



Kingfisher Primary School

Curriculum Overview for Reception

EFYS Areas Explained

Communication and Language, Physical Development and PSED are known as the Prime Areas of the curriculum. Children progress in these areas to access the other areas of the curriculum. Literacy, Mathematics, Understanding of the World and Expressive Arts and Design are the Specific Areas of learning.

Children are expected to reach the targets shown below in C&L, PD, PSED, M, L to achieve a Good Level of Development (GLD).

Communication and Language		
<u>Listening, Attention and Understanding</u> Children will 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. They make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges with their teachers and peers.	<u>Speaking</u> Children will participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. They offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. They 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.	
Physical Development		
<u>Gross Motor Skills</u> Children can negotiate space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping, and climbing,	<u>Fine Motor Skills</u> Children can hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. They can use a range of small tools, including scissors, paint brushes and cutlery. They begin to show accuracy and care when drawing.	
Personal Social and Emotional Development		
<u>Self-Regulation</u> Children show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They 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 and actions	<u>Managing Self</u> Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They can explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<u>Building Relationships</u> Children work and play cooperatively and take turn with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own and other's needs.

Literacy		
<u>Comprehension</u> Children demonstrate an understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary. When appropriate, they anticipate key events in stories. They use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play	<u>Word Reading</u> Children say a sound for each letter of the alphabet and at least 10 diagraphs. They read words consistent with their phonic knowledge by sound-blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<u>Writing</u> Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.
Numeracy		
<u>Number</u> Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. They automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts.	<u>Numerical Patterns</u> Children will verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Understanding of the World		
<u>Past and Present</u> Children talk about the lives of people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.	<u>People, Culture and Communities</u> Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious 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 – where appropriate – maps.	<u>The Natural World</u> Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design		
<u>Creating with Materials</u> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role playing characters in narratives and stories.		<u>Being Imaginative</u> Children invent, adapt, and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and – when appropriate -try to move in time with music.