



Swavesey Primary School Early Years Reception Curriculum- Autumn Term

Our Early Years curriculum is based on the **skills and knowledge** children need to acquire. This document maps out the basic skills and knowledge in the autumn term within each area of learning. The themes, texts, topics etc that are used to support the teaching and learning vary dependent on the needs and interests of the children. We assess our children regularly and these assessments support how the skills and knowledge, set out below, are addressed during the term. Additional information on each academic year can be found on the Reception Newsletters or by contacting a member of the Early Years team.

Events, special occasions, visitors across Autumn term

Autumn 1

Whole school project
 All About Me
 Colour Monster by Anna Llenas- emotions
 Owl Babies by Martin Waddell
 RE week

Autumn 2

The Gruffalo by Julia Donaldson (reading spine text)
 Celebrations and Festivals- Halloween, fireworks, Diwali,
 Christmas
 Seasons- Autumn
 People who help us

Characteristics of effective teaching and learning:

- **Playing and exploring**- children investigate and experience things and ‘have a go’
- **Active learning**- children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and thinking critically**- children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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	Skills	Knowledge	Assessment Checkpoint
Communication and Language	<p><u>Listening, Attention and Understanding</u> During whole class and small group discussions children begin to: Listen carefully to a story Join in with repeated refrains in a story Begin to ask appropriate questions Understand and follow spoken instructions Listen and follow instructions and sequences such as “first we are going to the shop, next we will play in the park” Engage in discussions about the meanings of words.</p> <p><u>Speaking</u> During whole class and small group discussions children begin to: Know and retell a story Know and use vocabulary linked to their learning Take turns in conversations Use sentences that are well formed Use most sounds effectively. However, they may have some difficulties with more difficult words such as 'scribble' or 'elephant'.</p>	<p><u>Key texts and vocabulary are identified in relevant areas of learning on the LTPs.</u></p> <p>Read The Word Collector by Pat Reynolds and introduce word whisperers and word of the week.</p>	<p><u>Listening, Understanding and Attention</u> Engage in story time, joining in actions and repeated refrains. Listen to and talk about main characters, settings and story events. Show an interest in play with sounds, songs and rhymes, paying attention to how they sound. Understand how to listen carefully and why listening is important. Follow directions (if not intently focused) of one step I am beginning to understand and answer why and how questions.</p> <p><u>Speaking</u> Begin to learn new vocabulary and use it. Begin to ask a range of questions such as who, what, when and why to find out information. Join in with repeated refrains and anticipates key events and phrases in rhymes and stories. Listen to and retell familiar stories with increasing attention and recall. Engage in non- fiction texts and recall some key information.</p>

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Personal, Social and Emotional Development	<p>We follow the Cambridgeshire PSHE Scheme of work. This term the units of work are <i>My Emotions</i> and <i>My Family and Friends</i>. Alongside PSHE sessions, children begin to follow school rules, routines and expectations. This will include the 5 Rs and understanding their rights as a Rights Respecting School.</p> <p>PSHE Unit: My Emotions PSHE Unit: My Family and Friends Children will be in small groups and encouraged to be independent and responsible for listening to and following relevant instructions.</p> <p>Self-Regulation Children will know will have a bank of strategies to use when they are feeling upset/angry- Breathing techniques, stomping feet, finding a quiet space, talk to someone. Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Know the school/ classroom rules and try to follow them.</p>	<p>Across the first half term, children are introduced to different rules and routines including classroom organisation, behavioural expectations, lunchtime routines etc.</p> <p>5 Rs- resourceful, responsible, resilient, reflective and readiness, Using Dinosaurs to support this- Explorosaurus, Shareolophus, Tryatops and Stickosaurus, Thinkodocus, Solveosaurus Rex. What does it mean to be a Rights Respecting School?</p> <p>Key texts: Colour Monster- recognise and identify a range of feelings in themselves and others (happy, sad, scared, love, calm, angry). Vocabulary- Happy, sad, scared, love, calm, angry, mix, change. On the Way Home (reading spine text)- Sneaking, honest, truthful, imagination, woodcutter, zooming, struggled, huge, lumbering, crammed, slithering, soaring, creeping, gigantic, gliding, swooping.</p> <p>All about Families- Identify and discuss similarities and differences between families.</p> <p>Identify people who are special to us and why they are special. Identify qualities that make a good friend.</p>	<p>Self- regulation Follow school/ class rules Managing Self Can use words to identify how they are feeling and use some strategies independently to support regulation Building Relationships Can give examples of what makes a good friend and tries to behave accordingly. Develop positive relationships with adults and peers Celebrate similarities and differences between themselves and others.</p>

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	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity; healthy eating; toothbrushing; sensible amounts of 'screen time'; having a good sleep routine; being a safe pedestrian.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene.</p> <p>Building Relationships</p> <p>To identify their feelings, using books such as 'The Colour Monster' to support understanding. To use vocabulary to express their feelings e.g. miserable, terrified, frustrated etc.</p> <p>Understand what makes a good friend and know how to treat others in our class using the statement 'Kind hands and kind words'.</p>	<p>Develop an understanding of road safety including the role of the lollipop person.</p> <p>Read How to fill a bucket by Carol McCloud</p> <p>Introduce bucket fillers and dippers to link kindness.</p>	
Physical Development- Gross Motor	<p>Begin to use balance-bikes and scooters independently and safely.</p> <p>Cambridgeshire PE Scheme of work-</p> <p>Dance</p> <p>Negotiate space effectively using a range of movements such as running, jumping, dancing, hopping and skipping.</p> <p>Show some control over body movements to copy some steps and actions.</p> <p>Link some body movements and actions together.</p>	<p>Know rules and routines about using bikes and scooters safely e.g. wearing a helmet, negotiating space safely, taking turns, one child on a piece of equipment.</p> <p>Dance</p> <p>Knowing there are different ways to move</p> <p>To understand what a safe space is and what personal space is.</p> <p>Being Healthy</p> <p>When exercising support children to become aware of their bodies by drawing attention to the</p>	<p>Dance</p> <p>Copy some steps and actions with some control and coordination.</p> <p>Start to link individual and whole body movements together (e.g. moving to music fluidly)</p> <p>Start to observe others movements and choose actions to copy in their own movement phrase.</p> <p>Start to demonstrate ability to negotiate space safely (e.g. not running into each other during warm ups etc.)</p>

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	<p>Show awareness of ways to keep healthy e.g. feeling hot, heart beating faster and feeling sweaty. Watch and observe others and copy ideas and demonstrate their own ideas.</p> <p>Gymnastics Demonstrate strength, balance and co-ordination Build and use an obstacle course safely in outdoor provision. Most children will begin to show some control over body movements to copy some steps and actions.</p>	<p>changes in their body such as red face, sweating, heart beating faster and feeling hot and tired. Settling in – support transition by recapping toileting and handwashing routines and developing understanding of the importance of wiping themselves and washing their hands after using the toilet and before lunch.</p> <p>Gymnastics To know and understand how to safely move equipment and why that this is important for personal safety and looking after equipment.</p>	<p>Begin to show understanding of ways to stay healthy by talking about changes in their body during physical movements.</p> <p>Gymnastics Start to copy individual and whole body movements with some control and coordination (e.g. using arms to balance across a balance bar). Start to link individual and whole body movements together to make a sequence (e.g. slide, twist and hop). Observe their peers movements sequences. Show awareness of how to move equipment safely e.g. 2 children to move a mat holding it thumbs up and fingers under, facing forwards as they move).</p>
Physical Development- Fine Motor	<p>Children will begin to use a range of small tools, including scissors, paintbrushes and cutlery. Children develop an understanding of how to safely use a range of tools and can decide which tools are effective for different purposes.</p> <p>PENCIL GRIP PROGRESSION MAP.pdf EAD and fine motor skills progression.pdf EAD Skills Progression with Access Art.pdf</p>		<p>Hold scissors correctly – thumb in the top loop. Begin to use both hands to hold and guide the paper as they cut. Cut along a straight line and begin to cut along wiggly lines and around simple shapes such as circles, squares and triangles. Demonstrate tripod grip when mark making. Hold a range of tools using fine motor skills and begin to show control such as paintbrushes and tweezers. Use cutlery to eat food and begin to use knife correctly to cut up some softer foods.</p>
Literacy	<p>Comprehension Ask appropriate questions about stories they have heard Know and retell a story</p>	<p>Comprehension Children acquire knowledge through key texts, reading spine texts and reading practice sessions to demonstrate the comprehension skills.</p>	<p>Comprehension Retell a familiar story Identify rhyming words such as cat and mat and continue a rhyming string.</p>

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	Skills	Knowledge	Assessment Checkpoint
	<p>Know and use vocabulary linked to their learning Understand and begin to use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word Reading Little Wandle Reception Progression.pdf</p> <p>Writing Use Little Wandle formation phrases to support letter formation. Begin to write recognisable letters Begin to spell words by identifying known sounds in them and representing the sounds with graphemes</p>	<p>Key reading spine texts and vocabulary- <i>Owl Babies (reading spine text)</i>- Owlet, talons, bill, tufts, feathers, hunting. <i>The Gruffalo (reading spine text)</i>- Deep dark woods, prickles, poisonous, knobbly, tusks,</p> <p>Word Reading Little Wandle Reception Progression.pdf</p> <p>Writing Use Little Wandle formation phrases to support letter formation. Know where each letter begins Know how to use sound mats to support spelling</p>	<p>Word Reading Think of a word beginning with the phoneme taught. Orally blend a CVC word such as c-a –t Read CVC words using decoding skills. Recognise their own name</p> <p>Writing Correctly form phase 2 graphemes and numbers to 5. Learning to write their own name forming some letters correctly. Attempt to write CVC words using phase 2 phonemes.</p>
Maths	<p>Mastering number reception termly overview.pdf Children will complete a simple 2 colour pattern and begin to make their own simple patterns using colours, objects and shapes. Children will recognise simple 2D shapes and begin to talk about properties such as corners and sides. Comparing and ordering– heavy/light, small/ tall, long/short/ most/least. To develop spatial reasoning skills by: comparing and exploring capacity and volume</p>	<p>Mastering number reception termly overview.pdf Vocabulary: Subitise, careful counting, pattern, same, different, more, less, most, least, part, whole Language of comparisons – longer, long, short, shorter, taller, tall, tallest, small, smaller, smallest, heavier, heavy, heaviest, light, lighter, lightest, full/empty, more than, less than, half, half full, quarter. 2D shapes, rectangle, square, circle, oval, triangle, pentagon, hexagon, corners, sides. Pattern, repeat, same</p>	<p>Count an amount accurately and identify how many in total Subitise accurately to 5 using regular patterns- fingers dice dots. Create a 2 colour repeating pattern Accurately identify some common 2D shapes- square, rectangle, circle, triangle, hexagon, pentagon, oval Begin to talk about simple properties Recognise numerals accurately</p>

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Understanding the World	<p><u>Past and Present</u> Talk about the lives of the people around them and their roles in society. Know some similarities and differences of these roles in the past and present.</p> <p>Name and identify some body parts and bones</p> <p>To explore famous artists from past and present. Artist focus: Jackson Pollock</p> <p><u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts.</p> <p>Identify some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p><u>The Natural World</u></p>	<p><u>Past and Present</u> Explore roles in society- doctors, police officers, fire service, dentists, vets, nurses etc. Understand how these roles have changed over time- for example, history of police transport</p> <p><i>People who help us</i> – emergency, help, support, rescue, uniform, equipment, firefighter, police officer, doctor, nurses, teacher, lollipop person. Name some body parts such as arm, leg, head, knee, foot, hand, neck Name some bones of the body such as skull, hips, ribs, spine etc. To know famous artists from past and present. Artist focus: Jackson Pollock</p> <p><u>People, Culture and Communities</u> Explore roles of members in their families People who help us- combination of family and people in society Explore similarities and differences of religious and cultural communities - Diwali, Harvest festival, Moon festival, Halloween, Birthday of Guru Nanak, Remembrance Day, Advent, Hanukah, Christmas (birth of Jesus). <i>Diwali</i> – celebration, diva, temple, rangoli, mehndi <i>Christmas</i> – celebration, Nativity, Wisemen, Angels, Shepherds, tradition. <i>Fireworks</i>- celebration, bonfire, sparklers, whoosh, sparkle, crackle, bang</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Identify and describe some signs of autumn Describe changes in states of matter (melting and freezing) Identify and name some body parts</p>



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	<p>PLAN EYFS Matrices.pdf</p> <p>Identify the seasons and describe signs of autumn. Observe living things in each season Listen to sounds outside and identify the source</p> <p>Begin to understand and describe some important processes and changes in the natural world around them including changing states of matter (melting and freezing)</p>	<p>The Natural World Key text and vocabulary The Leaf Thief by Alice Hemming Autumn- seasons, changing, autumn, winter, spring, summer Key Vocabulary: Wonderful, canopy, gold, hazelnuts, missing, under, stole, steal, woodpecker, collecting, nest, relax, disaster, following, thief, shakes, rustles, wind, autumn, disturb, spring. Name four seasons and identify some signs of autumn such as the leaves changing colour, conkers, bonfires, colder weather etc. How do we know its autumn? Identify signs of autumn including plants and animals. Understand some important processes and changes in the natural world around them including states of matter. Explore how the wind can move objects Explore: -Melting - changing from solid to liquid -Freezing - changing from a liquid to a solid</p>	
Expressive Arts and	<p><u>Key skills to support independent access to the art area include:</u> Begin to attach and join materials using a variety of techniques such as glue sticks, masking tape, Sellotape, hole punches, split pins and slot joins. Children will begin to use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p>Through practical experiences, children will develop an understanding of how to safely explore and use a variety of materials, tools and techniques for their creations. Mixed by Aree Chung- colours and colour mixing Key vocabulary- loudest, brightest, coolest, harmony, disagreed, respond, separate, calm,</p>	<p>Begin to join materials using different techniques Can safely use tools Begin to explore materials and techniques Creates own work and begins to explain process Explores props and materials in role play Joins in with singing and begins to move to pulse</p>

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	<p>To explore and describe techniques used by famous artists from past and present. Artist focus: Jackson Pollock EAD and fine motor skills progression.pdf EAD Skills Progression with Access Art.pdf Charanga music schemes- Autumn 1: Me! Autumn 2: My stories</p>	<p>happy, inseparable, vibrant, mix, created, fascinated, grumpy, possibilities, jade, lavender, amber. To know techniques famous artists from past and present. Artist focus: Jackson Pollock EAD and fine motor skills progression.pdf EAD Skills Progression with Access Art.pdf Key songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive, This Old Man, Five Little Ducks, Name Song, Things For Fingers, I'm A Little Teapot The Grand Old, Duke Of York, Ring O' Roses, Hickory Dickory, Dock, Not Too Difficult, The ABC Song</p>	