

Early Years Curriculum

Reception

Our Lady of Victories
Primary School





Our Curriculum Goals

COMMUNICATION & LANGUAGE

Reflect the important role that VOCABULARY UNDERPINS during quality interactions.

Maintain back and forth INTERACTIONS during conversations.

BUILD FOUNDATIONS for communicating ideas and feelings.

Ensure all interactions are of a high QUALITY.

Enable a LANGUAGE-RICH ethos and environment.



PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT

Enable children to LEAD and build STRONG relationships with others.

Embed FUNDAMENTAL skills that are essential for cognitive development.



Build strong, safe and SUPPORTIVE ATTACHMENTS.

SHAPE children to understand emotions and develop empathy.

PHYSICAL DEVELOPMENT

Ensure all children lead ACTIVE and HEALTHY lifestyles.

Offer SENSORY EXPLORATIONS to develop senses.

Build STRENGTH & CO-ORDINATION through an incremental approach to gross and fine motor development.

Develop POSITIONAL AWARENESS in different contexts.



LITERACY

Develop LANGUAGE COMPREHENSION through quality interactions.

Build independence and confidence when READING WORDS.

Explore and experience RHYMES, POEMS and SONGS.

Create quality times TOGETHER to share.

Teach the PRONUNCIATION AND ARTICULATION of words and phonemes.

Build ability to STRUCTURE speech before transcription.



MATHEMATICS

123

Build a STRONG GROUNDING and understanding of number.

Teach ESSENTIAL skills for life.

Provide opportunities to EXCEL and deepen knowledge.

Teach the necessary BUILDING BLOCKS for Mathematical skills.

Become aware of the RELATIONSHIPS, PATTERNS AND CONNECTIONS.

UNDERSTANDING THE WORLD

Provide opportunities for GUIDING children to make sense of the world around them.

Learn about the COMMUNITY through first-hand EXPERIENCES.

Use our SENSES when exploring natural materials and phenomenon.

Teach and respect our DIVERSE world.



EXPRESSIVE ARTS & DESIGN

Enable opportunities for foster and develop children's IMAGINATION.

Support CREATIVITY.

Participate in SELF-EXPRESSION using the arts.

RESPOND TO AND OBSERVE a variety of artistic experiences.

Provide a wide range of MEDIA AND MATERIALS to use.





Long-Term Overview Curriculum Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	New beginnings	Sparkle & Shine	The world around me	This is how I feel	What is hiding in the garden?	Oh, the places you will go!
Nursery	Here I am!	Walking through the woodland	It's good to help	I am brave!	Creepy crawlies	Adventure time!
Reception	This is where I live	Exploring colour & light	Super me!	Let's show kindness	Down at the bottom of the garden	Down at the bottom of the sea

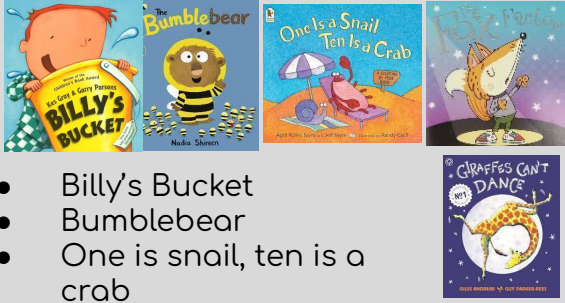
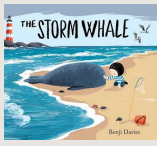
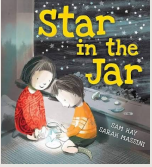
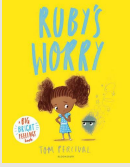
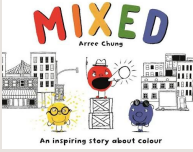
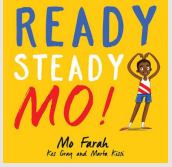
Our learning umbrella themes are run on a progressive programme across our Early Years Foundation Stage. Both Nursery and Reception follow the same themes.
Suitable challenge is carefully planned for all learning opportunities.



Reception Reading Journey

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme	New beginnings	Sparkle & Shine	The world around me	This is how I feel	What is hiding in the garden?	Oh, the places you will go
Topic	This is where I live	Exploring colour & light	Super me!	Let's show kindness	The farmers fields	Down at the bottom of the sea
Topic Coverage	Houses - going on a walk around the local area, maps,	- Space - Shadows - Dark and light - Bonfire Night - Christmas evenings	- Superheroes - Feelings - Healthy Eating	- Colour mixing - Kindness and respect	- Farm topic - Gardening - Planting	- Transition - The Beach and safety - Sports Day - Exercise
Festivals / Celebrations	Harvest	- Bonfire Night - Diwali - Advent - Christmas	- Chinese New Year - Pancake Day - Valentine's Day	- Easter - Mother's Day - World Book Day	- Father's Day - Eid - Bee day	- Sports Day - Father's Day - Transition day
Ongoing throughout the year = birthdays.						



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fantastic 5	 - Owl Babies - Sweep 10 little superheroes - Funny bones - Little Lumpty		 - Mr Gumpy's Outing - Little Bee - We're going on a bear hunt - The invisible string - A squash and a squeeze		 - Billy's Bucket - Bumblebear - One is snail, ten is a crab - The Fox Factor - Giraffes can't dance	
Author Study	Julia Donaldson 		Sue Hendra 		Giles Andreae 	
Rhyme & Poetry	Humpty Dumpty	The Muffin Man	1, 2 buckle my shoe	Jack and Jill	Alice the camel	London Bridge
Drawing Club	The Something by Rebecca Cobb 	Moon Girl by Thomas Docherty 	Juniper Jupiter by Lizzy Stewart 	Little Red by Bethan Woollvin 	Stuck by Oliver Jeffers 	The Storm Whale by Benji Davies 
	Lost by Maïajo Ilustajo 	Star in the jar by Sam Hay 	Ruby's Worry by Tom Percival 	Mixed by Arree Chung 	The extraordinary gardener by Sam Boughton 	Ready, Steady, Mo! By Mo Farah 



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
BAME / Diversity Texts						
My Happy Mind	<i>Children to settle into routines and learn about emotions: happy and sad.</i>	<u>Meet your brain</u> Berty & Betty's Play Date 	<u>Celebrate</u> Charlie's Rainbow Adventure 	<u>Appreciate</u> Arabella & her friends at the seaside 	<u>Relate</u> Rose's story day 	<u>Engage</u> Ernie's birthday tree
Virtues to Live By	- Respect / Courtesy - Thankfulness 	- Hope - Patience 	- Faith - Simplicity 	- Charity - Forgiveness 	- Resilience & Perseverance - Kindness 	- Honesty - Service
	- Love of learning - Citizenship 	- Prayer - Generosity 	- Friendship - Love of neighbour 	- Self-control - Reflection 	- Confidence - Trust 	- Courage - Wisdom



Religious Education

Lighting the Path





R.E Curriculum

Below is the RE teaching overview for Reception. All teaching follows the scheme: 'Lighting the Path' from the Leeds Diocese.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Creation and covenant	Prophecy and promise	Galilee to Jerusalem	Desert to garden	To the ends of the Earth	Dialogue and encounter
Title / Scripture	- The origin of the world (Genesis 1:1) - The first account of Creation (Genesis 1:1-5, 24-25 / Genesis 1:26-27, 31 / Genesis 1:28-31) - <i>Laudato Si'</i> 84-88 - 1 John 3:1	- Genesis 1:26-27 - Genesis 1:31 - The Annunciation (Luke 1:26-31, 38) - The birth of Jesus (Luke 2:2-7) - The shepherds visit the manger (Luke 2:8-20) - Advent - Luke 2: 8-14	- Wise Men from the East (Matthew 2:1-12) - Jesus calls the first disciples (Mark 1:16-20) - The little children and Jesus (Mark 10:13-16) - Jesus feeds the five thousand (John 6:1-14) - The Good Samaritan (Luke 10:30-37) - Glory to God	- What is Lent? - Ash Wednesday - Giving things up - Lent traditions - Jesus enters Jerusalem (Luke 19:28-38) - The Lord's supper (Luke 22:17-20) - The day Jesus died (Luke 23:33-34, 46.) - The empty tomb. The angels' message (Luke 24:1-8) - Celebrating Easter - The Easter Story	- Jesus returns to his Father. The Ascension (Luke 24:50-53) - Pentecost (Acts 2:1-7) - The fellowship of the believers (Acts 2:42-47) - Spreading the Good News about Jesus - The presentation in the Temple (Luke 2:22-38) - Luke 10:30-37 - Caring for people around the world	- Peter confesses Jesus as the Christ (Matthew 16:15-19) - Saint Paul, a friend of Jesus (Acts 9:1-12, 17-19) - Meeting friends of Jesus: People in the parish - The seventh day of Creation (Genesis 2:1-3) - Celebrating Shabbat - Visiting the madrasa - Salah - Helping people to pray



Virtues to Live by

As a school, we follow the scheme Virtues to Live by. Below is an overview of the virtues that are taught and when. We promote these virtues in all that way we do to ensure we are following in Jesus' footsteps.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Virtue Year A	Love of Learning	Prayer	Friendship	Self-control	Confidence	Courage
	Citizenships	Generosity	Love of Neighbour	Reflection	Trust	Wisdom
Virtue Year B	Respect / Courtesy	Hope	Faith	Love / Charity	Resilience / Perseverance	Honesty
	Thankfulness	Patience	Simplicity	Forgiveness	Kindness	Service



Communication & Language

(C&L)



Communication Friendly Settings
Early Years



Eiklan 
Training to Support Children's
Language and Learning



EYFS Statutory Educational Programme:

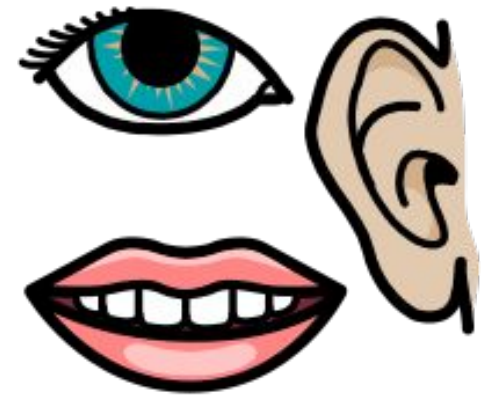
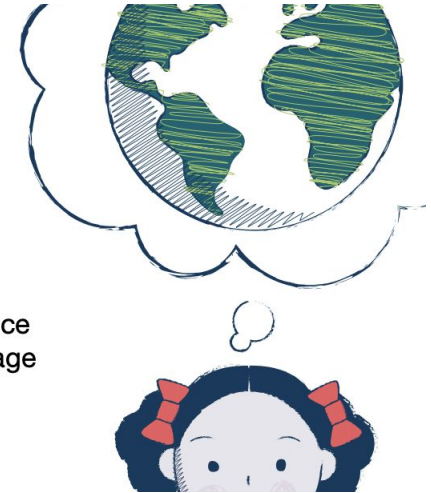
The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

 Department
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Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Listening, Attention & Understanding	Skills	4 year checkpoint = - Can the child answer simple 'why' questions?	 - Learn new vocabulary. - Engage in storytimes. - Listen carefully to rhymes and songs, paying attention to how they sound. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	 - Understand how to listen carefully and understand why listening is important.	 - Listen attentively and respond to what they hear with relevant questions, comments and actions 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 conversations when engaged in back-and-forth exchanges with their teacher and peers.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Speaking	Skills	4 year checkpoint = - Is the child using sentences of four to six words? - Can the child use sentences joined up with words like 'because', 'or', 'and'? - Is the child using the future and past tense?	- Connect one idea or action to another using a range of connectives. - Articulates their ideas in well formed sentences. - Develop social phrases. - Listen to and talk about stories to build familiarity and understanding. - Use new vocabulary throughout the day.	- Describe events in some detail. - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. - Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - Learns rhymes poems and songs. - Use new vocabulary in different contexts. - Ask questions to find out more and to check they understand what has been said to them. - Engage in non-fiction books.	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



	Listening, Attention & Understanding	Speaking
<u>Early Learning Goals</u>	• Listen attentively and respond to what they hear with relevant questions, comments and actions 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.	• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Personal, Social & Emotional Development

(PSED)



EYFS Statutory Educational Programme:

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.

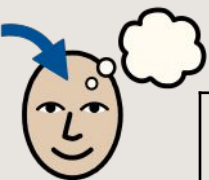
Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

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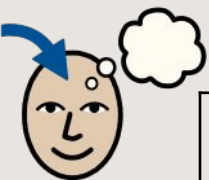




Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Self-regulation	Knowledge	- Able to follow the routines in Reception class: coming into school in a morning, classroom routines, lunchtime routines, moving around school, home-time routines. - Classroom routine: "Reception stop, hands on top", "choose it, use it, tidy it." - Leuven scales of well-being and involvement. • Level 1 = extremely low • Level 2 = low • Level 3 = Moderate • Level 4 = high • Level 5 = extremely high	- Transitions throughout the day: garden / classroom, lunchtime from the hall to the main playground and then back into class. - Walking around the local area - staying in a line and road safety and understanding why this is important. - Know how to behave in different situations e.g. attending assemblies. - Able to discuss feelings of others and themselves and what these may look like in situations - link to My Happy Mind.	- Ability to talk about different emotions: happy, sad, angry, worried. - Recognition of emotions on themselves and others. - Awareness of the zones of regulation. - Ability to talk about "My Happy Mind" and use different techniques when needed e.g. happy breathing. - Independence in accessing the calm area in the classroom. - Developing resilience and perseverance in more challenging academic situations.	- Able to behave in different social situations e.g. assemblies without adult prompts / reminders. - Independent in learning in provision. Able to set themselves individual challenges and engage in provision challenges without an adult support. - Joining in with whole-class teaching inputs and responding to what the adult says. - Able to follow instructions.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Self-regulation	Skills	- Do not always need an adult to remind them of a rule. - Develop appropriate ways of being assertive.	- Express their feelings and consider the feelings of others. - Identify and moderate their own feelings socially and emotionally.	- Show resilience and perseverance in the face of challenge.	- 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.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Managing Self	Knowledge	- Children able to access the toilet independently and reliably dry. - Able to access the cloakroom / toilets with independence and safety - routine of asking an adult and collecting a badge. - Children able to get dressed independently for accessing the garden eg. waterproofs and wellies. - Children learning routines to look after their own equipment e.g. putting their coat on their peg, book bag in the box and their own drawer for their work.	- See themselves as part of the Reception family and how we fit into the whole school community. - Children to share their family experiences and sharing their own interests with peers / adults in class. - Able to manage their own personal hygiene e.g. flushing the toilet, washing hands after going to the toilet / washing hands before snack and lunchtime. - Able to get a drink themselves and ask for one when they need one.	- Learn about the importance of healthy foods and be able to make healthy related choices. - Able to sort foods / lifestyle choices into different categories and know what represents a healthy lifestyle. - Able to show and talk about how to travel safely by exploring local environment and also engaging in Road Safety events. - Able to talk about the importance of a routine before bedtime.	- Engage in challenges that are in provision. - Set own learning challenges in provision and bring their knowledge into play situations. - Be able to explain right and wrong. - Follow a game that has rules e.g. board games. - Independently get changed. - Able to zip / do buttons without any help. - Able to make healthy food and lifestyle choices. - Independent in self-care.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Managing Self	Skills	4 year checkpoint (Physical) = - Is the child reliably dry during the day?	- See themselves as a valuable individual. - Manage their own needs: • Personal hygiene	- Know and talk about the different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • Toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian	- 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.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Building Relationships	Knowledge	- Children to build up relationships with their peers / adults in class and know their names. - Engaging in different areas of provision and playing alongside / with their peers to build up a role-play. - Learning that sharing is caring and showing kindness towards our friends.	- Understanding that they need to listen to their peers / adults in conversations / play situations. - Sharing and cooperating with peers. - Developing friendships with peers and in groups.	- Becoming aware of different emotions and discussing how these make people feel. - Discussing ways in which we can overcome challenges: real life / story situations. - Considering their own emotions and how they overcame barriers - link to My Happy Mind.	- Able to play with other children in pairs or groups. - Good relationships with peers and adults in class and beyond. - Have an attachment to a close friend / adult (key person). - Sensitive to others needs e.g. role model to the younger children in Nursery, supportive and inclusive of those with SEND. - Intonation of voice to meet individual needs.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Building Relationships	Skills	- Show more confidence in new social situations. - Help to find solutions to conflicts and rivalries. 4 year checkpoint = - Does the child play alongside others or do they always want to be alone? - Does the child take part in pretend play (e.g. being mummy or daddy)? - Does the child take part in other pretend play with different roles - e.g. being the Gruffalo? - Can the child generally negotiate solutions to conflicts in their play?	- Build constructive and respectful relationships.	- Think about the perspectives of others.	- 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.



	Self-Regulation	Managing Self	Building Relationships
<u>Early Learning Goals</u>	• 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.	• 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.



Physical Development

(PD)



EYFS Statutory Educational Programme:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

 Department
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Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Gross Motor Skills	Knowledge	- Ability to use a tricycle, scooter and balance bike. - Ability to explore climbing equipment using alternate feet. - Ability to know how to ride a tricycle, balance bike and scooter. - Ability to develop ball skills: throw, catch, kick. - Getting changed independently: to access the garden, for PE. - Able to zip up their own coats / do up their buttons.	- Know how to line up, one behind the other, to move around the school / in between transitions and stay in line. - Know how to line up for lunchtime: wait in line, collect cutlery, collect lunch and then go to sit down. - Know how to wash hands before eating: snack / lunchtime. - Know learning behaviours - Supersonic sitting rules. • Tummy near table, back and bottom to chair, six feet on the floor. - Move in a variety of ways with control and coordination.	- Weekly PE lessons. - Healthy lifestyle: know what contributes to this and how we can help e.g. exercise, healthy diet, screen time, sleep routines, road safety. - Develop ball skills independently and then in a group: throwing, catching, kicking, passing, batting and aiming.	- 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.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Gross Motor Skills	Skills	- Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Continue to develop their movement balancing, riding (scooters, trikes and bikes) and ball skills. - Start taking part in some group activities which they make up for themselves, or in teams. - Match their developing physical skills to tasks and activities in the setting.	- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. - Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the overall body strength, balance, co-ordination and agility. - Revise and refine the fundamental skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	- Combine different movements with ease and fluency. - Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. - Further develop a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. - Developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.	- 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.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Fine Motor Skills	Knowledge	- Pencil grip. - Scissor skills. - Use of dominant hand. - Ability to use cutlery at lunchtime: knife, fork and spoon. - Able to zip their own coats (up and down) and/or do buttons on their coat / t-shirt. - Able to pour their own drink (lunch time).	- Explore different tools:: • Pencils - able to use them for writing / drawing using a tripod grip with control. • Paint brushes - using a backwards and forwards stroke. • Cutlery - to cut up and use when eating their food at lunchtime. - Ability to mark-make at a fast and efficient pace - weekly LauLau sessions.	- Shared writing experiences - ability to keep up together: • In English (daily) • In Phonics (daily) • In LauLau (weekly)	- Using tripod grip in all instances without reminders. - Consistently able to use a range of tools appropriately and safely. - Clear drawings / letter writing.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Fine Motor Skills	Skills	- Use a comfortable grip with good control when holding pens and pencils. - Use one-handed tools and equipment e.g. making snips in paper with scissors. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed e.g. putting on coats and doing up zips.	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Develop the foundations of a handwriting style which is fast, accurate and efficient.	- Progress towards a more fluent style of moving, with developing control and grace.	- 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.



	Gross Motor Skills			Fine Motor Skills		
<u>Early Learning Goals</u>	• 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.			• 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.		
<u>PE</u> (The PE Hub)	▪ Gymnastics ▪ Speed, Agility, Travel	▪ Manipulation & Coordination ▪ Body management	▪ Dance ▪ Cooperative & solve problems	▪ Gymnastics ▪ Dance	▪ Cooperate & solve problems ▪ Manipulation & coordination	▪ Speed, Agility, Travel ▪ Body management



Literacy

(L)



EYFS Statutory Educational Programme:

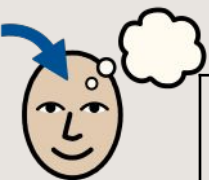
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage

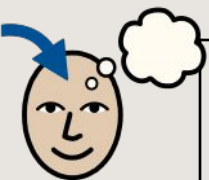




Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Comprehension	Knowledge	- Awareness of our class key author story. - Be able to explain key features of a book: title, front cover, author. - Daily conversations about stories during story sessions. - Access to books in provision at all times (inside and outside).	- Retelling stories as part of 'Ready, Steady, Write' sessions. - Book study over 3 weeks. - Daily English lessons. - Daily reading sessions. - 3 reads: focus on comprehension and ability to answer questions (Big Talk, picture books then Supersonic books). - Key Author study: Julia Donaldson. - Daily conversations about stories during story sessions. - Access to books in provision at all times (inside and outside).	- Retelling stories as part of 'Ready, Steady, Write' sessions. - Book study over 3 weeks. - Daily English lessons. - Daily reading sessions. - 3 reads: focus on comprehension and ability to answer questions (Big Talk, picture books then Supersonic books). - Key Author study: Sue Hendra - Daily conversations about stories during story sessions. - Access to books in provision at all times (inside and outside).	- Able to talk about stories in detail. - Can retell stories with prompts / use of book. - Can use key vocabulary from stories in their play / retelling of narratives. - Knows what key events are happening in stories. - Suggests what may happen next in a story. - Use vocabulary from stories in a range of situations.



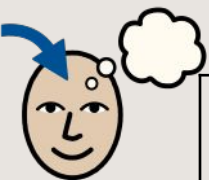
Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Comprehension	Skills	- Engage in extended conversations about stories, learning new vocabulary.	- Engage in extended conversations about stories, learning new vocabulary.	- Engage in extended conversations about stories, learning new vocabulary.	- 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, nonfiction, rhymes and poems and during role-play.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Word Reading	Knowledge	- Know about the features of a book and be able to explain these. - Talk about stories using books, turning pages from right to left. - Be able to hold a book the correct way round and turn pages independently. - Join in clapping syllables of words. - Recognise and say initial sounds as part of daily interactions in provision. - Recognise the initial sound of their name and their peers. - Identify similarities in initial sounds.	- Basics 2 daily phonics teaching. - 2 day approach: one day reading, one day writing. - Daily tricky word exposure (when appropriate in the sequence of learning). - Oral blending / segmenting exposure daily. - Use of Supersonic learning behaviours to segment and blend. - Knowledge of Supersonic Phonic Friends characters to assist with learning. - Read / write CVC words (Basics 2). - Read / write captions (Basics 2).	- Basics 2 & 3 daily phonics teaching. - 2 day approach: one day reading, one day writing. - Daily tricky word exposure. - Oral blending / segmenting exposure daily (Basics 2 & 3). - Use of Supersonic learning behaviours to segment and blend. - Knowledge of Supersonic Phonic Friends characters to assist with learning. - Read / write CVC words and captions (Basics 2 and 3). - Read / write sentences.	- Able to say the sounds for the graphemes in Basics 2 and Basics 3. - Can recognise digraphs / trigraphs. - Can read CVC words and simple sentences that match their phonics ability. - Can recognise Tricky words on sight and read these. - Can read words by segmenting and blending the sounds. - Can read words on sight.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Word Reading	Skills	- Understand the five key concepts about print: print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book, page sequencing. - Develop their phonological awareness, so that they can: spot rhymes and suggest rhymes, count or clap syllables in a word, recognise words with the same initial such as money and mother.	- Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	- Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school's phonic programme. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Re-read these books to build up their confidence in word reading, their fluency and understanding and enjoyment. - Re-read what they have written to check that it makes sense.	- Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound blending. - Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Writing	Knowledge	- Write their own name (with / without name card). - Give meaning to marks using letter shapes. - Represent initial sounds in their writing. - Use of Supersonic sound mats to assist with letter writing. - Daily handwriting sessions (initially pre-writing shapes and then progressive of letter families).	- Daily handwriting sessions. - Exposure to handwriting of capital letters. - Repetition of letters to secure muscle memory for correct formation. - Visual prompts / mnemonic rhymes to assist with handwriting (letter formation). - Shared writing. - Application of writing in English lessons (Ready, Steady, Write). - Use of characters and sentence bank from Ready, Steady, Write to assist with capital letters / full stops.	<i>Continued from Autumn term but progressive along with phonics knowledge / attainment.</i>	- Write the letters of the alphabet using the correct formation in most instances. - Segment the sounds in words and represent with sounds from Basics 2 / Basics 3. - Can write phonetically plausible words / sentences that can be read by themselves and others.



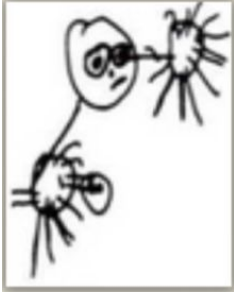
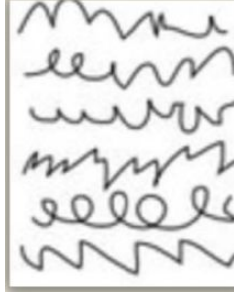
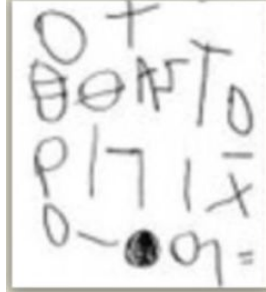
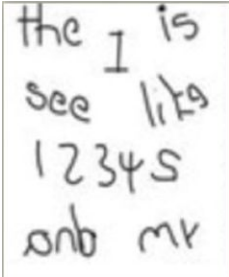
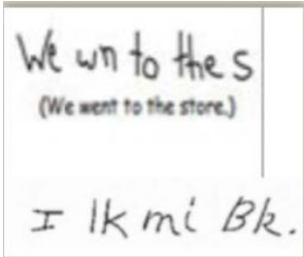
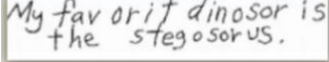
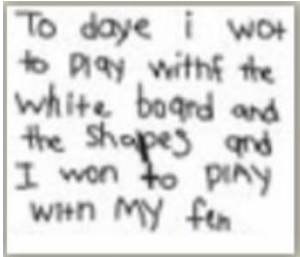
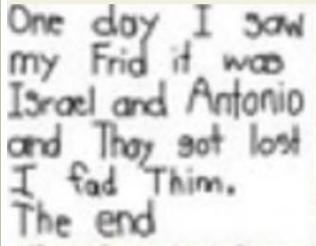
Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Writing	Skills	- Use some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list that starts at the top of the page, write 'm' for mummy. - Write some or all of their name. - Write some letters accurately.	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	- 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.



	Comprehension	Word Reading	Writing
<u>Early Learning Goals</u>	• 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.	• Say a sound for each letter in the alphabet and at least 10 digraphs. • 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.	• 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.

Pre-writing

Letter Shapes

	Pictures	Random scribble	Scribble writing	Symbols	Random letters	Letter strings
Typical writing progression	Picture tells a story to convey message 	Starting point at any point of paper 	Progression is from left to right 	Symbols that represent letters 	Letters have no relationship 	Letter strings move from L to R and move 
	Environmental Print	Letter Name Stage	Early Developmental Spelling	Syllables Represented	Inventive Spelling	Transitional Spelling
	Awareness of print, copied from surroundings 	Beginning and ending letters are used to represent words 	Vowel sounds appear Evidence of tricky words 	A child hears beginning, middle and end sounds. 	Whole sentence writing develops, spaces in between words 	Multiple related sentences with many words spelled correctly, 



Phonics

Supersonic Phonic Friends

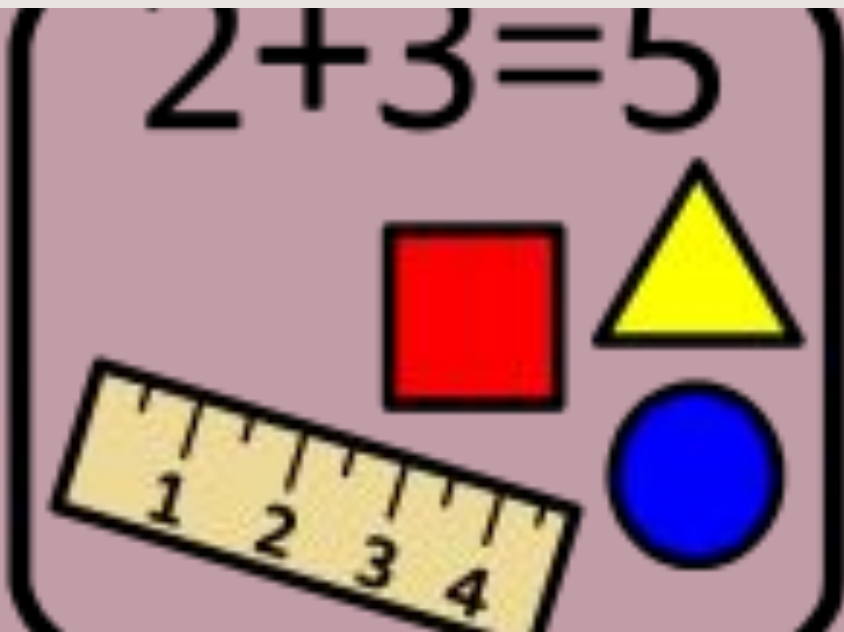


	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Nursery						
Ongoing throughout the year in Nursery: • Exposure to initial sounds / oral blending and segmenting.						
Reception	Basics 2	Basics 2	Basics 3	Basics 3		
Ongoing throughout the year in Reception: • Exposure to initial sounds / oral blending and segmenting. • Consolidation of Firm Foundations.						



Mathematics

(M)



EYFS Statutory Educational Programme:

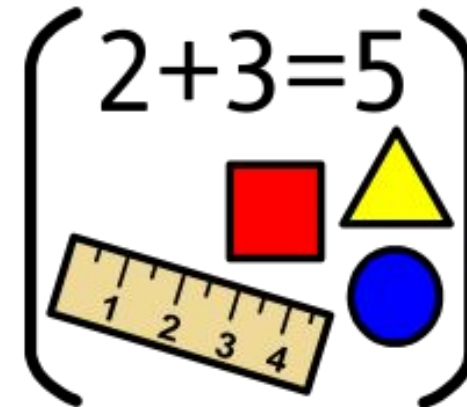
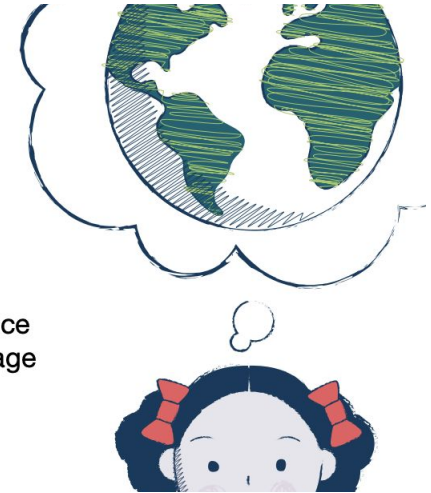
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.

By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage



Maths Teaching Sequence

Reception



- Mastering Number programme weekly (4 sessions per week) - to start in Autumn 2.
- Reception Baseline to be completed (within the first 6 weeks of starting school).

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn	Getting to know you		Match, sort and compare		Talk about measures and patterns		It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5		Shapes with 4 sides	Alive in 5		Consolidation
Spring	Mass and capacity	Growing 6, 7, 8		Length, height, and time		Building 9 and 10			Explore 3D shapes		Assessment week				
Summer	How many now?	To 20 and beyond		Manipulate, compose and decompose		Sharing and grouping		Visualise, build and map			Make connections	Consolidation			



Reception (4 - 5 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Number Knowledge	<i>Check 3-4 year old knowledge.</i> - <i>Joining in with counting songs.</i> - <i>Recognise and counting 1-3 objects.</i> - <i>Subitise 1, 2, 3.</i> - <i>Show finger numbers up to 5.</i> - <i>Linking numerals to amounts 1-3 / 1-5.</i> - <i>Create and continue ABAB patterns.</i>	- Find 1, 2, 3. - Subitise 1, 2, 3. - Represent 1, 2, 3. - Composition of 1, 2, 3. - Find 4 and 5. - Subitise 4 and 5. - Represent 4 and 5. - Composition of 4 and 5. - Composition of 1 - 5.	- Introduce zero. - Find 0 to 5. - Subitise 0 to 5. - Represent 0 to 5. - Composition of 0 to 5. - Conceptual subitising to 5. - Find 6, 7, 8. - Represent 6, 7, 8. - Combine two groups. - Double to 8 (find and make a double). - Find 9 and 10. - Represent 9 and 10. - Conceptual subitising to 10. - Composition to 10. - Bonds to 10 (2 parts). - Make arrangements of 10. - Bonds to 10 (3 parts). - Doubles to 10 (find and make a double).	- Build numbers beyond 10 (10 - 13). - Continue patterns beyond 10 (10 - 13). - Build numbers beyond 10 (14 - 20). - Continue patterns beyond 10 (14 - 20). - Play with and build doubles.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Number	Skills	- Fast recognition of up to 3 objects without having to count them individually (subitising). - Say one number for each item in order: 1, 2, 3, 4, 5. - Show 'finger numbers' up to 5. - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	- Count objects, actions and sounds. (Up to 5). - Subitise. (Up to 5). - Link the number symbol (numeral) with its cardinal number value. (Up to 5).	- Count objects, actions and sounds. (Up to 10). - Link the number symbol (numeral) with its cardinal number value. (Up to 10).	- 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.



Reception (4 - 5 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Numerical Patterns Knowledge	<i>Check 3-4 year old knowledge.</i> - <i>Knowing more / less when comparing amounts.</i> - <i>Noticing patterns in the environment.</i> - <i>Using the language 'more than', 'fewer than';</i>	- 1 more / 1 less (numbers 1, 2, 3). - 1 more / 1 less (number 4 and 5).	- 1 more / 1 less than (0 - 5). - 1 more / 1 less (numbers 6, 7, 8). - Make pairs - odd and even. - Double to 8 (find and make a double). - Compare numbers to 10. - 1 more / 1 less than (numbers up to 10). - Bonds to 10 (2 parts). - Bonds to 10 (3 parts). - Doubles to 10 (find and make a double). - Explore odd and even.	- Verbally count beyond 20. - Verbal counting patterns. - Add more. - How many did I add? - Take away. - How many did I take away? - Explore sharing. - Explore grouping. - Even and odd sharing. - Play with and build doubles.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Numerical Patterns	Skills	- Recite numbers past 5. - Know the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). - Compare quantities using language: 'more than', 'fewer than'.	- Understand the 'one more / one less than' relationship between consecutive numbers.* - Explore the composition of numbers to 10.	- Count beyond ten. - Compare numbers. - Automatically recall number bonds for numbers 0-10.	- 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.



Reception (4 - 5 years)	End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Shape, Space & Measures Knowledge	<i>Check 3-4 year old knowledge.</i> - Complete inset puzzles - Compare and use language related to sizes. - Talk about and explore 2D and 3D shapes. - Combine shapes to make new arrangements. - Understand position. - Follow a route. - Compare length, height, size, weight and capacity.	- Match objects. - Match pictures and objects. - Identify a set. - Sort objects to a type. - Explore sorting techniques. - Create sorting rules. - Compare amounts. - Compare size / mass / capacity. - Explore simple patterns. - Copy and continue simple patterns. - Create simple patterns. - Identify and name circles and triangles. - Compare circles and triangles. - Shapes in the environment. - Describe position. - Identify and name shapes with 4 sides. - Combine shapes with 4 sides. - My day and night.	- Compare mass. - Find a balance. - Explore capacity. - Compare capacity. - Explore length. - Compare length. - Explore height. - Compare height. - Talk about time. - Order and sequence time. - Recognise and name 3D shapes. - Find 2D shapes within 3D shapes. - Use 3D shapes for tasks. - 3D shapes in the environment. - Identify more complex patterns. - Copy and continue patterns. - Patterns in the environment.	- Select shapes for a purpose. - Rotate shapes. - Manipulate shapes. - Explain shape arrangements. - Compose shapes. - Decompose shapes. - Copy 2D shape pictures. - Find 2D shapes within 3D shapes. - Identify units of repeating patterns. - Create own pattern rules. - Explore own pattern rules. - Replicate and build scenes and constructions. - Visualise from different positions. - Describe positions. - Give instructions to build. - Explore mapping. - Represent maps with models. - Create own maps from familiar places. - Create own maps and plans from story situations.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Shape, Space & Measures	Skills	- Talk about and explore 2D and 3D shapes (for example circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Understand position through words alone. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately. - Combine shapes to make new ones. - Talk about and identifies the patterns around them. - Extend and create ABAB patterns. - Notice and correct an error in a repeating pattern.	- Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. - Continue, copy and create repeating patterns.	- Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compare length, weight and capacity.	N/A



	Number	Numerical Patterns
<u>Early Learning Goals</u>	• 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.



Understanding the world

(UTW)



EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Past and Present	Knowledge	- Talk about who is in their family. - People who help us within the community / school. - Jobs that our family members do.	- Awareness of different people within the community who can help us for different reasons. - Chronology - how they have grown from a baby to a child. - Similarities and differences between their own family and their peers' family. - Types of houses in which we live in: looking at historical photographs of families and life to now (past and present). - Remembrance Day	- Discussing characters in stories and linking to other books that we have read.	- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Past and Present	Skills	- Begin to make sense of their own life-story and family's history. - Show interest in different occupations.	- Name and describe people who are familiar to them. - Talk about members of their immediate family and community. - Comment on images of familiar situations in the past.	- Compare and contrast characters from stories, including figures from the past.	- Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
People, Culture and Communities	Knowledge	- Awareness that we are a Reception family and everyone is welcome. - Awareness that we are a part of Our Lady of Victories Primary School and Church family. - Inclusivity of all needs in class. - Talking about holidays and summer experiences the children have been on.	- Recognising and understanding that families can be the same / different and talking about this. - Awareness of different cultures and faiths: Muslim / Christianity. - Celebration of Christmas - Christian festival. - Follow map of our classroom / garden. - Look at a aerial vie map of our local area (school) and go on a local walk to see what we can see. - Know that we live in Keighley. - Understanding where they live: town / street / house number.	- Following maps / challenges. - Recognising that the church is a special holy place for Christians. - Celebration of Eid - Muslims festival. - Celebration of Easter - Christian festival. - Look at how we celebrate Pancake Day in England and in other countries. - Understanding how we live in this country compared to others e.g. Bethlehem - link to Nativity story.	- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. - Know some similarities 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, nonfiction texts and – when appropriate – maps.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
People, Culture and Communities	Skills	- Continue to develop positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Talk about members of their immediate family and community. - Draw information from a simple map. - Recognise that people have different beliefs and celebrate special times in different ways.	- Draw information from a simple map. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Recognise some similarities and differences between life in this country and life in other countries.	- Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. - Know some similarities 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, nonfiction texts and – when appropriate – maps.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
The Natural World	Knowledge	- Exploring different materials in the classroom / in the garden. - Talking about the properties of the materials e.g. hard, soft, rough, smooth. - Life cycle of a human - how they have grown from babies to children and will go on to be adults. - Looking after our environment e.g. turning off the lights, picking up litter, recycling (routine in class).	- Explore the local area. - Explore the nature area and the garden. - Seasonal change - looking for signs of Autumn. - Celebration of Harvest - what can we see? How have things changed? - Life cycle of the crops in harvest and how this progresses throughout the year.	- Seasonal change - looking for signs of Spring and new life. - RSPB Big Garden Birdwatch - taking part in this. - Trip to the Farm to see a contrasting environment. - Life cycle of butterflies. - Naming adult / young farm animals.	- Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
The Natural World	Skills	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Understand the key features of the life cycle of a plant and animal. - Begin to understand the need to respect and care for the natural environment and all living things.	- Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them.	- Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Recognise some environments that are different to the one in which they live. - Understand the effect of changing seasons on the natural world around them.	- Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



	Past and Present	People Culture and Communities	The Natural World
<u>Early Learning Goals</u>	• Talk about the lives of the people around them and their roles in society. • Know 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.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • 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 and – when appropriate – maps.	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



Expressive arts & design

(EAD)



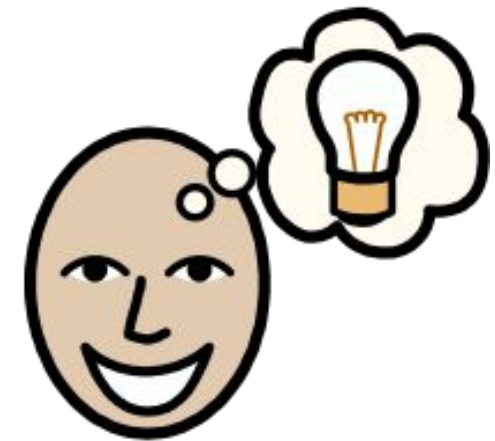
EYFS Statutory Educational Programme:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

 Department
for Education

Development Matters

Non-statutory curriculum guidance
for the early years foundation stage





Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Creating with Materials	Knowledge	- Children to explore the creative area freely and decide what they would like to make and represent and what materials they would like to use. - Have a wide range of materials available for the children to use for their creations. - Colour mixing station so the children make their own colours (primary and secondary) with prompt cards available.	<i>Baseline checkpoints continued and supported through provision.</i> - Opportunities to work together to create shared pieces of work e.g. for Harvest, for Remembrance Day, for Christmas.	- Teach children step-by-step guides on how to make things e.g. colour mixing, creations and allow them opportunities to develop this concept independently. - Children able to keep their creations and have time to go back to them to add further detail. - Show the children how we can create a background first and then add to develop our artwork further.	- Able to select and use the appropriate tools that they need for their creations. - Can experiment with textures, form and function when junk modelling / using construction materials. - Share what they have made with peers / adults and explain how they have created their end product. - Use available resources in play situations.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Creating with Materials	Skills	- Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide what materials to use to express them. - Join different materials and explore different textures. - Explore colour and colour mixing.	- Create collaboratively, sharing ideas, resources and skills.	- Explore, use and refine a variety of artistic effects to express their feelings and ideas - Return to and build on their previous learning, refining ideas and developing their ability to represent them.	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the processes they have used. - Make use of props and materials when role playing characters in narrative and stories.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Being Imaginative and Expressive	Knowledge	- Loose parts to be included in the role-play area for children to use e.g. pinecones for adding to recipes. - Open-ended resources to be available in the small world area for children to use to develop their own ideas. - Loose parts area to enable children to manipulate to create and represent their own ideas e.g. making faces. - Daily singing and weekly music sessions.	- Weekly music sessions. - Daily singing sessions. - Daily opportunities to engage with a range of musical instruments. - Have props available for the children to use in role-play e.g. material for capes / picnic rugs. - Learn songs and actions to perform for a Nativity production.	- Attend the Rock, Steady concerts and discuss what they have seen. - Children to stand up and perform songs to their peers. - Music appreciation - listen to different music and children to say how the music makes them feel.	- Introduce narratives / storylines into play in a range of areas e.g. small world, role-play. - Adapt storylines that they have been taught to create their own e.g. changing characters. - Perform nursery rhymes / songs to others. - Move in time to music and clap the beat.



Reception (4 - 5 years)		End of September - Baseline Checkpoint	End of Autumn Term (Christmas) - Checkpoint	End of Spring Term (Easter) - Checkpoint	End of EYFS (ELG) Checkpoint
Being Imaginative and Expressive	Skills	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Respond to what they have heard expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Play instruments with increasing control to express their feelings and ideas.	- Sing in a group or on their own, increasingly matching the pitch and following the melody. - Develop storylines in their pretend play. - Explore and engage in music making and dance, performing solo or in groups.	- Watch and talk about dance and performing art, expressing their feelings and responses. - Listen attentively to music expressing their feelings and responses.	- Invent, adapt and recount narrative and stories with peers and their teachers. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



	Creating with Materials	Being Imaginative and Expressive
Early Learning Goals	• 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. • Make use of props and materials when role playing characters in narratives and stories.	• Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.