## Lostwithiel School Reception Curriculum Document VEAR A EYFS Revised Framework September 2021



TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STORY	Super Duper You!	Everyone Cooks	The Hungry	Emma-Jane's	Greta and the	The Snail and the
STARTERS	' '	Rice	Caterpillar	aeroplane	Giants	Whale
Theme	Me and my Town	Where food comes from and Celebrations	Toys	Transport	Reduce, reuse and recycle	Seaside/Water
Curriculum Strand	Listening,	Listening,	Listening,	Listening,	Listening,	Listening,
covered	attention and					
	understanding Listen attentively and					
	respond appropriately when being read to and during whole class	respond appropriately when being read to and during whole class	respond appropriately when being read to and during whole class	respond appropriately when being read to and during whole class	respond appropriately when being read to and during whole class	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.	understanding.	understanding.	understanding.	understanding.	understanding.
	Hold conversation when					
	engaged in back-and-					
	forth exchanges with					
	their teacher and					
	peers.	peers.	peers.	peers.	peers.	peers.
	Speaking	Speaking	Speaking	Speaking	Speaking	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					

t i	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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.	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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.	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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.	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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.	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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  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
			several ideas or actions			several ideas or actions

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	Managing Self	Self-regulation	Managing Self	Self-regulation	Managing Self	Managing Self
	Be confident to try	Show an understanding	Be confident to try	Show an understanding	Be confident to try	Be confident to try
	new activities and show	of their own feelings	new activities and show	of their own feelings	new activities and show	new activities and show
	independence,	and those of others,	independence,	and those of others,	independence,	independence,
	resilience and	and begin to regulate	resilience and	and begin to regulate	resilience and	resilience and
	perseverance in the	their behaviour	perseverance in the	their behaviour	perseverance in the	perseverance in the
	face of challenge; -	accordingly; - Set and	face of challenge; -	accordingly; - Set and	face of challenge; -	face of challenge; -
	Explain the reasons for	work towards simple	Explain the reasons for	work towards simple	Explain the reasons for	Explain the reasons for
	rules, know right from	goals, being able to	rules, know right from	goals, being able to	rules, know right from	rules, know right from
	wrong and try to	wait for what they	wrong and try to	wait for what they	wrong and try to	wrong and try to
	behave accordingly; -	want and control their	behave accordingly; -	want and control their	behave accordingly; -	behave accordingly; -
	Manage their own basic	immediate impulses	Manage their own basic	immediate impulses	Manage their own basic	Manage their own basic
	hygiene and personal	when appropriate; -	hygiene and personal	when appropriate; -	hygiene and personal	hygiene and personal
	needs, including	Give focused attention	needs, including	Give focused attention	needs, including	needs, including
	dressing, going to the	to what the teacher	dressing, going to the	to what the teacher	dressing, going to the	dressing, going to the
	toilet and	says, responding	toilet and	says, responding	toilet and	toilet and
	understanding the	appropriately even	understanding the	appropriately even	understanding the	understanding the
	importance of healthy	when engaged in	importance of healthy	when engaged in	importance of healthy	importance of healthy
	food choices.	activity, and show an	food choices	activity, and show an	food choices	food choices
		ability to follow		ability to follow		
		instructions involving		instructions involving		
		several ideas or		several ideas or actions		
		actions.				
	Gross Motor	Fine Motor	Fine and gross	Fine Motor	Fine and gross	Gross Motor
	Negotiate space and	Hold a pencil	Motor	Hold a pencil	Motor	Negotiate space and
	obstacles safely, with	effectively in	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	effectively in	,,,,,,,,	obstacles safely, with
	consideration for	preparation for fluent		preparation for fluent		consideration for
	themselves and others;	writing - using the		writing - using the		themselves and others
	- Demonstrate	tripod grip in almost all		tripod grip in almost all		- Demonstrate
	strength, balance and	cases; - Use a range of		cases; - Use a range of		strength, balance and
	coordination when	small tools, including		small tools, including		coordination when
	playing; - Move	scissors, paint brushes		scissors, paint brushes		playing; - Move
	energetically, such as	and cutlery; - Begin to		and cutlery; - Begin to		energetically, such as
	running, jumping,	show accuracy and care		show accuracy and care		running, jumping,
	dancing, hopping,	when drawing.		when drawing.		dancing, hopping,
	skipping and climbing.	<b>.</b>				skipping and climbing.
	Comprehension	Word reading	Writing	Comprehension,	Comprehension,	Comprehension,
	Demonstrate	Say a sound for each	Write recognisable	word reading and	word reading and	word reading and
	understanding of what	letter in the alphabet	letters, most of which		_	word reading and writing
1	orananing or wildi	a.p.,abc1	, , , , , , , , , , , , ,	writing	writing	MANTENA

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by retelling stories and	digraphs; - Read words	Spell words by			
narratives using their	consistent with their	identifying sounds in			
own words and recently	phonic knowledge by	them and representing			
introduced vocabulary;	sound-blending; - Read	the sounds with a			
- Anticipate - where	aloud simple sentences	letter or letters; -			
appropriate - key	and books that are	Write simple phrases			
events in stories; - Use	consistent with their	and sentences that can			
and understand	phonic knowledge,	be read by others.			
recently introduced vocabulary during	including some common exception words.				
discussions about	exception words.				
stories, non-fiction,					
rhymes and poems and					
during role-play.					
<u> </u>	ting, patterns	One less how man	y?, Composition of	Number nat	terns to 20
	• •		•	Number patterns to 20,	
Size		5,6,7,8, Equal and unequal,		ten frame and beyond,	
Representing, matching and comparing		Comparing mass, Full and empty,		estimating, match and fill, tangrams,	
1,2,3		capacity and measuring, Combining 2		adding more, taking away,	
Circles, triangles, squares, rectangles		groups, Adding more		2D shapes,	
Shape Hunt		Comparing height and length, Days of		Doubling, sharing, even and odd,	
Sorting, composition of 4 and 5		the week and time, representing 9 and		Consoli	dation.
1 more and 1 less		10, counting back, making 10, 3D shape,			
Day and night		pattern			
People Culture and	People Culture and	People Culture and	People Culture and	The Natural World	People Culture and
Communities	Communities	Communities	Communities	Know some similarities	Communities
Describe their	Know some similarities	Explain some	Know some similarities	and differences	Explain some
immediate environment	and differences	similarities and	and differences	between the natural	similarities and
using knowledge from	between different	differences between	between different	world around them and	differences between
observation, discussion,	religious and cultural	life in this country and	religious and cultural	contrasting	life in this country and
stories, non-fiction	communities in this	life in other countries,	communities in this	environments, drawing	life in other countries,
texts and maps.	country, drawing on	drawing on knowledge	country, drawing on	on their experiences	drawing on knowledge
	their experiences and	from stories, non-	their experiences and	and what has been read	from stories, non-
	what has been read in	fiction texts and -	what has been read in	in class.	fiction texts and -
	class.	when appropriate -	class.		when appropriate -
		maps.			maps.
Past and Present	The Natural World	The Natural World	Past and Present	Past and Present	The Natural World
Talk about the lives of	Understand some	Explore the natural	Know some similarities	Recall some important	Explore the natural
the people around them	important processes	world around them,	and differences	narratives, characters	world around them,

	and their roles in society.	and changes in the natural world around them, including the seasons and changing states of matter.	making observations and drawing pictures of animals and plants.	between things in the past and now, drawing on their experiences and what has been read in class.	and figures from the past encountered in books read in class.	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, form and function; - Share their creations, explaining the process they have used.	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. Share their creations, explaining the process they have used.	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	l Town visit	Lostwithiel Fire St	tation/Lappa Valley	Beach	n Trip	