
Expressive Arts and Design (Art/D&T)	Emergency vehicles D&T			Straw, stick and brick houses Collaborative Collage		
Expressive Arts and Design (Music)	Charanga Unit 3: Everyone Step 1	Charanga Unit 3: Everyone Step 2	Charanga Unit 3: Everyone Step 3	Charanga Unit 3: Everyone Step 4	Charanga Unit 3: Everyone Step 5	Charanga Unit 3: Everyone Step 6
RE	Unit 10 What do we know about the man they call Jesus?		Unit 11 What kind of king was Jesus?		Unit 12 How is Chinese New Year and other festivals celebrated?	
Forest School	Tool use	Tool use	D&T	D&T	Fire lighting	Cooking



# Reception : Spring Curricular Map



	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Topics/themes	Pancake Day	World Book Day	Mothering Sunday	British Science Week	Easter	
Visits and visitors				Science visitor		
Role play area	Pancake shop		Card shop		Chocolate factory	
Communication and Language						
Literacy (Understanding)	Key text: Mr Wolf's Pancakes	Key text: Gruffalo	Key text: Amazing Mum by Alison Brown	<a href="https://www.britishscienceweek.org/activity-packs/">https://www.britishscienceweek.org/activity-packs/</a> Key text: Mr Gumpy's Outing by John Burningham	Key text: The Easter Story	Key text: Where's the Bunny by Chuck Whelon
Phonics Tricky words	Level 4: Week 1 CVCC words said, so (read) he, she, we, me, be (spell)	Level 4: Week 2 CCVC words have, like, come, some (read), was, you (spell)	Level 4: Week 3 Adjacent consonants CCVCC were, there, little, one (read); they, are, all (spell)	Level 4: Week 4 Polysyllabic words do, when, out, what (read); my, here (spell)	Level 4: Week 5 Three letter adjacent consonants	Level 4 recap
Maths	Building 9 & 10 Counting to 9 & 10; Comparing numbers to 10; Bonds to 10; 3D shapes; Spatial Awareness; Patterns			Numbers within 15    Group and sharing		
PSED	Unit 4: Circle of Life My growing journey	Unit 4: Circle of Life Change	Unit 4: Circle of Life Saying goodbye	Unit 4: Circle of Life I'll always be with you	Unit 4: Circle of Life Healthy minds	Unit 4: Circle of Life It's good to talk

# Reception : Spring Curricular Map



	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>
Physical Development	Games Unit 1: Focus on using a Beanbag: Lesson 1  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)	Games Unit 1: Focus on using a Beanbag: Lesson 2  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)	Games Unit 1: Focus on using a Beanbag: Lesson 3  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)	Games Unit 1: Focus on using a Beanbag: Lesson 4  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)	Games Unit 1: Focus on using a Beanbag: Lesson 5  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)	Games Unit 1: Focus on using a Beanbag: Lesson 6  Gymnastics Unit C: Travelling taking weight on different body parts: Lesson 1 (Val Sabin)
Understanding the World	Pancake Day (History/RE)	Stories from different cultures (Geography/RE)	Mothering Sunday (RE/Citizenship)	Float and sink Science	Easter (RE)	Easter (RE)
Expressive Arts and Design (Art/D&T)	Pancake art	Book character Drawing	Mothering Sunday Cards	Boats D&T	Easter Garden 3D	Easter Cards
Expressive Arts and Design (Music)	Charanga Unit 4: Our World Step 1	Charanga Unit 4: Our World Step 2	Charanga Unit 4: Our World Step 3	Charanga Unit 4: Our World Step 4	Charanga Unit 4: Our World Step 5	Charanga Unit 4: Our World Step 6
RE	Unit 13 What are our favourite stories from the Bible?		Unit 14: Why is Harvest, Christmas so important to Christians?		Unit 15: Why do we have a cross in our Easter Gardens?	
Forest School	Tool use	Tool use	Art	Fire lighting	Whittling	Cooking

# Reception : Summer Curricular Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Topics/themes	On the Farm		At the Allotment		Minibeasts	In the Garden	
Visits and visitors	Farm trip every 3 years (Year B)		Toby carvery visit			Garden centre visit	
Role play area	Farm shop		Florist Garden centre				
Communication and Language							
Literacy (Understanding)	Key texts: On the farm (Non fiction) Animal babies (Non fiction)		Key texts: Jack and the Beanstalk The Enormous Turnip		The Very Hungry Caterpillar	What the ladybird heard	
Phonics Tricky Words	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds
Maths	To 20 and beyond Build numbers beyond 10; Count patterns beyond 10; Spatial reasoning; Match, rotate, manipulate, doubling and halving			First, then, now Adding more; Taking away; Spatial reasoning; Compose and decompose			Shape and patterns
PSED	Unit 5: Healthy body, healthy mind Squeaky clean	Unit 5: Healthy body, healthy mind Hidden germs	Unit 5: Healthy body, healthy mind Brush your teeth	Unit 5: Healthy body, healthy mind Sleep and exercise	Unit 5: Healthy body, healthy mind Healthy plate	Unit 5: Healthy body, healthy mind Screen time	Unit 5: Healthy body, healthy mind Recap

# Reception : Summer Curricular Map



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Physical Development	Dance Unit 4:13: Lesson 1: The Scarf  Games Unit 2: Focus on using a Ball: Lesson 1	Dance Unit 4:13: Lesson 2: The Scarf  Games Unit 2: Focus on using a Ball: Lesson 2	Dance Unit 4:14: Lesson 1: Painting a Picture  Games Unit 2: Focus on using a Ball: Lesson 3	Dance Unit 4:14: Lesson 2: Painting a Picture  Games Unit 2: Focus on using a Ball: Lesson 4	Dance Unit 4:15: Lesson 1: The Very Hungry Caterpillar  Games Unit 2: Focus on using a Ball: Lesson 5	Dance Unit 4:15: Lesson 2: The Very Hungry Caterpillar  Games Unit 2: Focus on using a Ball: Lesson 6	Dance performances individual or in groups
Understanding the World	New life (animals) (Science)	New life (animals) (Science)	Growing plants (Science)	Growing plants (Science)	Life cycles (Science)	Life cycles (Science)	Life cycles (Science)
Expressive Arts and Design (Art/D&T)	Animal collage		Collaborative art Giuseppe Arcimboldo - vegetables		Minibeast art with natural objects 3D	William Morris Printing	
Expressive Arts and Design (Music)	Charanga Unit 5: Big Bear Funk Step 1	Charanga Unit 5: Big Bear Funk Step 2	Charanga Unit 5: Big Bear Funk Step 3	Charanga Unit 5: Big Bear Funk Step 4	Charanga Unit 5: Big Bear Funk Step 5	Charanga Unit 5: Big Bear Funk Step 6	Perform Big Bear Funk
RE	Unit 16 How can we help others when they need it?	Unit 17 : How can we show we care for other people?	Unit 18: What will I see in a church?		Unit 19: How do followers of Jesus celebrate God?		Unit 20: Can we talk to God?
Forest School	Tool use	Tool use	Art/D&T	Art/D&T	Fire lighting	Whittling	Cooking

# Reception : Summer Curricular Map



	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Topics/themes	Under the sea		At the seaside		Polar habitats		
Visits and visitors			Beach and lifeboat station trip every 3 years (Year A)				
Role play area	Under the sea		Ice cream Van		Arctic research station		
Communication and Language							
Literacy (Understanding)	Key text: The Rainbow Fish	Key text: Sharing a shell	Key text: Lighthouse keeper's lunch		Key texts: Polar bear Polar bear what do you hear? Eric Carle Polar Habitats (Non-fiction)		
Phonics	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds	Level 5 sounds
Maths	Find my pattern Doubling; Sharing & grouping; Even & odd; Spatial reasoning; Compose and decompose			On the move Deepening understanding; Patterns & relationships; Spatial mapping; Mapping			Recap and revisit
PSED	Unit 6: Same and Different The Human Race	Unit 6: Same and Different Festival fun	Unit 6: Same and Different Dress to impress	Unit 6: Same and Different Languages	Unit 6: Same and Different Food across the globe	Unit 6: Same and Different Home is where the heart is?	Unit 6: Same and Different Recap

# Reception : Summer Curricular Map



	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
Physical Development	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 1  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 1	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 2  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 2	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 3  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 3	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 4  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 4	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 5  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 5	Games Unit 3: Focus on using hoops and quoits (Val Sabin) Lesson 6  Games Unit 4: Focus on using ropes, bats and ball (Val Sabin) Lesson 6	Sports Day
Understanding the World	Under the Sea (Science)	Under the Sea (Science)	At the beach (Geography)	Looking after our oceans (Geography)	Polar habitats (Geography)	Climate change (Geography)	Climate change (Geography)
Expressive Arts and Design (Art and D&T)	Rainbow fish Collaborative art		Lighthouse keepers lunch 3D model - collaborative art		Mixed media: Colour mixing (tone) shades of blue Collage polar bears		
Expressive Arts and Design (Music)	Charanga Unit 6: Reflect, Rewind and Replay: Step 1	Charanga Unit 6: Reflect, Rewind and Replay: Step 2	Charanga Unit 6: Reflect, Rewind and Replay: Step 3	Charanga Unit 6: Reflect, Rewind and Replay: Step 4	Charanga Unit 6: Reflect, Rewind and Replay: Step 5	Charanga Unit 6: Reflect, Rewind and Replay: Step 6	Charanga Unit 6: Reflect, Rewind and Replay: Pick and Mix
RE	Unit 19 : Can we talk to God?		Unit 20 : How do followers of Jesus celebrate God?		Unit 21 : What will see in a church?		
Forest School	Tool use	Tool use	Art/D&T	Art/D&T	Fire lighting	Whittling	Cooking

# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School



## Characteristics of an effective learner

### Playing and exploring

Children learn to :

- Investigate and experience things, and 'have a go.
- Be curious and ask questions.
- Follow a line of interest or inquiry.
- Try things out for themselves.

### Active learning

Children learn to :

- Concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Learn from trial and error.

### Creating and thinking critically

Children learn to :

- Develop their own ideas.
- Think for themselves.
- Use observations and past experiences to solve problems they encounter on a day to day basis.
- Make links between ideas.

## Communication and Language

### Listening, Attention and Understanding

Children will be taught to :

- Listen attentively and respond to what they hear with relevant questions, and comments about what they have heard. This includes following multi-step instructions.
- Ask questions to clarify their understanding and how to hold a conversation with back-and-forth exchanges by taking turns and responding to what they have heard both with their teacher and peers.
- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

Children will be taught to:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- 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.

# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School



## Personal, Social and Emotional Development Self-Regulation

### Self-regulation

Children will be taught to:

- Recognise and understand their own feelings and those of others, and begin to regulate their behaviour accordingly and appropriately;
- Set and work towards simple goals, to wait for what they want and control their immediate impulses appropriately;
- Focus their attention on what the teacher is saying and respond appropriately even when engaged in activity;
- Follow instructions involving several ideas or actions;

### Managing Self

Children will be taught to:

- Try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices;

### Building Relationships

Children will be taught to:

- Work and play cooperatively and take turns with others and form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

## Physical Development

### Gross Motor Skills

Children will be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

Children will be taught to:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Show accuracy and care when drawing.



# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School



## Physical Development

### Gymnastics, dance and games

Children will be taught to:

- Move expressively to music in different ways responding to different stimulus;
- Travel across the floor in different ways;
- Create different movements and poses using stretching and curling;
- Shifting weight from different parts of their body;
- Games involving bean bags, bats, balls, quoits, hoops and quoits
- Take part in competitive races e.g. running, egg and spoon,

### Forest School

Children will be taught to:

- Build a shelter and how to leave no trace behind
- Light a fire safely
- Cook safely on an open fire
- Use the following tools – Gillie Kettle, rope, string, palm drill, potato peeler, bowsaw, secateurs
- Track wildlife through the seasons
- Play team and group games
- Use natural materials to create art and sculpture
- Practise woodland and traditional craft
- Use the environment as a stimulus for stories and drama

## Literacy

### Comprehension

Children will be taught to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

### Word Reading

Children will be taught to:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

Children will be taught to:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School



## Mathematics

### Number

Children will be taught to:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

Children will be taught to:

- 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.

### Further mathematical concepts

Children will be taught to:

- Group and share numbers up to 20;
- Add and subtract numbers within 20;
- Recognise the value of coins up to 20p and make 5p and 10p in different ways
- Recognise the following 2d shapes : triangles, squares, oblongs, circles, semi-circles and describe them in terms of their similarities and differences

## Understanding the World

### Past and Present

Children will be taught to:

- 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;

### People Culture and Communities

Children will be taught to:

- 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.

### The Natural World

Children will be taught to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- 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.

# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School



## Understanding the World

### Science

Children will be taught about:

- Growth and life cycles
- Parts of the body and their senses
- Habitats including forests, woodlands, beach, oceans, polar
- Pollution
- Floating and sinking
- Water
- The four seasons, weather and climate

### Christianity

Children will be taught about:

- God and the creation story;
- How Christians are expected to look after and care about God's world;
- God's special Garden and how Adam and Eve broke a friendship with God;
- How babies from around the world are welcomed (Baptisms);
- The Nativity story;
- Who was Jesus and what was He like,
- The significance of Easter Gardens and Easter traditions;
- Important stories from the Bible;
- The local church and different ways Christians celebrate and worship God.

### Other faiths

Children will be taught about festivals and celebrations including:

- Harvest festivals around the world.
- Diwali.
- Lunar and Chinese New Year.

### Information Communication Technology

Children will be taught to:

- Use a tablet to access educational applications.
- Use a programmable toy making it move and navigate a simple route or round an obstacle.
- Use simple graphic programs to draw recognisable images e.g. a rainbow.
- Use technology safely and responsibly.

### Cooking and nutrition

Children will be taught to:

- Measure ingredients by weighing them.
- Handle ingredients safely and hygienically.
- Follow a simple recipe.

# The Reception Curriculum : Tolleshunt D'Arcy St Mary's C of E Primary School

## Expressive Arts and Design

### Creating with Materials

Children will be taught to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

### Drawing

Children will be taught to:

- Use graphic tools, fingers, hands, chalk, pens and pencils. Draw on different surfaces and coloured paper;
- Produce lines of different thickness using a pencil and produce different patterns from observations, imagination and illustrations.

### Painting

Children will be taught to:

- Use a paintbrush to paint using different colours to produce patterns and recognisable pictures.
- Recognise and name the primary colours being used and mix and match colours to different artefacts and objects.

### Printing

Children will be taught to:

Print repeating patterns using different objects e.g. sponge brushes, vegetables, fingers, twigs. Take rubbings: leaf, brick, coin.

### Collage

Children will be taught to:

Cut shapes using scissors and stick them to make patterns and pictures.

### 3D and sculpture

Children will be taught to:

Build using a variety of objects e.g. recycled, natural and manmade materials including Malleable media e.g. clay, salt dough

## Being Imaginative and Expressive

Children will be taught to:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

## Musical ideas

Children will be taught to:

- Listen to different pieces of music and talk about what it reminds them of and how it makes them feel.
- Tap out simple repeated rhythms and make up rhythms.
- Experiment with sounds on a tuned instrument e.g. glockenspiel