

Escomb Primary School

EYFS Curriculum Map

Reception 2023 - 2024



Within Reception the children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities. The areas of learning are mapped out below showing progression of skills and the sequence in which individual skills are taught, as well as what may be taught in each term. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded and built upon throughout the year.

Throughout each term we focus our time on developing the children's confidence in the setting and with their peers. We link activities to starter themes (see below), stories, and the children's interests and encourage quality discussion and questioning in order to extend their knowledge and understanding.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	Marvellous Me! Autumn	Festivals and Celebrations	In the Woods / Fairy Tales Winter	People Who Help Us Spring	What can we grow?	Minibeasts Summer
Possible Enrichment Activities	Home Corner Role Play Meet our new friends and teachers Autumn Nature Walk	Nativity Christmas Celebrations	Forest School – School Woodland Hamsterley Forest Trip Winter Walk	Emergency Services Role Play Fire Engine Visit Visit from our local Police Force Spring Nature Walk	Garden Centre Visit a Garden Centre Growing our own plants	Role Play Area: Mini-beast Investigation Lab Caterpillars Tadpoles Butterfly World Trip
Celebrations	Halloween Harvest Remembrance Day	Bonfire Night Diwali Hanukkah Christmas	Chinese New Year	Mother's Day Easter Shrove Tuesday	Father's Day	Eid

Personal, Social and Emotional Development (PSED)

Our intent for PSED:

By the time our children leave Reception at Escomb Primary School they will be happy, confident, resilient and independent. Our Reception pupils will have an understanding of self-worth and will have built relationships with those around them. They will be able to show and discuss their feelings and the feelings of others, and will show an awareness of their emotions in different situations. Reception children will have an understanding that other people have different opinions or preferences to them and will show an awareness of this. The children will know how to look after their own personal hygiene and will be able to discuss how to keep themselves healthy overall.

DfE Statutory EYFS Framework states that...

“Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.”

Throughout Reception the children will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (personal hygiene).
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of ‘screen’ time, having a good sleep routine, being a safe pedestrian.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Jigsaw PSED EYFS Programme					
Being Me in My World <i>'Who am I and how do I fit?'</i>	Celebrating Differences <i>Respect for similarity and difference. Anti-bullying and being unique</i>	Dreams and Goals <i>Aspirations, how to achieve goals and understanding the emotions that go with this</i>	Healthy Me <i>Being and keeping safe and healthy</i>	Relationships <i>Building positive, healthy relationships</i>	Changing Me <i>Coping positively with change</i>
<ul style="list-style-type: none"> • Help others to feel welcome. 	<ul style="list-style-type: none"> • Understand that being different makes us all special. 	<ul style="list-style-type: none"> • Tell you a time that they didn't give up. 	<ul style="list-style-type: none"> • Know which foods are healthy and not healthy. 	<ul style="list-style-type: none"> • Know how to make friends to stop 	<ul style="list-style-type: none"> • Understand that we all grow from babies to adults.

<ul style="list-style-type: none"> • Begin to recognise and manage their own feelings. • Understand why it is good to have kind and gentle hands. • Begin to understand what responsible means. • Talk about what they are good at. 	<ul style="list-style-type: none"> • Know ways that we are different and the same. • Tell you how to be a kind friend. • Tell you why their home is special to them. • Know ways to stand up for themselves. • Understand that if they persevere they can tackle challenges. 	<ul style="list-style-type: none"> • Set a goal and work towards it. • I can use kind words to encourage people. • I know what it means to feel proud of myself • I understand that I need to exercise to keep my body healthy. • I understand that moving and resting are good for my body. 	<ul style="list-style-type: none"> • Know how to help themselves go to sleep and why sleep is good for them. • Wash their hands thoroughly and know why it is important to stay healthy. • Know what a stranger is and how to keep safe if a stranger approaches them. • Identify some of the jobs they do in my family and how they feel like they belong 	<p>themselves from feeling lonely.</p> <ul style="list-style-type: none"> • Think of ways to solve problems and stay friends. • Beginning understand the impact of unkind words. • Know how to be a good friend. • Name parts of the body. • Tell you some things they can do and foods they can eat to be healthy. 	<ul style="list-style-type: none"> • Express how they feel about moving to Year 1. • Talk about worries and /or the things they are looking forward to about being in Year 1. • Share memories of the best bits of this year in Reception.
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Possible Linked Stories to PSED Units

Dogger Hands are not for hitting Elmer	Barry the fish with fingers The family book The Dog and the Dolphin	Love Monster Don't Worry Hugless Douglas	Never Talk to Strangers Not Everyone is Nice	Mabel and Me George and Martha	I wonder why kangaroos have pouches Huge bag of worries Look inside your body
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ELGs

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident 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:

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

Communication and Language (C&L)

Our intent for Communication and Language:

By the time our pupils leave Reception at Escomb Primary School they will be able to listen carefully to and respond to others, and understand the importance of listening. They will be able to ask questions, explain their ideas and recall and describe events and stories in detail. Children will be able to problem solve and organise through talking and will be encouraged to use full sentences to explain their ideas. They will have a growing love of books, will listen to and discuss a range of stories, will re-tell stories and with some detail and will develop their vocabulary. Children will listen to and learn rhymes, poems and songs.

DfE Statutory EYFS Framework states that...

“The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.”

Throughout Reception the children will be learning to:

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary.
- Use new vocabulary through the day.
- Ask questions to find out more and to check they understand what has been said to them.
- Articulate their ideas and thoughts in well-informed sentences.
- Connect one idea or action to another using a range of connectives.
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
- Develop social phrases.
- Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sounds.
- Learn rhymes, poems and songs.
- Engage in non-fiction books.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and songs. • Maintain attention in whole class/groups. • Follow 1 step instructions. • Understand 'why' questions. • Use sentences of 4-6 words. • Use talk to organise play. 	<ul style="list-style-type: none"> • Listen in familiar and new situations. • Engage in story time. • Maintain attention in new situations. • Ask questions to find out more and to check they understand what has been said to them. • Follow instructions with 2 parts in a familiar situation. • Start a conversation with peers and familiar adults and continue for many turns. 	<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Maintain attention during appropriate activity. • Engage in non-fiction books. • Consider the listener and take turns. • Use talk to organise/stand for something else in play. • Begin to use past tense. • Begin to recount past events. 	<ul style="list-style-type: none"> • Understand why listening is important. • Maintain attention in different contexts. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Ask questions to find out more and check understanding. • Articulate their ideas and thoughts in well-formed sentences. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Begin to connect one idea or action to another using a range of connectives. • Describe events in some detail. 	<ul style="list-style-type: none"> • Listen and understand instructions while busy with another task. • Maintain activity while listening. • Understand how, why, where questions. • Describe events in some detail. • Express ideas about feelings and experiences. • Articulate their ideas and thoughts in well-formed sentences. • Use language to reason. 	<ul style="list-style-type: none"> • Listen and respond with relevant questions, comments, or actions. • Attend to others in play. • Make comments and clarify thinking with questions. • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Speak in well-formed sentences with some detail. • Use new vocabulary in different contexts. • Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.

Oracy

Our Intent for Oracy:

By the time our pupils leave Reception at Escomb Primary School they will be able to communicate clearly with others, using speech and gestures. They will understand how to listen and speak to others using physical prompts and will know how to engage in a conversation by taking turns. The children will be able to learn and apply new vocabulary in different scenarios, such as when playing, having conversations and telling stories. They will use specific vocabulary that is relevant and will use their speech to organise their play and ideas. The children will develop their understanding and speech by asking questions and will solve their own problems by talking and communicating. The skills outlined below have been categorised and are taught and embedded throughout the year using a range of activities, including; re-tells, 'Show and Tell', 'Helicopter stories', Explorify and different games.

Physical	Linguistic	Cognitive	Social and Emotional
<ul style="list-style-type: none"> • Speak clearly with appropriate volume. • Look at who is talking and who they are talking to. • Use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing. 	<ul style="list-style-type: none"> • Learn new vocabulary • Use talk in play, throughout the day and in different contexts, to practice new vocabulary e.g. lighter, heavier • Articulate their ideas and thoughts in sentences. • Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'. 	<ul style="list-style-type: none"> • Ask simple questions to find out more. • Describe events that have happened to them in detail. • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen e.g. because. • Re-tell and recall stories, events and scenarios that are familiar, in their own words. 	<ul style="list-style-type: none"> • Look at someone who is speaking to them. • Wait for a turn. Taking turns to speak, when working in a group. • Understand how to listen carefully and why listening is important.

ELGs

Listening, Attention and Understanding

- 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 interaction.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back and forth exchanges with their teacher and peers.

Speaking

- 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.

Physical Development (PD)

Our intent for Physical Development:

By the time our children leave Reception at Escomb Primary School they will be able to move with fluency, confidence and an element of control. They will have developing strength and coordination which they can apply to different forms of sport. The children will use a range of small and large tools and equipment safely and confidently, including a ball and will be able to develop a handwriting style.

DfE Statutory EYFS Framework states that...

“Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.”

Throughout Reception the children will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

(DfE Development Matters 2021)

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Children improve their gross and fine motor skills daily by engaging in different ‘funky fingers’ activities (threading, cutting, weaving playdough, mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle)

Gross Motor Skills					
Education Enterprise – Fundamental Skills (Taught once a week by an external PE coach.					
• Learn to move safely in a space.	• Explore different ways to travel using equipment.	• Control a ball in different ways, including throwing, catching, kicking, passing, batting, and aiming.	• Jump and land safely from a height.	• Move safely with confidence and imagination, communicating ideas through movement.	• Play by the rules and develop coordination.
Fine Motor Skills					
• Begin to use a tripod grip when using mark making tools.	• Accurately draw lines, circles and shapes to draw pictures.	• Handle scissors, pencil and glue effectively.	• Use cutlery appropriately.	• Hold scissors correctly and cut out small shapes.	• Form letters correctly using a tripod grip.
ELGs Gross Motor Skills <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others, • Demonstrate strength, balance and coordination when playing. • Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none"> • 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; • Begin to show accuracy and care when drawing. 					
Mathematics					
Our intent for Mathematics In Reception, we follow White Rose Maths as well as providing maths opportunities in all areas of learning. By the time our pupils leave Reception at Escomb Primary School they will be able to count past 10 and will understand the amounts that each number represents. They will be able to recognise some amounts without counting them and know the amount each number represents. The children will be able to problem solve and explain their reasoning and understanding. They will recognise and name shapes and will be able to make their own patterns and continue them. They will be able to compare amounts and will have an interest in counting that they can apply to different areas of their learning.					
DfE Statutory EYFS Framework states that... <i>“Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied</i>			Throughout Reception the children will be learning to: <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. 		

opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes."

- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0–5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

(DfE Development Matters 2021)

As a school we follow White Rose and therefore our learning challenges collaborate with those listed by White Rose

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> • Count objects, actions, and sounds. • Subitise • Matching, sorting and comparing • Comparing amounts • Comparing size, mass & capacity • Exploring pattern – making simple. 	<ul style="list-style-type: none"> • Represent, compare and explore the composition of 5 • Subitise • Understand the difference between circles, triangles and 4 sided shapes. • Use positional language • Find one more and one less 	<ul style="list-style-type: none"> • Subitise • Begin to understand time: night and day • Compare numbers to 5 • Composition of 4 and 5 • Compare mass and capacity • Composition of 6, 7 and 8 • Make pairs • Combine 2 groups 	<ul style="list-style-type: none"> • Subitise • Length and Height • Time • Composition of 9 and 10 • Compare numbers to 10 • Number bonds to 10 	<ul style="list-style-type: none"> • Subitise • 3D shapes • Patterns • Build numbers beyond 10 • Count patterns beyond 10 • Spatial reasoning • Adding more 	<ul style="list-style-type: none"> • Subitise • Taking away • Doubling • Sharing and grouping • Even and odd • Spatial reasoning • Deepening understanding • Patterns and relationships.

ELGS

Number

- Have a deep understanding of numbers to 10, including the composition of each number
- Subitise (recognise quantities without counting up to 5).
- Automatically 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

- 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.

Literacy

Our intent for Literacy

By the time our pupils leave Reception at Escomb Primary School they will have a love of reading. They will enjoy listening to and discussing a range of stories and will understand what they have listened to. They will be able to read letters, words and simple texts and will understand what they have read. The children will be able to write letters, their name and simple sentences that can be read by themselves and others. They will be able to use their letter knowledge and love of reading to incorporate writing and reading in to their play.

DfE Statutory EYFS Framework states that...

“It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).”


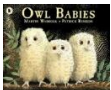









Throughout Reception the children will be learning to:

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading: Hear general sound discrimination and read RWI single letter set 1 sounds. Emergent writing: Develop listening and	Word Reading: Read all set 1 sounds and blend sounds into words orally. Read a few common exception words matched to RWI.	Word Reading: Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read a few common exception words matched	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences	Word Reading: Read some letter groups that each represent one sound and say sounds for them (set 2 sounds). Read simple phrases and sentences made up of words with known letter–sound	Word Reading: Re-read what they have written to check that it makes sense and read green or purple storybooks from RWI. Emergent writing: Show awareness of the different

<p>speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>to RWI and begin to read short ditty stories.</p> <p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using set 1 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>and, where necessary, a few exception words. Read red storybooks linked to RWI.</p> <p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using set 1 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>correspondences in green storybooks.</p> <p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence, attempt to use full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>audience for writing. Write short sentences with words with known letter-sound correspondences attempting to use a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences attempting to use a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p>
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					Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Core Texts					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1.  Tom Percival 2.  Martin Waddell Patrick Benson	1.  Mini Grey 2.  Michael Rosen Helen Oxenbury	1.  Julia Donaldson 2.  Peter Horacek	1.  Julia Donaldson 2.  Ken Wilson-Max	1.  Aleksei Tolstoy, Niamh Starkey 2.  Gillian Hibbs	1.  Lydia Monks 2.  Vivian French
Possible Book Focus' linked to themes – read during topic / story time / reading area					
Elmer Meesha Makes Friends Ravis Roar Tilda Tries Again The See Saw Perfectly Norma Paper Dolls Pumpkin Soup Ouch! Leaf Trouble! Leaf Man	Remember Remember The Fifth of November Light festival books The Owl who was afraid of the dark Lighting a Light Donkey's First Christmas	Stanley's Stick Stick Man We're Going on a Bear Hunt The Three Little Pigs Little Red Riding Hood Lost and Found	Mog at the Vets Hairy Mclary's Rumpus at the vets Zog and the Flying Doctors. Flashing Fire Engines A selection of Non-Fiction Books about occupations and people who help us	Meg's Veg The Little Red Hen The Tiny Seeds Rosie's Walk Jack and the Beanstalk Jasper's Beanstalk Oliver's Vegetables A selection of Non-Fiction Books about plants and growing	The Very Hungry Caterpillar Super Worm Tadpole's Promise The Teeny Weeny Tadpole Growing Frogs What the Ladybird heard A selection of Non-Fiction Books about minibeasts / frogs
ELGs Comprehension <ul style="list-style-type: none"> 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

- 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

- 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.

Understanding the World

Our intent for Understanding the World

By the time our pupils leave Reception at Escomb Primary School they will be able to discuss their local area, surroundings, environment, family and friends. They will understand what is in the 'past', when discussing things and people that are relevant and familiar to them. They will be able to understand and use a simple map. The children will enjoy taking part in different traditions and celebrations and will understand that not everyone celebrates in the same way and will show an understanding of the differences of life in different countries and environments. The children will enjoy exploring and describing the outside world and will be able to describe and discuss the seasons.

DfE Statutory EYFS Framework states that...

"Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension."

Throughout Reception the children will be learning to:

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Draw information from a simple map.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>All about Me</p> <ul style="list-style-type: none"> • All about me • All about my family • Favourite foods • What we like to do? <p>Autumn</p> <ul style="list-style-type: none"> • What changes take place in Autumn? • Changes in weather • Longer nights and shorter days • Animals that hibernate 	<p>Festivals and Celebrations</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways • Talk about celebrations and special times for themselves and their families 	<p>Winter</p> <ul style="list-style-type: none"> • What changes happen in Winter. • How does the weather change? • What do we do in Winter that we can't do at other times of the year? • Freezing and melting 	<p>People Who Help Us</p> <ul style="list-style-type: none"> • Show an interest in different occupations and ways of life • Buildings • Jobs • Transport 	<p>What can we grow?</p> <ul style="list-style-type: none"> • Exploring the school grounds / garden • Planting and growing • How can we help plants grow? • Observe and discuss change over time <p>Summer</p> <ul style="list-style-type: none"> • What changes happen in Summer? • How does the weather change? • What do we do in Summer that we can't do at other times of the year? 	<p>Marvellous Minibeasts</p> <ul style="list-style-type: none"> • Minibeast hunt • Observe and discuss change over time – Caterpillars / Tadpoles • Observing, classifying, drawing.
<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Discuss where they live and the local area.</p>	<p>Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p>		<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p>		<p>Chronology: Order experiences in relation to themselves and others, including stories.</p>
	<p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers</p>		<p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community</p>		<p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about</p>

	including books. Comment on images of familiar situations in the past.				what is the same and different.
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ELGs

Past and present

- 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

- 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

- 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.

Expressive Arts and Design

Our intent for Expressive Arts and Design

By the time our pupils leave Reception at Escomb Primary School they will be able to use their imagination and a range of techniques to create unique pieces. They will be able to use their previous knowledge to improve their work and will be able to share ideas and resources and work with others. The children will enjoy a range of songs and music, which they will listen to carefully and discuss. They will use music and dance to express themselves and will be able to discuss what they have seen and heard. The children will use their imagination in their play to create their own stories.

DfE Statutory EYFS Framework states that...

“The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to

Throughout Reception the children will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

<i>communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.”</i>			<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.• Watch and talk about dance and performance art, expressing their feelings and responses.• Sing in a group or on their own, increasingly matching the pitch and following the melody.• Develop storylines in their pretend play.• Explore and engage in music making and dance, performing solo or in groups <p><i>(DfE Development Matters 2021)</i></p>		
Creating with Materials					
Through the teaching of adult led activities and opportunities in continuous provision children will have access to a range of materials whereby they will be able to experiment with combining materials, creating textures, exploring colours and pattern and learn new skills such as colour mixing. They will have opportunities to construct using reclaimed and recycled materials and adapt their work where necessary.					
Being Imaginative and Expressive					
Children will have access to a range of instruments throughout the year and will learn, sing, perform and appraise a range of songs, poems, rhymes and dances. They will explore and engage in music making and dance, performing solo or in groups. They will have opportunities to be imaginative through role play and the small world area. They will explore, use, and refine a variety of artistic effects to express their ideas and feelings.					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none">• Develop storylines in their pretend play.• Tiny Fingers Programme – Durham Music Service	<ul style="list-style-type: none">• Sing in a group or on their own, increasingly matching the pitch and following melody.• Tiny Fingers Programme – Durham Music Service	<ul style="list-style-type: none">• Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<ul style="list-style-type: none">• Create collaboratively sharing ideas, resources, and skills.	<ul style="list-style-type: none">• Listen attentively, move to and talk about music, expressing their feelings and responses.	<ul style="list-style-type: none">• Watch and talk about dance and performance art, expressing their feelings and responses.
ELGs					
Creating with Materials					
<ul style="list-style-type: none">• 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.					
Being Imaginative and Expressive					
<ul style="list-style-type: none">• 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					

Religious Education					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Harvest <ul style="list-style-type: none">• Let’s find out about Harvest in a church.• Let’s find out about Shabbat.	Christmas How and why is Christmas celebrated by Christmas? <ul style="list-style-type: none">• Let’s find out about the Christmas story.• Let’s find out about Christmas celebrations in churches	<ul style="list-style-type: none">• Let’s find out about holy books (e.g. the Qur’an, the Torah, the Guru Granth Sahib).• Let’s hear some stories Jesus told (Lost Sheep, Lost Coin).	Easter How and why is Easter celebrated by Christians? <ul style="list-style-type: none">• Let’s find out about the Easter story.• Let’s find out about Easter celebrations in churches.	<ul style="list-style-type: none">• Let’s find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist Rupa).	
Computing					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Computing systems and networks 1	Programming 1	Programming 2		Data handling
	Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out	The children learn to receive and give instructions and understand the importance of precise instructions	Tinkering and exploring with different computer hardware and learning to operate a camera		Children sort and categorise data and are introduced to branching databases and pictograms
	Using a computer (1-5)	All about instructions (1-5)	Exploring hardware (1-4)		Introduction to data (1-4)