

# Barlows Primary School

## Reception Curriculum Content

### EYFS



**2017-2018**

## Barlows Primary School Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves		Our Friends and other animals		Our environment	
	Getting to know Barlows	My body, my family & friendships	People who help us in school & community. Jungle animals	Jungle animals & Superhero's	Minibeasts & Food from the ground	Transport & local environment
<b>Communication Language and Literacy</b>	<p><b><u>Listening and attention</u></b> <b><u>30-50</u></b> Is able to follow directions (if not intently focused on own choice of activity).</p> <p><b><u>Understanding:</u></b> <b><u>30-50</u></b> Beginning to understand 'why' and 'how' questions.</p>	<p><b><u>Listening and attention</u></b> <b><u>40-60</u></b> Maintains attention, concentrates &amp; sits quietly during appropriate activity.</p> <p><b><u>Understanding</u></b> <b><u>40-60</u></b> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p>	<p><b><u>Listening and attention</u></b> <b><u>40-60</u></b> Two-channel ed attention can listen and do for short span.</p> <p><b><u>Understanding</u></b> <b><u>40-60</u></b> Able to follow a story without pictures or props.</p>	<p><b><u>Listening and attention</u></b> <b><u>ELG</u></b> Children listen attentively in a range of situations.</p> <p><b><u>Understanding</u></b> <b><u>40-60</u></b> Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p><b><u>Listening and attention</u></b> <b><u>ELG</u></b> They listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions or actions.</p> <p><b><u>Understanding:</u></b> <b><u>ELG:</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</p>	<p><b><u>Listening and attention</u></b> <b><u>ELG</u></b> They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b><u>Understanding:</u></b> <b><u>ELG:</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</p>

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<b>Communication Language and Literacy</b>	<p><b><u>Speaking</u></b> <b>30-50</b> Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.'</p> <p><b><u>Speaking</u></b> <b>40-60</b> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p><b><u>Speaking</u></b> <b>40-60</b> Uses language to imagine &amp; recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.</p>	<p><b><u>Speaking</u></b> <b>40-60</b> Uses talk to organise, sequence &amp; clarify thinking, ideas, feelings &amp; events.</p>	<p><b><u>Speaking</u></b> <b>40-60</b> Introduces a storyline or narrative into their play</p>	<p><b><u>Speaking</u></b> <b>ELG</b> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><b><u>Speaking</u></b> <b>ELG</b> They develop their own narratives and explanations by connecting ideas or events.</p>

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	<p><b><u>Making Relationships 30-50</u></b> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b><u>40-60</u></b> Initiates conversations, attends to and takes account of what others say.</p> <p><b><u>Self-confidence and self-awareness 30-50</u></b> Shows confidence in asking adults for help.</p> <p><b><u>40-60</u></b> Confident to speak to others about own needs, wants, interests and opinions.</p>	<p><b><u>Making Relationships 40-60</u></b> Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p><b><u>Self-confidence and self-awareness 40-60</u></b> Can describe self in positive terms and talk about abilities.</p>	<p><b><u>Making Relationships 40-60</u></b> Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><b><u>Self-confidence and self-awareness ELG</u></b> Children are confident to try new activities, &amp; say why they like some activities more than others.</p>	<p><b><u>Making Relationships ELG</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p><b><u>Self-confidence and self-awareness ELG</u></b> Children are confident to try new activities, &amp; say why they like some activities more than others.</p>	<p><b><u>Making Relationships ELG</u></b> They show sensitivity to others' needs and feelings, &amp; form positive relationships with adults &amp; other children.</p> <p><b><u>Self-confidence and self-awareness ELG</u></b> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<p><b><u>Making Relationships ELG</u></b> Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, &amp; form positive relationships with adults &amp; other children.</p> <p><b><u>Self-confidence and self-awareness ELG</u></b> Children are confident to try new activities, &amp; say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p>They adjust their behaviour to different situations, &amp; make changes of routine in their</p>

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	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>30-50</u></b> Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b><u>40-60</u></b> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>40-60</u></b> Aware of the boundaries set, &amp; of behavioural expectations in the setting.</p>	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>40-60</u></b> Beginning to be able to negotiate &amp; solve problems without aggression, e.g. when someone has taken their toy.</p>	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>ELG</u></b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, &amp; know that some behaviour is unacceptable.</p>	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>ELG</u></b> They work as part of a group or class, &amp; understand &amp; follow the rules. They adjust their behaviour to different situations, &amp; take changes of routine in their stride.</p>	<p><b><u>Managing Feelings and behaviour</u></b> <b><u>ELG</u></b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, &amp; know that some behaviour is unacceptable. They work as part of a group or class, understand &amp; follow the rules.</p>

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Physical Development	<p><b><u>Moving and handling 30-50</u></b> Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name</p> <p><b><u>Health and self care 30-50</u></b> Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b><u>40-60</u></b> Eats a healthy range of foodstuffs &amp; understands need for variety in food.</p>	<p><b><u>Moving and handling 40-60</u></b> Experiments with different ways of moving. Jumps off an object and lands appropriately.</p> <p><b><u>Health and self-care 40-60</u></b> Usually dry &amp; clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping &amp; hygiene can contribute to good health.</p>	<p><b><u>Moving and handling 40-60</u></b> Negotiates space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence &amp; skill around, under, over and through balancing &amp; climbing equipment.</p> <p><b><u>Health and self-care 40-60</u></b> Shows understanding of the need for safety when tackling new challenges, &amp; considers &amp; manages some risks.</p>	<p><b><u>Moving and Handling ELG</u></b> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. Handles, tools, objects, construction &amp; malleable materials safely &amp; with increasing control.</p> <p><b><u>Health and self-care 40-60</u></b> Shows understanding of how to transport &amp; store equipment safely.  Practices some appropriate safety measures without direct supervision.</p>	<p><b><u>Moving and Handling ELG</u></b> Shows a preference for a dominant hand. Begins to use anticlockwise movement &amp; retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b><u>Health and self-care ELG</u></b> Children know the importance for good health of physical exercise, &amp; a healthy diet, &amp; talk about ways to keep healthy &amp; safe.</p>	<p><b><u>Moving and Handling ELG</u></b> Children show good control &amp; co-ordination in large &amp; small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment &amp; tools effectively, including pencils for writing.</p> <p><b><u>Health and self care ELG</u></b> They manage their own basic hygiene &amp; personal needs successfully, including dressing &amp; going to the toilet independently.</p>

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Mathematics	<p><b><u>Numbers</u></b> <b><u>30-50</u></b> Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b><u>Shape, Space and Measure</u></b> <b><u>30-50</u></b> Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p><b><u>Numbers</u></b> <b><u>40-60</u></b> Recognise some numeral of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, &amp; beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p><b><u>Shape, space and measure</u></b> <b><u>40-60</u></b> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, &amp; mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such</p>	<p><b><u>Numbers</u></b> <b><u>40-60</u></b> Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see &amp; checks by counting them. Uses the language of 'more' &amp; 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them.</p> <p><b><u>Shape, space and measure</u></b> <b><u>40-60</u></b> Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects &amp; common shapes to create &amp; recreate patterns &amp; build models. Uses everyday language</p>	<p><b><u>Numbers</u></b> <b><u>40-60</u></b> Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding &amp; subtracting. Records, using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests &amp; fascinations.</p> <p><b><u>Shape, space and measure</u></b> <b><u>40-60</u></b> Beginning to use everyday language related to money. Orders &amp; sequences familiar events. Measures short periods of time in simple ways.</p>	<p><b><u>Numbers</u></b> <b><u>ELG</u></b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p><b><u>Shape, space and measure</u></b> <b><u>ELG</u></b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>	<p><b><u>Numbers</u></b> <b><u>ELG</u></b> Using quantities &amp; objects, they add &amp; subtract two single-digit numbers &amp; count on or back to find the answer. They solve problems, including doubling, halving &amp; sharing.</p> <p><b><u>Shape, space and measure</u></b> <b><u>ELG</u></b> They recognise, create &amp; describe patterns. They explore characteristics of everyday objects &amp; shapes &amp; use mathematical language to describe them.</p>

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Literacy	<p><b>Reading</b> <b>30-50</b> Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Writing</b> <b>30-50</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p><b>Reading</b> <b>40-60</b> Continues a rhyming string. Hears &amp; says the initial sound in words. Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.</p> <p><b>Writing</b> <b>40-60</b> Gives meaning to marks they make as they draw, write &amp; paint. Begins to break the flow of speech into words. Continues a rhyming string</p>	<p><b>Reading</b> <b>40-60</b> Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words &amp; simple sentences.</p> <p><b>Writing</b> <b>40-60</b> Hears and says the initial sound in words. Can segment the sounds in simple words &amp; blend them together. Links sounds to letters, naming &amp; sounding the letters of the alphabet.</p>	<p><b>Reading</b> <b>40-60</b> Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books &amp; computers.</p> <p><b>Writing</b> <b>40-60</b> Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.</p>	<p><b>Reading</b> <b>ELG</b> Children read &amp; understand simple sentences. They use phonic knowledge to decode regular words &amp; read them aloud accurately.</p> <p><b>Writing</b> <b>ELG</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p>	<p><b>Reading</b> <b>ELG</b> They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Writing</b> <b>ELG</b> They write simple sentences which can be read by themselves &amp; others. Some words are spelt correctly &amp; others are phonetically plausible.</p>

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	<p><b><u>People and Communities 30-50</u></b> Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to Friends or family.</p> <p><b><u>The world 30-50</u></b> Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p><b><u>Technology 30-50</u></b> Shows skill in making toys work by pressing parts or lifting lops to achieve effects such as sound, movements or new images. Knows that information can be retrieved from computers</p>	<p><b><u>People and communities 40-60</u></b> Enjoys joining in with family customs &amp; routines.</p> <p><b><u>The world 40-60</u></b> Looks closely at similarities, differences, patterns &amp; change.</p> <p><b><u>Technology 40-60</u></b> Completes a simple program on a computer.</p>	<p><b><u>People and Communities ELG</u></b> Children talk about past &amp; present events in their own lives &amp; in the lives of family members.</p> <p><b><u>The world ELG</u></b> Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things.</p> <p><b><u>Technology 40-60</u></b> Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><b><u>People and Communities ELG</u></b> They know about similarities &amp; differences between themselves &amp; others, &amp; among families, communities &amp; traditions.</p> <p><b><u>The world ELG</u></b> They talk about the features of their own immediate environment &amp; how environments might vary from one another.</p> <p><b><u>Technology ELG:</u></b> Children recognise that a range of technology is used in places such as homes &amp; schools.</p>	<p><b><u>People and Communities ELG</u></b> They know that other children don't always enjoy the same things, &amp; are sensitive to this.</p> <p><b><u>The world ELG</u></b> They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p><b><u>Technology ELG</u></b> They select and use technology for particular purposes.</p>	<p><b><u>People and Communities ELG</u></b> They know that other children don't always enjoy the same things, &amp; are sensitive to this.</p> <p><b><u>The world ELG</u></b> They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p><b><u>Technology ELG</u></b> They select and use technology for particular purposes.</p>

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Expressive Art and Design	<p><b><u>Exploring using media &amp; materials</u></b> <b><u>30-50</u></b> Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p>	<p><b><u>Exploring &amp; using media&amp; materials</u></b> <b><u>40-60</u></b> Begins to build a repertoire of songs &amp; dances. Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures.</p>	<p><b><u>Exploring &amp; using media&amp; materials</u></b> <b><u>40-60</u></b> Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect.</p>	<p><b><u>Exploring &amp; using media&amp; materials</u></b> <b><u>40-60</u></b> Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently &amp; appropriately.</p>	<p><b><u>Exploring &amp; using media&amp; materials</u></b> <b><u>40-60</u></b> Selects appropriate resources &amp; adapts work where necessary. Selects tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</p>	<p><b><u>Exploring using media &amp; materials</u></b> <b><u>ELG</u></b> Children sing songs, make music &amp; dance, &amp; experiment with ways of changing them. They safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</p>
	<p><b><u>Being Imaginative</u></b> <b><u>30-50</u></b> Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p><b><u>Being Imaginative</u></b> <b><u>40-60</u></b> Create simple representations of events, people and objects. Initiates new combinations of movement &amp; gestures in order to express &amp; respond to feelings, ideas &amp; experiences.</p>	<p><b><u>Being Imaginative</u></b> <b><u>40-60</u></b> Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play.</p>	<p><b><u>Being Imaginative</u></b> <b><u>40-60</u></b> Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop &amp; act out a narrative.</p>	<p><b><u>Being Imaginative</u></b> <b><u>ELG</u></b> Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes.</p>	<p><b><u>Being Imaginative</u></b> <b><u>ELG</u></b> They represent their own ideas, thoughts &amp; feelings through design &amp; technology, art, music, dance, role play &amp; stories.</p>