

Lostwithiel School Reception/EYFS Curriculum Document
September 2022 2023



TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STORY STARTERS	Super Duper You!	Everyone Cooks Rice	The Nutcracker/Velveten Rabbit	Emma-Jane's Aeroplane	Greta and the Giants	The Snail and the Whale
Theme	All about me	Food and celebrations	Toys	Transport	Looking after our planet	Seaside/Water
Curriculum Strand covered	<p>Listening, attention and understanding</p> <p>Listen and respond when being read to and during whole class discussions and small group interactions. Begin to comment on what heard.</p>	<p>Listening, attention and understanding</p> <p>Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions. Hold conversations with teacher and peers.</p>	<p>Listening, attention and understanding</p> <p>Listen attentively and respond appropriately 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.</p>	<p>Listening, attention and understanding</p> <p>Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard. Ask thoughtful questions to clarify their understanding. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listening, attention and understanding</p> <p>Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard. Ask thoughtful questions to clarify their understanding and further their own learning. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Listening, attention and understanding</p> <p>Listen attentively and respond appropriately during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard and learnt. Ask thoughtful questions to clarify their understanding and further their own learning. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.</p>
	<p>Speaking</p> <p>Participate in small group, class and one-to-one discussions,</p>	<p>Speaking</p> <p>Continue to participate in discussions using</p>	<p>Speaking</p> <p>Continue to participate in discussions using recently introduced vocabulary.</p>	<p>Speaking</p> <p>Continue to participate in discussions using recently introduced</p>	<p>Speaking</p> <p>Continue to participate in discussions using recently introduced</p>	<p>Speaking</p> <p>Continue to participate in discussions using a wide and expressive</p>

	<p>offering their own ideas, using recently introduced vocabulary.</p>	<p>recently introduced vocabulary. Begin to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, when appropriate.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Begin to express their ideas and feelings about their experiences using full sentences.</p>	<p>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. Begin to include accurate use of past, present and future tenses.</p>	<p>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. Include accurate use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher.</p>	<p>range of vocabulary. Offer clear explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems. Express their ideas and feelings about their experiences using full sentences. Include accurate use of past, present and future tenses and make use of conjunctions accurately. Speak clearly with an awareness of the listener.</p>
	<p>Building Relationships Begin to form positive attachments to adults and friendships with peers.</p>	<p>Building Relationships Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Take turns with support.</p>	<p>Self-regulation Begin to regulate their behaviour accordingly. Set and work towards simple goals.</p>	<p>Building Relationships Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Begin to show independence when working and playing cooperatively.</p>	<p>Building Relationships Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Work and play cooperatively.</p>	<p>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</p>

						instructions involving several ideas or actions.
	<p>Managing Self To try new activities and show some independence.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p>	<p>Self-regulation Begin to regulate their behaviour accordingly.</p>	<p>Managing Self Be confident to try new activities and show independence and perseverance.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and begin to understanding the importance of healthy food choices.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>Gross Motor Negotiate space and obstacles safely.</p> <p>Fine Motor Hold a pencil effectively.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength and balance when playing.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range of small tools, including paint brushes and cutlery.</p>	<p>Gross Motor Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; - Use a range</p>	<p>Gross Motor 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.</p> <p>Fine Motor Hold a pencil effectively in preparation for fluent</p>	<p>Gross Motor 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.</p> <p>Fine Motor Hold a pencil effectively to write</p>

				of small tools, including scissors, paint brushes and cutlery.	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.	correctly formed letter sounds. Use a range of small tools, including scissors, paint brushes and cutlery. Shows accuracy and care when drawing and writing.
	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories.</p> <p>Word reading Say a sound for at least 8 phonemes.</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word reading Say a sound for at least 15 phonemes; - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing Write some recognisable letters.</p>	<p>Comprehension Demonstrate a clear understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories.</p> <p>Word reading Say a sound for at least 25 phonemes; - Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p>	<p>Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories.</p> <p>Word reading Say a sound for at least 25 phonemes and 6 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p>Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes in role-play.</p> <p>Word reading Say a sound for at least 25 phonemes and 10 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.</p>	<p>Comprehension Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems in role-play.</p> <p>Word reading Say a sound for at least 25 phonemes and 10 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge,</p>

				<p>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.</p>	<p>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.</p>	<p>including some common exception words.</p> <p>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.</p>
White Rose	<p>Baseline Getting to know you Just like me! Match and sort Compare amounts Compare size, mass & capacity Exploring pattern</p>	<p>It's me 1, 2, 3! Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p> <p>Light & dark Representing numbers to 5 One more or less Shapes with 4 sides Time</p>	<p>Alive in 5! Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7 & 8 Combining two amounts Making pairs Length & height Time</p>	<p>Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> <p>Consolidation and enrichment</p>	<p>To 20 and beyond Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</p>	<p>Find my pattern Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>On the move Deepening understanding Patterns & relationships Spatial mapping Mapping Consolidation and enrichment</p>
	<p>People Culture and Communities Describe their immediate environment using knowledge from observation,</p>	<p>People Culture and Communities Know some similarities and differences between different religious and cultural communities in this</p>	<p>People Culture and Communities Begin to explain some similarities and differences between life in this country and life in other countries- drawing</p>	<p>People Culture and Communities Explain some similarities and differences between life in this country and life in other countries,</p>	<p>The Natural World Know some similarities and differences between the natural world around them and</p>	<p>The Natural World Know some similarities and differences between the natural world around them and contrasting</p>

	discussion, stories, non-fiction texts and maps.	country, drawing on their experiences and what has been read in class.	on knowledge from stories, non-fiction texts and - when appropriate - maps.	drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.	contrasting environments.	environments, drawing on their experiences and what has been read in class.
	Past and Present Talk about the lives of the people around them and their roles in society.	The Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Past and Present Recall some important narratives, characters and figures from the past encountered in books read in class.	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Creating with materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture.-Share their creations.	Being Imaginative Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.	Being Imaginative Invent, adapt and recount narratives and stories with peers and their teacher.	Creating with materials Make use of props and materials when role playing characters in narratives and stories.	Creating with materials Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	Creating with materials Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.
RWI	Set 1 sounds and begin to blend	Set 1 sounds and sound blending books 1-10	RWI phonics- Photo copy masters	Red Ditties	Green story books	Green/Purple story books
Favourite Stories	Past and Present - Recall some important narratives, characters and figures from the past encountered in books read in class.					
30 favourites	We're going on a bear hunt Rosie's Walk The Gruffalo Meg comes to school Owl Babies	Funnybones Handa's surprise The Gruffalo's Child The Tiger who came to tea Oliver's Fruit Salad	The very hungry caterpillar Where the wild things are Handa's Hen Ahhhh spider The very busy spider	The Mousehole Cat Mog and the VET Each peach pear plum Piece of cake The pig and the pond	Guess how much I love you Farmer Duck Mr Big The cat in the hat Room on the broom	The Snail and the whale Sally and the Limpet The lighthouse keepers lunch The fish who could wish Cinderella

Class Reader	Roahl Dahl - Magic Finger				Roahl Dahl - Fantastic Mr Fox	
Rhymes	Being Imaginative - Sing a range of well-known nursery rhymes and songs					
	humpty dumpty, row row row your boat, incy wincy, 1,2,3,4,5	Five little ducks, The grand old duke, heads, shoulders etc. Down at the station	Hey diddle diddle, five currant buns, baa baa black sheep, five little men	Old king cole, five currant buns, hickory dickory, baa baa black sheep.	5 speckled frogs, the bear went over, mary had a little lamb, I am the baker man	five little monkeys, I can sing a rainbow, London bridge, mary, mary.
Trips	Church and Town visit		Lostwithiel Fire Station		Beach Trip	