



Reception Autumn Term A

Essential Knowledge
across the EYFS curriculum

Main Topic	Term 1A
Area of the EYFS curriculum with links to National Curriculum	Traditional tale: - 3 Little pigs. Fantastic 4: - Friendship bench by Wendy Meddour - Amazing by Steve Antony Rhyme time: - This little piggy - Old MacDonald - If you're happy and you know it - This is the way
Reception: All 7 areas of Learning and development: Our general themes are led by our R.E curriculum. 	Creation and covenant. Essential 2: God created the world and said "Indeed it is very good". Know that Christians enter God's family through Baptism. Know that Holy water is used to welcome us into God's family. CST: Know the story of Luc the deer and how it reminds us we are all made in God's image. Know different ways we can look after one another as God asked us to do; for example, to show kindness, give to others or to pray for one another. Learn the Cafod prayer for human dignity. Know the story of Sofia th Sloth and how it reminds us we have a job to take care of God's creations. Learn the Cafod prayer for stewardship.

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	Essential 2: <i>God, Father, Son, Holy Spirit, World, wonderful, precious, family, Baptism, Holy water, font</i>
Personal, Social & Emotional Development 	Essential 2 Name emotions: happy, sad, excited, worried, anger, embarrassed Name some of the body changes when we feel different ways. Name different ways we can calm down. Know that friend is someone you can play with, someone who can help you and someone you can trust. Name a friend and begin to explain why you are friends with them. Know more than 1 way we can be a good friend. Know that friends can fall out and talk about how we can make friends again. Name ways that we are different from one another. Know the word respect means to be nice to one another. Know who to talk to when we feel sad with our friends. <i>Vocabulary: happy, sad, excited, worried, anger, embarrassed, change, different, body, calm, breathe, friend, share, trust, kind, care, help, fall out, sorry, different, respect, adult</i>
Communication & Language 	Essential 2 Understand how to listen carefully and why listening is important. Listen to and enjoy a variety of stories/poems/rhymes/non-fiction texts. Learn and use new vocabulary linked to daily routine/theme of learning and key texts. Predict some of the story line and vocabulary. Talk about story events, characters and setting with support.

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	Begin to show an awareness of how stories are structured. Understand that a question or instruction that has two parts. Understand why questions. Answer questions with relevant comments and begin to ask questions to find out more. Begin to articulate their ideas and thoughts in well-formed sentences. Begin to connect one idea or action to another using a range of connectives. Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text. Vocabulary: <i>listen, still, focus, question, answer, story, rhyme, poem, sentence, beginning, middle, end</i>
Physical development  Gross motor	Essential 2: Learn to play a variety of outdoor games; hopscotch, hoola hoop for example. Play ball games with a friend using different skills; rolling, throwing and catching. Throw a ball into a goal. Kick a ball into a goal. Use large scale movements to make left to right patterns in sand. Begin to develop overall body-strength, balance, co-ordination & agility by trying some of the actions in the text; cycling, dancing, throwing and kicking a ball, playing hide and seek and follow the leader. Manoeuvre a variety of wheeled toys and equipment (e.g. trikes, scooters, push chair, trolleys) up and down slopes, around corners and around obstacle courses. Revise & consolidate movement skills already acquired: - rolling, crawling, walking, jumping, running, hopping, skipping, climbing Begin to use core muscles to achieve a good posture when sitting at a table or on the floor. Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Use large movements to kick a ball at a target. Begin to show control in throwing a ball. Use gross motor movements to develop skills for writing the different letter families (long ladder, one armed robot, curly caterpillar, zigzag).

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	Vocabulary: <i>balance, control, strength, movement, apparatus, safe, safety, safely, equipment,</i>
Fine motor  	Essential 2: Use appropriate control to manipulate loose part equipment to make and decorate their own friendship bench. Use one handed equipment, e.g. scissors, with control. manipulate construction pieces to make their own friendship bench. Use appropriate fine motor control to handle equipment to change the shape of playdough to make playdough characters. Complete large-scale sensory writing to refine letter formation of letters in own name. Continue to develop fine motor skills so that they can use a range of tools competently, safely & confidently. Suggested tools: pencils for drawing & writing, paintbrushes, scissors, knives, forks & spoons. Make some Beery shapes using a range of different media. — □ + Use a comfortable grip with good control when holding pens and pencils. Vocabulary: <i>hold, grip, letter, direction, shape, tools, control, cut, snip, open, close, scissors, roll, flatten, bend, turn twist</i>
Literacy:  Word reading Also see the progression in RWI (phonic	Essential 2: Understand concepts about print, e.g. direction of print, naming parts of the book. Know the difference between word and letter. Begin to be aware that sentences start with a capital letter and end with a full stop. Continue to develop phonological awareness with a strong focus on rhythm and rhyme, alliteration. Be able to orally blend a word after listening to the sounds segmented. Read individual letters by saying the sounds for them in line with their learning in Read Write Inc. Blend sounds into words to read short words made up of known letter-sound correspondences, applying phonics to read VC and simple CVC words. Begin to read a few common exception words in line with the RWI programme.

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programme) information.	Begin to read simple phrases/sentences applying phonic knowledge. Begin to re-read books to build up confidence in word reading, fluency & understanding. Vocabulary: sounds, red words, green words, blend, Fred Talk, books, print, direction, read, sentence
Comprehension	Essential 2: Predict some of the story line and vocabulary. Talk about story events, characters and setting with support. Begin to show an awareness of how stories are structured. Begin to re-enact and retell simple stories, using some vocabulary and language structures from the text. Vocabulary: guess, predict, characters, beginning, middle, end, retell
Writing	Essential 2: Write own name to label a mini-me model to use during story telling. Label an illustration from the story "The friendship bench" using initial GPC; s, t or p. Write their own picnic list, representing GPCs from the images provided. Write a basic sentence using their name..."I am..." Write a caption in a speech bubble; "I am in/up/on..." Write a sentence in a speech bubble about what a character can do; "I can..." (run/hop/bop) Begin to compose and orally rehearse a label/caption/short sentence before writing it. Begin to spell words by identifying the sounds and then writing then sound with letter/s, VC & simple CVC words - in line with RWI. Begin to write labels/captions/simple sentences. Begin to re-read what they have written to check that it makes sense. Write own name correctly, using correct letter formation. Begin to form some lower-case letters correctly. Vocabulary: label, caption, sentence, letter, sound, write, direction, name, spell, capital letter, lower case
Mathematical development	Essential 2: Match equal and unequal sets using one to one correspondence.

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Number

Match unequal and unequal sets using one to one correspondence.

Compare sets without counting.

Subitise up to 5.

Count 1, 2 or 3 objects reliably.

Recognise if a number of objects is the same or different (working with numbers 1, 2 and 3).

Count 1, 2 or 3 objects, images or sounds reliably.

Recognise the numerals 1, 2 and 3.

Create representations for numbers 1, 2 and 3.

Say which number is one more or one less than a given number.

Estimate a number of objects and check by counting.

Count reliably with numbers from 1 to 6.

Create representations for numbers 1-6.

Vocabulary: see Ark Maths vocabulary document

Numerical patterns

Essential 2:

Compare objects according to size.

Order objects according to length or height.

Recognise, create & describe patterns.

Describe & create patterns that are the same and different.

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	<i>Vocabulary: see Ark Maths vocabulary document</i>
Understanding the world - Past and Present 	Essential 2: Make a birthday calendar with the children and use this to begin to explore chronology, talking about who was born first and whose birthday will be first in the year. Talk about events from the children's past by sharing photos and experiences of holidays or days out. Look at and talk about dragons in stories from the past. Understand that their birthday and some other key festivals (e.g. Halloween, Christmas, Easter) are annual & take place at different times of the year. Make a photographic/pictorial timeline of events through the year including birthdays and festivals. <i>Vocabulary: past, then, now, present, same, similar, different, birthday, year, month, festival, timeline, order</i>
Understanding the world - People, culture & communities 	Essential 2: Using the core text "The Friendship Bench", compare the different places in the story, e.g. the walk home from school. Compare the playground in the story and our school playground. Name and describe people who are familiar to them. Share a range of stories, e.g. "My hair" or "Happy in our skin" to talk about and describe people with a growing awareness of similarities and differences. Begin to understand that some places are special to members of their community. Visit St Anne's & Blessed Dominic Church and speak to somebody who uses the Church. Begin to recognise that people have different beliefs and celebrate special times in different ways. Learn about the Hindu festival of Diwali and how Hindu families celebrate this festival. <i>Vocabulary: family, friends, parents, grandparents, cousins, sister, brother, aunty, uncle, special, prayer, Church, God's family, festival, Hindu, Diwali, lights, celebrate, meal, decorations</i>

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Understanding the world – The Natural World 	Essential 2: Explore natural resources using their senses. Use a magnifying glass to explore natural resources. Collect and use natural resources to make self/friend, a favourite character or a story setting. Go on an outdoor sensory walk and talk about what they can see, hear and feel. Vocabulary: : natural, growing, outdoor, alive, dead, touch, feel, smooth, soft, rough, bumpy, see, hear, sound, loud, quiet, near, far, shape, same, different
Working scientifically	Essential 2: While playing demonstrate their curiosity by talking about what they wonder. Form their own questions with support. Describe what they see, hear and feel whilst outside. Continue to use magnifying glasses and begin to use magnifiers. Use pipettes and syringes in their investigations. Make comparisons using non-standard units of measure. Matching objects and pictures. Sort and group objects sometimes using their own criteria. Use pre-prepared tables to record observations. Sometimes draw and write labels to record their observations.
Expressive arts & design   Creating with materials	Essential 2: Experience creating images or models of themselves/friend/favourite character or setting using paint, drawing, transient art and junk modelling. Use different equipment to make paw prints and develop a pattern. Mix different colours to make different colours and shades to paint dogs. Draw with increasing complexity & detail to draw a self-portrait, such as representing a face with a circle & including details. Continue to explore colour and colour mixing when using paint to create a painting of a dragon. Use playdough equipment to create a birthday cake using a variety of techniques. Use natural resources and transient art to create own image of a dragon.

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	Use a variety of equipment to create own artwork. Vocabulary: shapes, lines, circles, detail, colour mixing, shades, dark, darker, darkest, light, lighter, lightest
Being Imaginative & Expressive  	Essential 2: Listen to and join in with the chorus and actions of the songs 'My pet and me' and 'How much is that Doggie'.. Listen and dance to sounds of the beach. In the role play area, make a snack for a friend. In the outdoors role play area, experience playing in the mud kitchen and Beach Café. Begin to listen attentively, move to & talk about music, expressing their feelings & responses. Sing in a group or on their own. Listen to and join in with the chorus and actions to "The Forest Song" about Pete the dragon, The day dream dragon song and Happy birthday sung in English & other home languages. Listen and dance to St George and the Dragon by Alex & Ivana Nikolic. Begin to explore & engage in music making & dance. Play instruments to accompany songs & rhymes. Make dragon dances with scarves. Take part in simple pretend play. Begin to develop storylines in their pretend play. Use own life experiences to develop play & vocabulary in the different role play areas; home corner (bedtimes & parties) and Mud Kitchen (party time, cake baking). Vocabulary: music, beat, rhythm, move, dance, instrument, pretend, life

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Computing 	Through all areas of the curriculum, children will experience and develop their skills of using: Interactive White board Ipads Beebots Through PSHE and RSHE, the theme of safety, including online safety will be explored at an age and stage appropriate level.
Enrichment and curriculum enhancement opportunities	Welcome service McMillan Coffee Morning