

Pondhu School Reception/EYFS Curriculum Document  
September 2024- 2025

TERM	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
STORY STARTERS	What makes a me?	Detective Dog	Dogger	Emma Jane's aeroplane	Yucky Worms	Billy's Bucket
Experience Trips/Visitor	Teddy Bears Picnic	Emergency services visitors- police and fire	Museum box – old toys	Visit to Bodmin and Wenford Railway and train ride	Growing Sunflowers	Seaside beach trip
Theme	Marvellous Me	People who help us	Toys	Transport	In the garden	Seaside/Water
Curriculum Strand covered	Listening, attention and understanding Listen and respond when being read to and during whole class discussions and small group interactions. Begin to comment on what heard.	Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions. Hold conversations with teacher and peers.	Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard. Ask thoughtful questions to clarify their understanding. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.	Listening, attention and understanding Listen attentively and respond appropriately when being read to and during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard. Ask thoughtful questions to clarify their understanding and further their own learning. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.	Listening, attention and understanding Listen attentively and respond appropriately during whole class discussions and small group interactions. Recall key vocabulary and make comments about what they have heard and learnt. Ask thoughtful questions to clarify their understanding and further their own learning. Hold conversations and speak with confidence when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Speaking Continue to participate in discussions using recently introduced vocabulary. Begin to offer explanations for why things might happen, making use of recently	Speaking Continue to participate in discussions using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction,	Speaking Continue to participate in discussions using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary	Speaking Continue to participate in discussions using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary	Speaking Continue to participate in discussions using a wide and expressive range of vocabulary. Offer explanations for why things might happen, making use of recently

		introduced vocabulary from stories, non-fiction, when appropriate.	rhymes and poems when appropriate. Begin to express their ideas and feelings about their experiences using full sentences.	from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences. Begin to include accurate use of past, present and future tenses.	from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences. Include accurate use of past, present and future tenses and make use of conjunctions, with modelling and support from their teacher.	introduced vocabulary from stories, non-fiction, rhymes and poems. Express their ideas and feelings about their experiences using full sentences. Include accurate use of past, present and future tenses and make use of conjunctions accurately. Speak with an awareness of the listener.
	<p><b>Building Relationships</b> Begin to form positive attachments to adults and friendships with peers.</p>	<p><b>Building Relationships</b> Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Take turns with support.</p>	<p><b>Self-regulation</b> Begin to regulate their behaviour accordingly. Set and work towards simple goals.</p>	<p><b>Building Relationships</b> Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Begin to show independence when working and playing cooperatively.</p>	<p><b>Building Relationships</b> Continue to form positive attachments to adults and friendships with peers. Begin to show an awareness of the feeling of others. Work and play cooperatively.</p>	<p><b>Self-regulation</b> 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, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
	<p><b>Managing Self</b> To try new activities and show some independence.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet.</p>	<p><b>Self-regulation</b> Begin to regulate their behaviour accordingly.</p>	<p><b>Managing Self</b> Be confident to try new activities and show independence and perseverance.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and begin to understand the importance of healthy food choices.</p>	<p><b>Self-regulation</b> 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.</p>	<p><b>Managing Self</b> 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,</p>	<p><b>Managing Self</b> 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,</p>

					going to the toilet and understanding the importance of healthy food choices.	going to the toilet and understanding the importance of healthy food choices.
	<p><b>Gross Motor</b> Negotiate space and obstacles safely.</p> <p><b>Fine Motor</b> Hold a pencil effectively.</p>	<p><b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p><b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength and balance when playing.</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including paint brushes and cutlery.</p>	<p><b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing.</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p><b>Gross Motor</b> 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.</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>	<p><b>Gross Motor</b> 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.</p> <p><b>Fine Motor</b> Hold a pencil effectively to write correctly formed letter sounds. Use a range of small tools, including scissors, paint brushes and cutlery. Shows accuracy and care when drawing and writing.</p>
Drawing Club	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories.</p> <p><b>Word reading</b> Say a sound for at least 8 phonemes.</p>	<p><b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>Word reading</b> Say a sound for at least 15 phonemes; - Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>Writing</b></p>	<p><b>Comprehension</b> Demonstrate a clear understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories.</p> <p><b>Word reading</b> Say a sound for at least 25 phonemes; - Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>Writing</b></p>	<p><b>Comprehension</b> Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories.</p> <p><b>Word reading</b></p>	<p><b>Comprehension</b> Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes in role-play.</p> <p><b>Word reading</b></p>	<p><b>Comprehension</b> Demonstrate a clear understanding of what has been read to them - retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems in role-play.</p> <p><b>Word reading</b></p>

		Write some recognisable letters.	Write recognisable letters, most of which are correctly formed.	Say a sound for at least 25 phonemes and 6 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.  <b>Writing</b> 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.	Say a sound for at least 25 phonemes and 10 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge.  <b>Writing</b> 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.	Say a sound for at least 25 phonemes and 10 diagraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  <b>Writing</b> 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.
<b>Maths</b> Power Maths	Numbers to 5 Comparing groups within 5 Shape 2D	Change within 5 One more/one less Number bonds within 5 Spatial awareness	Numbers to 10 Comparing groups up to 10 Combining 2 groups to find the whole	Measure Number bonds to 10 Subtraction	Counting on and counting back Numerical patterns Shape 3D	Number bonds to 10 Subtraction Numbers to 20 Measure
	<b>People Culture and Communities</b> 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.	<b>People Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	<b>People Culture and Communities</b> Begin to 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.	<b>People Culture and Communities</b> 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.	<b>The Natural World</b> Know some similarities and differences between the natural world around them and contrasting environments.	<b>The Natural World</b> 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.
	Past and Present	The Natural World	Past and Present	Past and Present	The Natural World	Past and Present

	Talk about the lives of the people around them and their roles in society.	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Recall some important narratives, characters and figures from the past encountered in books read in class.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
	<b>Being Imaginative</b> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<b>Creating with materials</b> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture.-Share their creations.	<b>Being Imaginative</b> Invent, adapt and recount narratives and stories with peers and their teacher.	<b>Creating with materials</b> Make use of props and materials when role playing characters in narratives and stories.	<b>Creating with materials</b> Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.	<b>Creating with materials</b> Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used.
RWI	Set 1 sounds and begin to blend	Set 1 sounds and sound blending books 1-10	RWI phonics- Photo copy masters	Red Ditties	Green story books	Green/Purple story books
<b>Favourite Stories</b>	<b>Past and Present - Recall some important narratives, characters and figures from the past encountered in books read in class.</b>					
<b>30 favourites</b>	A Squash and a squeeze The Tiger who came to tea 5 Minutes peace Each peach pear plum Super Duper you	Snow Bears The Snowflake Mistake The Jolly Christmas Postman We're going on a bear hunt The Gruffalo	Guess how much I love you Harry and the Bucketful of Dinosaurs Handa's Surprise Peace at Last The Smartest Giant in Town	All in one Piece Aliens love underpants Tabby McTat Owl Babies One Springy Day	Superworm The Very Hungry Caterpillar On the way home Jabari Jumps Angelica Sprocket's Pockets	Rumble in the Jungle The Rainbow Fish Dear Zoo The Enormous Crocodile Sally and the Limpet
<b>Rhymes</b>	<b>Being Imaginative - Sing a range of well-known nursery rhymes and songs</b>					
	humpty dumpty, row row row your boat, incy wincy.	Five little ducks, The grand old duke, heads, shoulders etc. Down at the station, Miss Polly had a Dolly	Hey diddle diddle, five currant buns, five little men, 1,2,3,4,5.	Old king cole, five currant buns, hickory dickory.	5 speckled frogs, the bear went over, mary had a little lamb, I am the baker man.	five little monkeys, I can sing a rainbow, London bridge.