



Our Curriculum Goals for Reception Whitemoor Academy EYFS



Components	Composites	Assessment	Pedagogy	Experiences
To settle in	<ul style="list-style-type: none"> a. To put belongings onto peg. b. To follow classroom routines c. To follow instructions d. To select resources independently e. To tidy resources away f. To ask an adult for help g. To maintain a dialogue with another child h. To keep pretend play going with another child 	<p>Child recognises own name.</p> <p>Child is able to dress/undress including using zips.</p> <p>Manages their own need- ie. Toilet & hand washing.</p> <p>Shows resilience & perseverance.</p> <p>Talks about their family.</p> <p>Talks about & manages their feelings.</p> <p>Shows empathy towards others.</p> <p>Shows confidence when speaking within a familiar group.</p> <p>Solves conflicts through discussions & compromise.</p> <p>Child sits on the carpet with the rest of the class.</p> <p>Child forms lines and knows what to do when the shaker is shook etc.</p> <p>Child selects appropriate tools and resources for a task.</p> <p>Child decides which resources best suit their play/end goal.</p> <p>Child knows where resources belong and puts them back.</p> <p>Child asks questions, including for help when necessary.</p> <p>Child responds when both adults and children talk to them.</p> <p>Child initiates conversations with their peers and adults.</p> <p>Child creates a storyline in their play.</p> <p>Child has a friend.</p> <p>Child listens to instructions.</p> <p>Child carries out instructions given.</p>	<p>PSHE circle time discussions and games.</p> <p>Visual timetable.</p> <p>Adult support in the CP.</p> <p>Adult modelling.</p> <p>Free-flow play in the CP.</p> <p>Parental support in first half term to assist children in entering school.</p> <p>Name writing & recognition time during register.</p> <p>Clearly defined boxes/trays/baskets for resources with visuals.</p>	<p>CP designed to stimulate communication & language development and collaborative play, including- role play, sand/water, small world, construction & block area, trim trail, mud kitchen, puppet area.</p> <p>Family photos.</p>
To eat a meal at a table.	<ul style="list-style-type: none"> a. Sits on a chair with both feet under the table. b. is able to select what they want to eat. c. Uses good table manners d. uses a knife and fork to cut and eat their food. e. takes responsibility for clearing away empty plates/mess f. holds a conversation with peers. g. Can explain their food choices and make healthy selections. 	<p>Is able to talk about healthy food choices. PSED</p> <p>Develop overall body strength, including fine motor. PD</p> <p>Uses core muscle strength to achieve good posture when sitting at the table. PD</p> <p>Enjoys joining in with family customs & routines UW</p> <p>Manages basic hygiene e.g. washes hands before eating, wipes mouth etc.</p> <p>Considers the needs & feelings of others e.g. saying please & thank you</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</p> <p>Develop social phrases.</p>	<p>Adult modelling</p> <p>Growing own vegetables</p> <p>Baking</p> <p>Acting out cooking & eating in the role play area/play dough/sand/water</p> <p>Topic input on healthy eating & food choices</p> <p>Exploring food choices, fruit & vegetables in CP including UoW area and the garden area.</p>	<p>Growing potatoes, radishes & herbs in the garden & using them to make food</p> <p>Making a fruit salad</p> <p>Making play dough</p> <p>Making a cake</p> <p>Eating lunch together</p> <p>Self-selecting fruit & snack time at a table.</p> <p>Warbuton Visit.</p>



Our Curriculum Goals for Reception Whitemoor Academy EYFS



		Develops their small motor skills so that they can use a range of tools competently, safely and confidently.	Fine motor activities such as threading, writing, painting, chalking, play dough.	
To know a range of stories	<ul style="list-style-type: none"> a. To listen to a story that is read to them b. To talk about the main characters in a story. c. To talk about what happened in a story d. To order the main events of a story e. To incorporate stories into their play f. To have a favourite story/stories/author g. To retell a story verbally h. To write about a story 	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Use talk to organise themselves and their play:</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Begin to develop complex stories using small world equipment, such as animal sets, dolls and dolls houses, etc.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Re-read books to build up their confidence in word reading, their</p>	<p>Story time input</p> <p>Charanga music (rhymes & songs) input</p> <p>CP- role play, small world, construction/block indoor & out, reading area, CD player, instruments, art & DT area, Circle time- story discussion</p> <p>Stories linked to topic</p>	<p>Visit from library</p> <p>Core books for each half term, cp enhanced through these.</p> <p>e.g. bear hunt- UoW materials, outside are acting out, maps in UoW area & EAD</p> <p>Link making food to stories e.g. fruit salad.</p>



Our Curriculum Goals for Reception Whitemoor Academy EYFS



		<p>fluency and their understanding and enjoyment.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Engage in story times.</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Able to follow a story without pictures or props</p> <p>Gives meaning to the marks they make as they draw, write</p> <p>Describes main story settings, events and principal characters in increasing detail</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Creates representations of both imaginary and real-life ideas, events, people and objects</p> <p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Talks about past and present events in their own life and in the lives of family members</p>		
To create a piece of art	<p>a to use a range of mediums to create art e.g. chalk, paint, crayons, box modelling, collage</p> <p>B to select resources to best serve their purpose</p> <p>C to talk about what they are creating</p> <p>D to think of ways to improve and develop their art</p> <p>E to use box models to create 3D structures.</p> <p>F to move their bodies to music and beats.</p> <p>G to use a range of tools including scissors, pencils, paint brushes.</p>	<p>Children enjoy accessing the art area.</p> <p>Children are able to talk about what they have created.</p> <p>Children take pride in their work.</p> <p>Children take care with their work.</p> <p>Children think about the resources they have chosen and are able to explain why.</p> <p>Children try to improve their art work.</p> <p>Children are able to use scissors to cut paper.</p> <p>Children are able to use a range of tools, such as brushes, sponges, fingers, to paint with.</p> <p>Children enjoy creating art outside.</p> <p>Children show imagination, for example- expressing themselves in the music area or making a dance.</p>	<p>CP- art area, music area, Charanga</p> <p>Story time</p> <p>Topic lessons.</p> <p>Fine motor skills- dough, writing.</p>	<p>Large box modelling week.</p> <p>Still life plants.</p> <p>Self portraits with mirrors.</p> <p>Nativity.</p> <p>Art linked to festivals e.g. Diwali Diwa lamps, paper mache Easter eggs.</p>



Our Curriculum Goals for Reception Whitemoor Academy EYFS



		<p>Children create art for a purpose, for example making a picture for their mum.</p> <p>Children notice changes in tempo and move their bodies accordingly.</p> <p>Children can talk about how art or music makes them feel.</p> <p>Children use glue and Sellotape to connect card/wheels, etc.</p> <p>Children make art based on what we are learning in class for example, a fire engine during our People who Help us Topic.</p> <p>Children create art based on their own unique interests.</p> <p>Children are able to ask for help when they need it.</p> <p>Children are able to work collaboratively.</p> <p>Children are able to explain and share their ideas.</p> <p>Children are able to listen to the ideas of others and try them out.</p>		
To read, write & recognise numbers 0-10	<p>To say the numbers 0-10 in sequence</p> <p>To count objects with 1:1 correspondence</p> <p>To count things that cannot be seen with 1:1 correspondence</p> <p>To subitise</p> <p>To match numerals with amounts</p> <p>Understand conservation (if objects are rearranged- not taken away or added to- the amount stays the same).</p>	<p>Children can count out loud as part of a small group.</p> <p>Children use and say numbers in their play.</p> <p>Children enjoy counting objects from collections.</p> <p>Children are aware of the concept of more and less.</p> <p>Children begin to count more accurately and use strategies to help them, such as lining objects up and using their finger.</p> <p>Children are recognise numbers when playing games and apply their knowledge, such as in snakes and ladders.</p> <p>Children begin to write numerals when mark making.</p> <p>Children use numbers with a purpose such as counting out the correct amount of candles for a playdough birthday cake or writing a 4 to represent that a teddy costs £4 in their role play shop.</p> <p>Children are able to subitise in a range of concepts such as dominoes or tidy up time.</p> <p>Children explore different ways to make amounts.</p> <p>Children use the maths resources to explore concepts of more, less and equal.</p> <p>Children use mathematical vocabulary in their play.</p> <p>Children understand that when we add the amount gets larger and when we subtract the amount gets smaller.</p> <p>Children use objects to represent and solve subtraction and additions.</p> <p>Children use mark making to begin to record addition and subtraction problems.</p>	<p>CP- Maths area both inside and out. Mathematical games and board games such as snakes & ladders & dominoes. Maths incorporated into every day routine e.g. tidy up time.</p> <p>Counting/subitising speed time after lunch.</p> <p>Daily maths lesson.</p> <p>Maths incorporated into all role play and staff knowledgeable on how to challenge and extend learning e.g. a fives frame eggs box in the role play.</p>	Maths within all we do.



Our Curriculum Goals for Reception Whitemoor Academy EYFS



		Children use objects to solve real life mathematical problems e.g. we have 6 milks but we only need 5, what shall we do?		
To write a simple sentence	<p>To make marks & give them meanings</p> <p>To write recognisable letters that are mostly correctly formed.</p> <p>To read & write their own name.</p> <p>To say what they want to write.</p> <p>To use phonics to blend sounds to spell words.</p> <p>To hear, say and write the initial sounds in words.</p> <p>To write CVC words.</p> <p>To write CVCC./CCVC words.</p> <p>To use finger spaces.</p> <p>To show an awareness of a full stop.</p> <p>To show an awareness of capital letters.</p> <p>To read back what they have written.</p> <p>To check what they have written makes sense.</p>	<p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p> <p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control and intention • Shows a preference for a dominant hand</p> <p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Form lower case and capital letters correctly.</p> <p>writing recognisable letters in sequence, such as in their own name</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</p> <p>Gives meaning to the marks they make as they draw, write</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Introduces a storyline or narrative into their play</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Connect one idea or action to another using a range of</p>	<p>RWI phonics</p> <p>CP- writing area, art, role play (shopping lists etc), Small world/construction- labels,</p> <p>Story time input</p> <p>Topic input,</p> <p>EAD- card making.</p> <p>Letter box to post PSHE notes.</p> <p>Weekly show & tell</p>	<p>CP enhancements based on core books, topic, children's interests to inspire writing (e.g. police speeding tickets in outside area)</p>



Our Curriculum Goals for Reception Whitemoor Academy EYFS



		<p>connectives.</p> <p>Links statements and sticks to a main theme or intention</p>		
<p>To grow a plant</p>	<p>To use tools to plant a seed in compost.</p> <p>To use a watering can to water their plant.</p> <p>To plant them in an area where they will get sunlight.</p> <p>To check on their plant for healthy signs.</p> <p>To explain how plants change as they grow.</p> <p>To harvest fruit & vegetables.</p>	<p>Looks closely at similarities, differences, patterns and change in nature</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Talks about the features of their own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>To talk about plants that they have seen in their past, at home etc.</p> <p>To talk about plants that they have noticed when out and about.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Links statements and sticks to a main theme or intention</p> <p>Develops their small motor skills so that they can use a range of tools competently, safely and confident</p> <p>To know that there are different types of plants- trees, flowers, vegetables etc.</p> <p>To begin to recognise & name the different parts of a plant e.g. leaf, roots, stem, petals.</p> <p>To understand how plants change as they grow.</p> <p>To know that plants need soil, water & sunlight to grow</p> <p>To use tools to plant a seed.</p> <p>To check take care of a plant through regular watering.</p> <p>To harvest fruit & vegetables.</p> <p>To use harvested fruit & veg to make food to eat.</p> <p>To understand that there are different plants in different countries.</p> <p>To explain how to grow a plant.</p>	<p>Topic input</p> <p>Story time input</p> <p>CP- outside area, reading corner, uw- seed to plant lifecycle puzzles etc, plant pots in sand area, watering cans outside,</p> <p>Microscopes to look closely at details in plants, still life drawings of flowers in art area, plant collage opportunities, veg printing.</p>	<p>Garden- vegetables & herbs</p> <p>Beans (link with story)</p> <p>Class flower</p>



Our Curriculum Goals for Reception
Whitemoor Academy EYFS



To take care of an animal	<p>To feed and water the animal daily.</p> <p>To ensure that living things have water to drink & food to eat.</p> <p>To maintain their living area so that it is clean and welcoming.</p> <p>To talk about how to care for an animal.</p> <p>To consider the animals needs & feelings.</p>	<p>Makes observations of animals and plants and explains why some things occur, and talks about changes</p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others</p> <p>Understands their own and other people's feelings, offering empathy and comfort</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Links statements and sticks to a main theme or intention</p>		<p>Chicks</p> <p>Butterflies</p>
---------------------------	--	--	--	----------------------------------