

General Information

- All uniform and kit must be labelled clearly.
- Children should practise their word tin regularly at home.
- Reading books should be read at home and returned regularly.
- Library books are borrowed and changed on a Monday.
- PE is on a Thursday morning. Children should come to school dressed in PE kit and shoes. They stay in their PE kit throughout the day. Pumps and pump bags remain in school.
- If your child is awarded a certificate for an activity outside of school please bring it to school to be presented in Friday Achievement Assembly.
- A note of explanation must accompany all sick absences on return to school.
- Toys are not encouraged in school but children may bring one small (pocket sized) item.

Extra Curricular Clubs

- Big Cooks, Little Cooks.
- Art & Craft
- Ballet
- Judo
- Dance (*Full of Beans*)
- Gymnastics (*Full of Beans*)
- Storytime
- Taekwondo
- Yoga (*Lion's Zen*)
- Speech & drama

Curriculum Overview



Reception

Spring Term 2019



EYFS Curriculum Map 40-60+ Months Spring 2019

Literacy

- Continues a rhyming string.
- Hears and says the initial sound in words.
- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read words and simple sentences.
- 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 and computers.
- Gives meaning to marks they make as they draw, write and paint.
- Begins to break the flow of speech into words.
- 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.

Topics which will support each area of learning include;

Rhyming stories/Castles/Traditional tales and books/Africa/Chinese New Year/Animals/Transport and Easter (these may be adapted or changed due to children's interests or local/national events).

Expressive Arts and Design

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.
- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.
- Plays alongside other children who are engaged in the same theme.
- Plays cooperatively as part of a group to develop and act out a narrative.

Music

(with Mrs Keenan)

- Simple rhythmic notation
- Simple ideas of pitch
- Increasing song repertoire

Spanish

(with Mrs Bartle)

- Greetings
- Head, shoulders, knees and toes
- Fruit
- Imperative Verbs
- Please/Thank You

EYFS Curriculum Map 40-60+ Months Spring 2019

Physical Education

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully.
- Travels with confidence and skill.
- Shows increasing control over an object .
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.
- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

Communication and Language

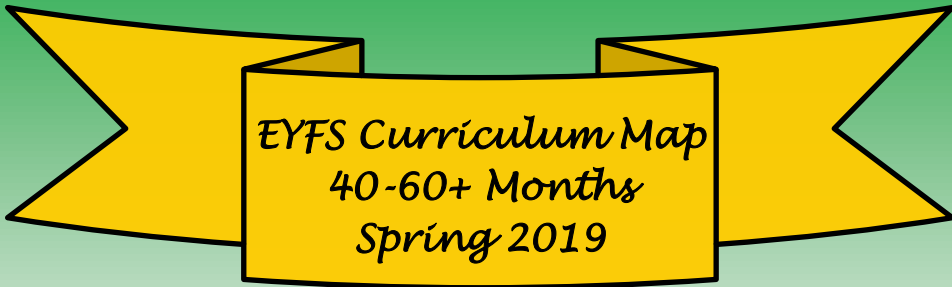
- Maintains attention, concentrates and sits quietly during appropriate activity.
- Two-channelled attention – can listen and do for short spans of time.
- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to follow a story without pictures or props.
- Listens and responds to ideas expressed by others in conversation or discussion.
- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

PSHCEE

- Keeping safe
- Personal hygiene
- Healthy lifestyle / food choices
- Internet safety
- Dental Hygiene
- Families and relationship
- Privacy and PANTS

Computing (with Mrs Ellsmoor)

- To complete a simple algorithm
- Use directional language to control vehicles
- To use instructions to control Roamer and Bee-Bots
- To find bugs in algorithms when controlling Bee-Bots



EYFS Curriculum Map 40-60+ Months Spring 2019

Mathematics

- Estimates how many objects they can see and checks by counting them.
- Uses the language of 'more' and 'fewer'.
- Finds the total number of items in two groups by counting all of them.
- 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 and subtracting.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.
- Can describe their relative position such as 'behind' or 'next to'.
- Orders two or three items by length or height.
- Orders two items by weight or capacity.
- Uses familiar objects and common shapes to create and recreate patterns and build models.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways

Personal, Social and Emotional Development

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.

Understanding the World

- Enjoys joining in with family customs and routines.
- Looks closely at similarities, differences, patterns and change.
- Completes a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.