



Wetheringsett Church of England Primary School

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# Wetheringsett CE Primary EYFS Curriculum Subject Intent





**The foundations of future learning in different subject disciplines are laid in the Early Years. This document describes the links and how the discrete subjects build on early learning in Reception.**

## **English** - Word reading / Comprehension

In Reception we build upon the three big ideas of Enjoyment, Reading Accuracy and Comprehension in the following ways:

### Enjoyment

Reading enjoyment is enhanced in Reception through a reading area which holds a wide range of books, including high quality texts which we have enjoyed as a class. Additionally we have a box of books related to our topic. The children have books throughout the learning environment relating to the area they are learning in. The children also enjoy a variety of fiction and non-fiction books and they have the opportunity to take a book of their choosing home to share and enjoy with their families. Story time is also a regular part of our daily routine; the children have a high quality story during snack time. If a child has a particular interest they have the opportunity to choose the story.

### Reading Accuracy

We develop the children's reading accuracy through Phonics lessons, individual reading, story time and through informal opportunities to read and share books in the classroom during child-initiated learning. In Phonics, children learn the 44 grapheme-phoneme correspondences through phase 2 and 3 of the Little Wandle Phonics programme. They learn to blend and are introduced to tricky words that they learn to read. The classroom and outdoor environment has opportunities to read, both inside and outside.

### Comprehension

Comprehension skills in Reception are developed through open questioning about class stories, questioning during individual reading, through role play, small world play and through writing in response to stories.

By the end of Reception children will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonics knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate - where appropriate - key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

## Writing

In Reception we develop the three big ideas of Accuracy, Creativity and Style through:

### Accuracy

We develop the children's accuracy through Phonics lessons, handwriting, writing activities and through informal writing opportunities. In Phonics, children learn the 44 grapheme-phoneme correspondences and learn how to form letters correctly through handwriting. They learn to blend and segment and are introduced to tricky words that they learn to read and write. Children practise writing letter shapes, simple words and tricky words and learn to write a sentence using their phonic knowledge during adult focused activities and through informal writing opportunities. The environment has opportunities to write in all areas of learning both inside and outside.

### Creativity

We further explore creativity by focusing on high quality stories, puppets, role play and small world play and by writing imaginatively in response to stories and books. We explore the meaning of new words in stories and non-fiction texts and experiment with these during our imaginative play and within our writing.

### Style

Reception children explore style through stories and rhymes, non-fiction books and instructions and through formal and informal writing opportunities. By the end of Reception children will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.



## **Maths** - Number / Numerical patterns

In Reception the three big ideas of Fluency, Reasoning and Problem Solving are built upon in the following ways:

### Fluency

We develop the children's fluency in Maths through the learning of basic maths skills such as counting, number recognition and shape.

### Reasoning

Reasoning skills are developed by encouraging the children to explain their mathematical ideas.

### Problem Solving

The children's problem solving skills are developed by providing them with opportunities to solve simple mathematical problems through child-initiated play and adult focused groups, as well as through questioning.

By the end of Reception children will be able to:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.



## **Science** - Understanding the World - The natural world

By the end of Reception the children will have had many opportunities to develop the three big ideas, Curiosity, Observation and Explanation:

### Curiosity

Curiosity is developed in Reception by encouraging the children to ask and answer questions, through extending their ability to explore their environment, by stretching their observation skills, by providing a wealth of opportunities for the children to talk about why things happen and how things work, by developing their understanding of growth, decay and changes over time and through their ability to show care and concern for the environment.

### Observation

The children in Reception are encouraged to investigate and observe in their learning environment, both inside and outside, during their child-initiated play to aid in the development of their inquiry skills. Adults will respond to the children's areas of scientific interest but will also introduce children to new scientific topics and ideas, whereby they will provide more opportunities for the children to investigate and observe.

### Explanation

The plethora of opportunities through child-initiated play and adult focused activities will enable the children ample opportunities to develop their ability to draw informed conclusions which will in turn deepen their understanding of the world around them. By the end of Reception children will be able to:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## RE - Understanding the World - People, Culture and Communities

In Reception we build upon the children's understanding of Religion, Philosophy and Human Science through the following Emmanuel units:

'Why is the word 'God' so important to Christians?' 'Why do Christians perform nativity plays at Christmas?' 'How can we help others when they need it?' 'Why do Christians put a cross in an Easter garden?' 'How can we care for our wonderful world?' and 'What makes every single person unique and precious?'

### Faith

Through the Emmanuel units, Reception children investigate Christianity through Bible stories, other stories, discussions, role play, art and writing.

### Understanding

In Reception the children predominantly learn about Christian faith through the Emmanuel units. They learn about salvation, incarnation and creation. We sometimes learn about other faiths, such as the Muslim birth custom. The children learn to respect each other's similarities and differences, including the belief of Christians and the belief of other faiths.

### Acceptance

Throughout the year the children in Reception will have the opportunity to visit the Wetheringsett church where they will have the opportunity to participate in services and various experience days.

By the end of Reception children will begin to:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Recount significant parts of some religious stories such as the nativity and the story of creation.
- Recognise and sometimes name the things that are special in a religion such as a church or a Bible.
- Recognise pictures of religious stories or characters, such as a picture of the Nativity story
- Talk about things they do or that their family does, such as where they like going at the weekend or what their family often do together.



- Respond to 'I wonder' questions about stories or situations, such as 'maybe he wanted to....' when hearing Christian stories.
- Say what is special to them or people around them, such as talk about their favourite celebration.

### **PSHE** - Personal, Social, Health and Emotional Development - Self-regulation / Managing self / Building relationships

In Reception we build upon the children's understanding of Health and Wellbeing, Relationships and Citizenship through collective worship, through stories, by supporting children's behaviour during play and responding to children's behaviour and attitudes, through our daily routines, through our Christian values and through modelling by adults. The three big ideas are further developed in the following ways:

#### Responsibility

Reception children develop their understanding of health and mental health and well-being through PSHE and PE lessons, Collective Worship, stories, class discussions and through positive relationships with adults.

#### Choices

Throughout Reception the children are encouraged to form positive, healthy, respectful relationships with each other and with adults. The children learn about how to treat others in Collective Worship, PSHE and RE lessons, through stories and the school's Christian values and through daily interactions and discussions with adults and their peers. Each child is valued as a unique individual and they are encouraged to respect each other's differences. This is further reinforced through the RE Emmanuel unit 'What makes every single person unique and precious?'

#### Identity

The children's understanding of citizenship is developed throughout Reception in Collective Worship, PSHE and RE lessons, through stories, the school's Christian values and through topics. The children also have the opportunity to participate in various fundraising and community events, such as the Christmas service at the local church and the opportunities to hear visitors speak about positive work they may undertake within society.

By the end of Reception children will begin to:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their





immediate impulses when appropriate.

- Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

## **PE** - Physical Development - *Gross motor skills / Fine motor skills*

In Reception we build upon the three big ideas of activity, collaboration and challenge through the provision of a wide range of small and large equipment and through teaching rules and skills. The children have daily access to physical outdoor play, one PE lesson and a forest school session a week. The three big ideas are developed in the following ways:

### Activity

Throughout Reception the children learn about the importance of eating a variety of different foods and they develop their understanding of the importance of exercising in relation to good health. The children learn about the importance of health during PE lessons and as part of their wider topics.

### Collaboration

Reception children have daily opportunities to participate in physical activity. They are introduced to a wider range of equipment and skills. They are taught simple rules of different games such as football. They make up their own games with rules using a variety of equipment. Skills are modelled so the children know how to use the equipment before being free to explore it further.





## Challenge

By watching more able and confident children climbing, balancing, jumping and playing ball games and through adult encouragement they are motivated to improve their skills and become confident in a wider range of skills.

By the end of Reception children will be able to:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Understand the importance of healthy food choices.

## History - Understanding the World - Past and Present

In Reception we build upon the children's understanding of Time, Perspective and

Cause and Effect through:

### Chronology

We develop the children's understanding of time through daily routines and the visual timetable, through talking about the days of the week and what we do on those days, by talking about today and tomorrow, through exploration of the seasons and months of the year and through birthdays. Some of our topics also explore chronology.

### Equality

In Reception the children's understanding of perspective is developed by comparing ourselves and our lives to those of others and by focusing on books such as 'People Like Us', through exploring different job roles, by modelling equal opportunities and through our RE units.

### Innovation

The understanding of cause and effect is developed in Reception through historical stories such as 'The Gunpowder Plot' and 'Poppies'.

By the end of Reception children will be able to:

- Talk about the lives of the people around them and their roles in society.

Learn how some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.



- Understand the past through settings, characters and events encountered in books read in class and storytelling.

## **Geography** - Understanding the World - The natural world

The children's understanding of Location, diversity and impact are built upon throughout Reception in the following ways:

### Location

An understanding of location is developed in Reception through going on local walks, talking about where we live, talking about holidays, locating different places on maps and in atlases and by drawing maps of the local area.

### Diversity

We develop the children's understanding of place by comparing our local area to other places the children have visited, such as the seaside and the forest. We also explore the habitats of different animals such as mini-beasts, in addition to participating in seasonal walks.

### Impact

The children's understanding of the environment is developed by exploring how we can care for our environment, how we can look after our world and through our RE units 'How can we care for our wonderful world?'

By the end of Reception children will be able to:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
- 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.



## **Computing** - Understanding the World - Technology

The three big ideas of Coding, communication and E-Safety are built upon in

Reception by:

### Coding

The children's coding skills are developed in Reception through sequencing activities, by following and giving instructions and checking these instructions are in the correct order and through ordering and sorting tasks. The children are also given access to explore the BeeBots and construction toys which provide lots of opportunities for the children to develop their debugging skills when they come across problems they are required to solve.

### Communication

Digital literacy is developed in Reception by enabling the children to access computer software and hardware, including iPads, digital cameras, a standalone computer, recordable talking cards and an interactive board. The children are encouraged to freely use these resources to express themselves and to present their ideas.

### E-Safety

In Reception E-Safety is explored through engaging stories, such as Smartie the Penguin, Digiduck, Jessie and Friends and Penguinpig, through class discussions songs, interactive games and activities.

By the end of Reception children will be able to:

- Talk about technology that is used at home and school.
- Interact with age appropriate software.
- Demonstrate their understanding of technology through role play.
- Complete a simple game on a computer or iPad.



**Art and Design** - Expressive Arts and Design - Exploring and using media and materials /  
Being imaginative

In Reception the children learn how to express themselves through Art and Design by being introduced to a wide variety of inspirational experiences, by learning new skills and by being given more opportunities to develop and explore these skills. We develop the three big ideas of Inspiration, Experimentation and Expression through:

Inspiration

Reception children are introduced to a wider range of inspirational objects, experiences and ideas which they can draw, paint or make. They are also introduced to the work of artists through picture books and by sometimes looking at the work of great artists.

Experimentation

In Reception the children develop and explore new skills, such as drawing, painting, printing, collage, textiles and 3D art through regular adult focused activities and through child-initiated learning, both inside and outside.

Expression

The children's creativity is developed through daily opportunities in which they can express themselves using a range of tools, materials and the new skills they have learnt.

By the end of Reception children will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Design Technology** - Expressive Arts and Design - Exploring and using media and materials /  
Being imaginative

In Reception the children learn to design, make and evaluate with a wide variety of construction materials. Additionally they learn to use more tools and joining materials such as treasury tags, string and split pins. The children are encouraged to build with a purpose in mind through previous experiences and they learn to evaluate their models and pieces of work by collaborating with others and learning from previous errors. They further develop their cooking skills by mixing, measuring and chopping. Here is how the three big ideas are developed in Reception:

Skills and expertise

Throughout Reception the children begin to make models which are more complex and they explain how they work. They develop the ability to join more complex construction toys, such as



using screws and bolts and they join card, paper and boxes with more appropriate materials. They also develop a greater understanding of cooking, for example knowing how to make playdough.

### Designing

In Reception the children learn how to design through building models and by watching others. They are also given opportunities to build for a purpose as opposed to building by outcome. In addition they learn how their models work and move and they begin to draw their designs.

### Evaluate

Reception children are encouraged to evaluate the models they make and adapt them as necessary to improve their designs. They learn how to make large constructions safe such as when building with big blocks, they adapt their structures to make them safe to climb and balance on.

By the end of Reception children will be able to:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

### **Music** - Expressive Arts and Design - Exploring using media and materials / Being imaginative

The children's experiences of Appraising, Performing and Composing is built upon in Reception through listening to a wide range of music, through teaching the children new and more complex songs, by using musical instruments to explore different sounds and rhythms and by making up dance routines. The three big ideas are developed in the following ways:

#### Appraising

In Reception the children are introduced to a wide range of music. They are encouraged to express how the music makes them feel and what the music is about. They learn to recognise familiar songs and to express their likes and dislikes.

#### Experimentation

Children in Reception use their experiences of a wider range of music to respond more thoughtfully to music through movement, signing or through playing instruments. They make up their own routines of movement and extend songs and make up their own rhythms.



## Performance

Throughout Reception the children develop their performing skills in the classroom during child-initiated learning and through dance in PE. They participate in a Christmas play performance and in class assemblies in which they perform songs and movements to music.

By the end of Reception children will be able to:

- Sing a range of well-known nursery rhymes and songs.
- Perform songs with others, and - when appropriate - try to move in time with music.

## **Modern Foreign Languages** - Understanding the World - People, culture and communities

In Reception, the big ideas of 'Curiosity', 'Understanding' and 'Fluency' are begun by finding out about the world and its different cultures and languages, understanding some basic words from other languages and responding appropriately. Reception children learn about different countries and cultures through short standalone topics on various festivals and celebrations which happen throughout the year. Children are encouraged to share their ideas and experiences of their own and other people's cultures. We look at maps and atlases to find out where different families originate from. Different languages are celebrated by listening to children speak in different languages and by learning a few easy words. For example, we answer the register in different languages such as French, Spanish, German and Polish and learn to sing simple songs and rhymes.

By the end of Reception children will be able to:

- Know some similarities and differences between different religious and 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.