



Planning Across the Early Years Curriculum Document: Reception (4-5 Year Old)





Reception

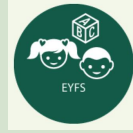
At **Tanfield Lea Community Primary School**, we recognise that a strong foundation in the **Prime Areas of Learning** is crucial to children's future success and central to enabling them to reach their full potential across all areas of development. For this reason, we have identified the key knowledge, skills and understanding within the three Prime Areas that support our children in their early development and prepare them for the next stage of the **Early Years Foundation Stage (EYFS)** within our Reception provision.

For our younger children, these key areas are rooted firmly in **Communication and Language**. We ensure that children have daily opportunities to listen to high-quality stories through our **Dialogic Reading** approach, alongside a rich variety of rhymes and songs. Over time, we aim for children to develop familiarity with our **25 core stories and rhymes**, joining in with repeated phrases alongside adults. Through carefully planned, hands-on experiences linked to our wider curriculum, children are introduced to **ambitious and purposeful vocabulary** that helps them make sense of the world around them.

Children are provided with frequent opportunities to develop both **fine and gross motor strength and coordination**. A wide range of **sensory and exploratory play experiences**, including messy play, supports this physical development. Alongside this, children are carefully supported in developing their **personal, social and emotional skills**, building a secure sense of self. They learn to express their likes and dislikes, recognise and regulate a range of emotions, and understand that others may feel differently from themselves. Children also develop an increasing awareness of **boundaries, routines and expectations**, learning to cooperate within familiar and consistent structures.

The curriculum map below outlines **what is taught and when it is taught** for our **4–5-year-old children**. In addition to the Prime Areas, children also learn across the **four Specific Areas of Learning** through our high-quality early years and wider school curriculum and carefully planned learning environment, ensuring they are supported in **working towards meeting the expected levels of the Early Learning Goals by the end of Reception**.

Themes



Half term:	Autumn 1:	Autumn 1:	Autumn 2:	Autumn 2:	Spring 1:	Spring 1:	Spring 2:	Spring 2:	Summer 1:	Summer 1:	Summer 2:	Summer 2:
Text:												
	-The Enormous Turnip -Nursery rhymes	-Nursery Rhymes -Harvest autumn poems	-The First Christmas story	-How to tie-dye (Christmas enterprise)	-My Brother -Winter poems	-Shark facts	-The Gingerbread Man	-Let's find out about babies	-You Choose -Summer poems		-The Three Billy Goat Gruff	-Newcastle Landmarks -Dinosaurs (Linked to our museum trip)
Fiction Non-fiction	Fiction <u>(TfW)</u>	Non-fiction	Fiction <u>(TfW)</u>	Non-fiction	Fiction <u>(TfW)</u>	Non-fiction	Fiction <u>(TfW)</u>	Non-fiction	Fiction <u>(TfW)</u>	Non-fiction	Fiction <u>(TfW)</u>	Non-fiction
Genre	Narrative Traditional tales	Information poems	Narrative Retell	Instructions	Narrative Traditional tales	Information	Narrative Traditional tale	Information tests	Narrative Adventure	Information texts	Narrative Traditional tales	Persuasion
Focus	-Story structure-five parts Class and independent story maps (with invented ideas and drawings). -Characters	- Class display -What is Autumn? (Seasonal changes, labels, drawings etc.) -Rhyming words	-Story structure-five parts Class and independent story maps (with invented ideas and drawings). -Characters (linked to RE)	-Follow simple instructions (linked to DT)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and word writing). - Character description	Independent facts about sharks/animals (linked to SfA -How to use non-fiction books to write facts)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and word writing).	Independent facts about science- life cycles (linked to science)	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and emerging sentence writing). -Setting	- Finding out facts from You Choose and writing about them.	-Story structure-five parts Class and independent story maps (with invented ideas, drawings and emerging sentence writing).	Class and independent posters: Why you should visit Newcastle (linked to geography)

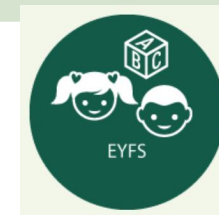
Autumn

Spring

Summer

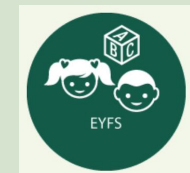


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parental Involvement	<ul style="list-style-type: none"> -Parent transition sessions for children and parents/carers. -Photo's from home to discuss to fit with topic about me and my family. -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Stay and Play session for children and parents/carers. -Photo's from home to discuss autumn walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Photo's from home to discuss child's First Christmas. -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Stay and Play session for children and parents/carers. -Easter Egg Competition. -Photo's from home to discuss spring walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Photo's from home to discuss summer walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Sports Day for children and parents/carers. -Transition visits into my new class for children and parents/carers -Photo's from home to discuss spring walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups





	Autumn	Spring	Summer (ELGs)
<p>Communication and Language (CL)</p> <p>(Prime Area)</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and with songs. • Maintain attention in whole class/group activities. • Follow simple instructions. • Understand and respond to questions. • Able to talk confidently to friends and teachers, in sentences. • Use talk to solve problems and organise themselves. • Ask questions to find out more. • Learn a range of new vocabulary. • Develop social phrases and use increasingly. 	<ul style="list-style-type: none"> • Able to listen carefully and talk about what they are learning or experiencing • Actively engage in story-times and with non-fiction books. • Consider the listener and take turns in conversations • -Begin to recount past events and use past tense. • Explain how things work and why they might happen. • Ask questions to find out more and check understanding. • Articulate ideas and thoughts in well-formed sentences. • Able to develop and use a range of new vocabulary. • Begin to connect one idea or action to another using a range of connectives. • Describe events in some detail. • Learn a range of songs, rhymes and poems. 	<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. 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.

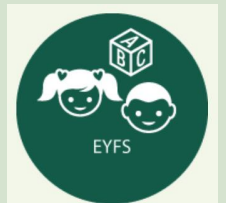





	Autumn	Spring	Summer (ELGs)
<p>Personal, Social and Emotional (PSED)</p> <p>Prime Area</p> 	<ul style="list-style-type: none"> • Able to talk about feelings. • Increasingly able to remember & follow rules. • Know likes and dislikes. • Independently organise their school belongings. • Manage own personal hygiene. • Build constructive and respectful relationships. • Beginning to express their feelings and consider the perspectives of others. • Increasingly able to take turns and share resources. • Independently choose where they would like to play. • Builds constructive and respectful relationships. 	<ul style="list-style-type: none"> • Show pride in achievements. • Understand behavioural expectations of the setting. • Can explain right from wrong and will try to follow rules of the classroom. • -Manage their own needs. • Can identify kindness. • Will show resilience and perseverance when things may pose a challenge • Can keep play going by cooperating, listening, speaking, explaining and problem solving. • Can reflect on the work of others and self-evaluate their own work. 	<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. • 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. • 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



	Autumn	Spring	Summer (ELGs)
<p>Physical Development (PD)</p> <p>Prime Area</p>	<ul style="list-style-type: none"> Combine different movements with ease and fluency. - movement program for those who need it. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. 	<ul style="list-style-type: none"> 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. Show accuracy and purpose when using a range of tools, including pencil control, paintbrush hold and scissor use Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group – Gymnastics. Develop overall body-strength, balance, co-ordination and agility - Dance and Gymnastics. To form letters inline with Success for All formation rhymes and numbers in the correct direction. 	<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. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (PG3). Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.





			(ELGs)
<p>Literacy</p> 	<ul style="list-style-type: none"> • Understand the story sequence and join in retelling five parts of the story. • Recall some events that have happened in the story and talk about them using simple vocabulary and phrases. • Demonstrates an understanding of what has been read to me by retelling stories using puppets and my own words, including some recently introduced vocabulary and some correct grammar. • Continue a rhyming string • Begin to orally divide words into syllables. • Able to hear the initial sound in words • Aware of some single letter sounds and the corresponding letter. • Blends phonemes in some words (say it fast). • Segments some words into phonemes (break it down). • Holds a pencil effectively (at least pencil grip 3) in preparation for fluent writing. • Write recognisable letters, some of which are correctly formed, using the correct formation rhyme. • Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> • Begin to write some simple phrases and sentences using my phonic knowledge that can be read by others. • Create a story map and retell a five part story to my teacher and peers. • Talk about a book, it's pages, the front, back, title, author, illustrator and spine, characters, events and the blurb. • Demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words, recently introduced vocabulary and correct grammar. • Anticipate, where appropriate, key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and during role-play. • Begin to sit at a table to write. • Holds a pencil effectively (at least pencil grip 3) in preparation for fluent writing. • Show accuracy and care when drawing/ mark making. • Write recognisable letters, some of which are correctly formed, using the correct formation rhyme. • Understand which letters belong to which handwriting families (tiger letters etc.). • I can spell vc and cvc words by identifying phonemes in them and represent the phoneme with a letter or letters (GPCs). • Begin to aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<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. <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, many of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. <ul style="list-style-type: none"> • Write simple phrases and sentences that can be read by others.



Autumn

Mathematics

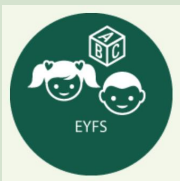
- Rote count to 20 (forwards and backwards).
- Count objects, actions and sounds up to 10.
- Compare numbers to ten.
- Deep dive into 0, 1, 2, 3, 4, 5 (correct formation, regular and irregular subitising, counting and sequencing, 1 to 1 correspondence, cardinality, conservation of number including one more and one less).
- Compare length, weight and capacity.
- Deep dive into 6, 7, 8, 9, 10 (correct formation, regular and irregular subitising, counting and sequencing, 1 to 1 correspondence, cardinality, conservation of number including one more and one less).

Spring


- Rote count to 20 (forwards and backwards).
- Link number symbol to cardinal value up to 10.
- Odds and evens.
- Doubles and halves to 10.
- Tens frames for self-registration.
- Feelings board
- Continue, copy and create repeating patterns
- Months of the year
- Verbally count beyond 20, pausing at each multiple of 10
- Understand one more/one less relationship
- Doubles and halves to 10
- Composition of numbers 2, 3, 4 and 5
- Number bonds up to 5 including subtraction facts
- Conceptual subitising

Summer (ELGs)


- Verbally count beyond 20, pausing at each multiple of 10 - Composition of numbers 6, 7, 8 and 9 - Number bonds up to 5 including subtraction facts
- 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. 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 and double facts.





	Autumn	Spring	Summer (ELGs)
<p>Understanding the World</p> 	<ul style="list-style-type: none"> • Able to talk about members of their immediate family and the relationship to them. • Discuss where they live and the local area. • Use the language of time when talking about daily event, events in their own lives and in the lives of others, including people they have learnt about through books. • Comment on images of familiar situations in the past (personal photographs – link to events from their own past such as a birthday or a Christmas celebration). • Explore why and how we celebrate a range of festivals (Halloween, Bonfire Night, Remembrance Day, Christmas, Diwali). • Recognise that people have different beliefs and may celebrate special times in different ways. • Ask questions, make observations and comment on what they see in the natural world. • Understand the effect of changing seasons on the natural world around them. • Explore and investigate a range of objects and be able to discuss what they notice discover (floating & sinking, freezing and melting). 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Discuss where they live and the wider local area, (landmarks, maps). • Visually represent their own day on a simple timeline. • Recount an event of how they have grown and changed (meeting a toddler), orally or using pictures, using language of time. • Explore why and how we celebrate a range of festivals (Chinese New Year, Pancake Day & Easter) and recognise that people have different beliefs and may celebrate special times in different ways. • Describe how things change over time (chicks). 	<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. <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • 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. • Explore the natural world around them, making observations and drawing pictures of animals and plants. <ul style="list-style-type: none"> • 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.



	Autumn	Spring	Summer (ELGs)
<p>Expressive Art and Design</p> 	<ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills. • Exploring a variety of artistic mediums and be proud of their creation (linked to tie-dying). • Enjoying singing, dancing, role play and playing with musical instruments • Follow the steady beat/pulse whilst developing body percussion and creating your own sound patterns with your body (pat, pat, clap). Introduce three new instruments and play all seven (four from last year). 	<ul style="list-style-type: none"> • Develop storylines in pretend play. • Choosing the correct medium when constructing & creating, and talk about their choices and preferences (junk modelling then disassembly). • Beginning to be expressive and imaginative when performing. • Enjoying learning and singing simple songs in a group or on their own. • Find the pulse, explore high and low pitch and improvisation with voices. - Then create your own sounds (improvisation and composition with voices and instruments). 	<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 • 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.