



Danbury Park Community Primary School The Early Years Foundation Stage Curriculum Class Jay and Class Hummingbird

The curriculum for the children in the Reception classes is based on the Early Years Foundation Stage Framework. Whilst we have a rolling programme of themes, specific activities are planned in the shorter term as we believe these need to be personal and individual to the children and the different stages of their development.

We plan under the following areas:

| Characteristics of Effective Learning | | |
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| Playing and exploring - engagement | Active learning - motivation | Creating and thinking critically - thinking |
| Finding out and exploring Playing with what they know Being willing to 'have a go' | Being involved and concentrating Keeping trying Enjoying achieving what they set out to do | Having their own ideas Making links Choosing ways to do things |

| Prime Areas of Learning | | |
|---|---|--|
| Personal, Social and Emotional Development | Physical Development | Communication and Language |
| Making relationships Self-confidence and self-awareness Managing feelings and behaviour | Moving and handling Health and self-care | Listening and attention Understanding Speaking |



| Personal, Social and Emotional Development | | |
|---|--|---|
| Building relationships | Managing Self | Self Regulation |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

| Physical Development | |
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| Gross motor skills | Fine 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. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | <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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing. |

| Communication and Language | |
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| Listening, attention and understanding | Speaking |
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |



| Specific areas of Learning | | | |
|-------------------------------------|-------------------------------|--|---|
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Comprehension Reading Writing | Numbers Numerical patterns | People, culture and communities The natural world Past and Present | Creating with materials Being imaginative and expressive |

| Literacy | | |
|---|--|--|
| Comprehension | Word Reading | Writing |
| <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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |

| Mathematics | |
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| Number | Numerical Patterns |
| <ul style="list-style-type: none"> • Have a deep understanding of number 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. | <ul style="list-style-type: none"> • 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. |



| Understanding the World | | |
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| People, Culture and Communities | The Natural World | Past and Present |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |

| Expressive Arts and Design | |
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| Creating with Materials | Being Imaginative and Expressive |
| <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. | <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. |

Please remember children develop at their own rates, and in their own ways.



Rolling Programme of Topics

Year A

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|--|--|---|
| Toys | Toys | Day and Night | Day and Night | Splish, Splash, Splosh | Splish, Splash, Splosh |
| How have toys changed over the years? Why is your toy special? | Are toys the same all around the world? What are toys made from? | What is the difference between day and night? What are the different seasons? | What is a nocturnal animal? What light sources do you know? | Has the seaside changed over the years? What are the key features of the seaside? | Where are seaside's found? How can you stay safe at the seaside? |

Year B

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|--|
| All Creatures Great and Small | All Creatures Great and Small | Once Upon a Time | Once Upon a Time | Superheroes are fighting fit | Superheroes are fighting fit |
| What is a life cycle? How are animals classified? | Do animals all live in the same country? How are animals suited to their environment? | What is a fairytale? What are the key features of a fairytale? | Where did fairytales begin? Why are fairytales important today? | Who is your hero and why? Who are everyday heroes? | What does it mean to be healthy? What foods are important in a balanced diet? |