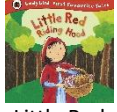


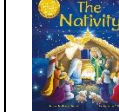



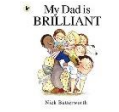



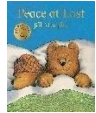
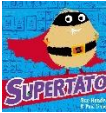



**EYFS Curriculum**  
**Reception Curriculum Overview**

Within the 4-5-year-old provision we follow the children's interests and learning using a thematic approach using weekly stories to engage and develop the children's exploration, curiosity and love of learning.

Autumn Term											
 Colour monster	 Rosie's walk	 Little Red Riding Hood	 Where's my Teddy	 Dogger	 Kipper's Birthday	 Goldilocks and the Three Bears Three Little Pigs	 Gruffalo	 Room on the Broom	 Forgetful Mog	 Stick Man	 Nativity
Spring Term											
 How to Catch a Star	 Snowman	 Lost and Found	 Gruffalo child	 Guess How Much I love you	 Mr Wolf's Pancakes	 My Mum is Fantastic	 Love underpants books	 Kitchen Disco	 Supertato	 Handa's Surprise	 Odd Egg
Summer Term											
 Jack and the Beanstalk	 The very hungry caterpillar	 The bad tempered Ladybird	 Super worm	 My Dad is brilliant	 Peace at Last	 Whatever Next	 Sharing a Shell	 Billy's Bucket	 Hare and the Tortoise	 Paper Dolls	 The Worrysaurus

\*Termly overview of the stories we cover is a guide, themes might change due to children's interests, assessment of learning and developmental needs of the cohort.

Familiar Stories					
 Jack and the Beanstalk	 The Very Hungry Caterpillar	 Superworm	 Peace at Last	 Supertato	 Little Red Riding Hood

Our curriculum overview, outlines how we use the 'Development Matters; Non-Statutory Curriculum Guidance for the Early Years Foundation Stage' to ensure progression in the children's learning and development in all Areas of Learning.

Autumn Term	Spring Term	Summer Term
<b>Communication and Language</b>		
<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important</li> <li>- Learn new vocabulary</li> <li>- Make comments about what they have heard</li> <li>- Use complete sentences in everyday talk</li> <li>- Describe events in some detail</li> <li>- Develop social phrases</li> <li>- Engage in story time – listen to and talk about stories to build familiarity and understanding</li> <li>- Learn rhymes, poems and songs</li> <li>- Engage in non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate good listening behaviours</li> <li>- Learn new vocabulary</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> <li>- Begin to articulate their ideas and thoughts in well-formed sentences</li> <li>- Use talk to help work out problems and organise thinking and activities</li> <li>- Retell familiar stories; some as exact repetition and some in their own words</li> <li>- Listen carefully to rhymes, poems and songs, paying attention to how they sound</li> <li>- Listen to and talk about selected non-fiction; develop a deep familiarity with new knowledge and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions</li> <li>- Learn new vocabulary</li> <li>- Ask questions to find out more and to check they understand what has been said to them</li> <li>- Connect one idea or action to another using a range of connectives</li> <li>- Explain how things work and why they might happen</li> <li>- Explore new vocabulary in different contexts; having fun with phrases from familiar stories</li> <li>- Listen to and talk about selected non-fiction; develop a deep familiarity with new knowledge and vocabulary</li> </ul>
<b>ELGs - Listening, Attention and Understanding</b>		
<ul style="list-style-type: none"> <li>- 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.</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>		
<b>ELGs - Speaking</b>		
<ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- 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.</li> </ul>		
<b>Personal, Social and Emotional Development</b>		
<ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Build constructive and respectful relationships.</li> <li>- Express their feelings and consider the feelings of others.</li> <li>- Be confident to try new activities and show independence</li> <li>- Work and play cooperatively, taking turns with others</li> <li>- Manage their own needs. - Personal hygiene</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity</li> </ul>	<ul style="list-style-type: none"> <li>- Think about the perspectives of others.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Work towards and set simple goals, sharing and taking turns</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating – tooth brushing</li> <li>- Follow two and three part instructions involving ideas or actions</li> </ul>	<ul style="list-style-type: none"> <li>- Self-regulate their behaviour accordingly</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Know and talk about the different factors that support their overall health and wellbeing: - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian</li> <li>- Follow complex instructions involving several ideas or actions</li> </ul>
<b>ELGs - Self-Regulation</b>		
<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- 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.</li> </ul>		
<b>ELGs - Managing Self</b>		
<ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>		
<b>ELGs - Building Relationships</b>		
<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Show sensitivity to their own and to others’ needs</li> </ul>		

<b>Physical Development</b>		
<ul style="list-style-type: none"> <li>- Revise and refine their movement and balancing skills, following the 'Leap into Life' programme</li> <li>- Take part in movements in balance and stillness</li> <li>- Participate in opportunities to spin, rock, tilt, fall, slide and bounce</li> <li>- Ride two-wheeled balance bikes</li> <li>- Explore a range of tools to develop small motor skills, including pencils, paintbrushes, scissors, knives, forks and spoons, hammers</li> <li>- Develop strength in their core muscles to achieve a good posture when sitting at a table on the floor</li> <li>- Take part in obstacle courses</li> <li>- Take part in activities that require quick change in speed and direction</li> <li>- Further develop and refine a range of ball skills using a range of different sized 'balls' – throwing, catching and kicking</li> <li>- Draw freely and engage in structures drawing activities</li> <li>- Practice correct letter formation</li> <li>- Further develop the skills they need to manage the school day successfully – lining up and queuing, mealtimes and personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to revise and refine their movement and balancing skills, following the 'Leap into Life' programme</li> <li>- Begin to progress towards a more fluent style of moving, with developing control and grace.</li> <li>- Develop their overall body strength, co-ordination, balance and agility</li> <li>- Learn to pedal a two wheeled bike with stabilisers</li> <li>- Use tools competently, safely and with increasing control</li> <li>- Use their core strength to achieve a good posture when sitting</li> <li>- Refine movements to encourage precision and accuracy when beginning and ending movements</li> <li>- Further develop and refine a range of ball skills using full-sized balls – introduce passing and aiming</li> <li>- Refine correct letter formation</li> <li>- Begin to develop an understanding of the importance of exercise, healthy eating and the importance of sleep</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to revise and refine their movement and balancing skills, following the 'Leap into Life' programme</li> <li>- Demonstrate a fluent style of moving, with developing control and grace.</li> <li>- Continue to develop their overall body strength, co-ordination, balance and agility</li> <li>- Pedal bikes without stabilisers</li> <li>- Use tools confidently and safely to complete a task</li> <li>- Combine different movements with ease and fluency</li> <li>- Develop confidence, competence, precision and accuracy a range of ball skills – introduce batting, patting and hitting a ball using a range of resources</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>- Know and talk about the difference factors that support their overall health and well-being</li> </ul>
<b>ELGs - Gross Motor Skills</b>		
<ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Demonstrate strength, balance and coordination when playing.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>		
<b>ELGs - Fine Motor Skills</b>		
<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>		
<b>Literacy</b>		
<ul style="list-style-type: none"> <li>- Retell familiar stories and narratives</li> <li>- Anticipate key events in familiar stories</li> <li>- Read individual letters by saying the sounds for them.</li> <li>- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>- Read a few common exception words matched to the school's phonic programme.</li> <li>- Begin to write some sounds correctly in the words they want to write.</li> <li>- Form lower-case correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and new vocabulary</li> <li>- Read some letter groups that each represent one sound and say sounds for them.</li> <li>- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to understand what has been read to them by retelling stories and narratives using own words and new vocabulary</li> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>- Re-read what they have written to check that it makes sense.</li> <li>- Form capital letters correctly</li> </ul>
<b>ELGs - Comprehension</b>		
<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- Anticipate (where appropriate) key events in stories.</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> </ul>		

<b>ELGs - Word Reading</b>		
<ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Read words consistent with their phonic knowledge by sound-blending.</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<b>ELGs - Writing</b>		
<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed.</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Write simple phrases</li> </ul>		
<b>Mathematics</b>		
<ul style="list-style-type: none"> <li>- Count objects, actions and sounds to 10.</li> <li>- Count backwards from 5 and then 10</li> <li>- Count objects in regular and irregular arrangements.</li> <li>- Count objects by saying one number name for each object.</li> <li>- Recognise that the last object counted is the total. The cardinal number.</li> <li>- Show numbers to 10 by popping up fingers.</li> <li>- Link numeral with quantity.</li> <li>- Recognise numbers to 5 in 5 frames</li> <li>- Begin to subitise by recognising dice patterns and domino patterns to 6.</li> <li>- Explore the composition of numbers 2 to 5.</li> <li>- Record quantities using tallies, dots and numerals.</li> <li>- Make pictures and construction by selecting and turning 2d and 3d shapes.</li> <li>- Develop spatial vocabulary to describe position and direction.</li> <li>- Copy and repeat AB patterns</li> <li>- Identify an error in an AB pattern</li> <li>- Talk about weight, length and capacity by using words full/ empty, long/ short, heavy/ light. Begin to introduce comparative language.</li> </ul>	<ul style="list-style-type: none"> <li>- Count beyond 10.</li> <li>- Count backwards starting from different numbers to 10</li> <li>- Recognise that an amount of objects will stay the same unless more are added or some are taken away.</li> <li>- Compare amounts by using words such as more, less, fewer.</li> <li>- Begin to give reasons and explanation when comparing numbers and amounts</li> <li>- Know 1 more and 1 less than a given number.</li> <li>- Recognise quantities of numbers in tens frames.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>-</li> <li>- Secure understanding of composition of numbers to 5, developing automatic recall</li> <li>- Explore the composition of numbers to 10.</li> <li>- Form the numerals correctly</li> <li>- Further explore the properties of shape to make an informed selection to create a construction or picture.</li> <li>- Compose and decompose shapes to explore that shapes are made of other shapes.</li> <li>- Copy and repeat more complex patterns</li> <li>- Begin to create patterns of their own AB and ABC patterns.</li> <li>- Compare weights, lengths and capacities using direct comparison and begin to order.</li> <li>- Showing awareness of comparison in estimating and predicting</li> </ul>	<ul style="list-style-type: none"> <li>- Count to larger numbers, including crossing boundaries 19/20 and 29/30</li> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- 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.</li> <li>- Secure understanding of composition of numbers to 10 and develop automatic recall</li> <li>- Identify and talk about the properties of 2d and 3d shapes</li> <li>- Identify the 'unit of repeat'</li> <li>- Continuing a pattern which end mid-unit</li> <li>- Make their own ABB and ABBC patterns</li> <li>- Begin to compare quantities indirectly</li> <li>- Recognising the relationship between the size and number of units</li> </ul>
<b>ELGs - Number</b>		
<ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> <li>- 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.</li> </ul>		
<b>ELGs - Numerical Patterns</b>		
<ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>		

Understanding the World		
<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Talk about events that have happened in the past and now</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map.</li> <li>-</li> <li>- Understand that some places are special to members of their community.</li> <li>- Find out about the country they live in and other countries around the world – stories, non-fiction and maps</li> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside.</li> <li>- Talk about the changes that happen in the world around them – seasons</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the lives of familiar people around them and their roles in society</li> <li>-</li> <li>- Comment on images of familiar situations in the past.</li> <li>-</li> <li>- Draw their own maps</li> <li>-</li> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Make observation and drawings of plants and animals</li> <li>-</li> <li>- Develop an understanding of important processes and changes – including changing states of matter</li> </ul>	<ul style="list-style-type: none"> <li>- Talk about the lives of people around them and their roles in society</li> <li>-</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Use a map they have created to describe familiar environments</li> <li>- 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.</li> <li>- Explain some similarities and differences between life in this country and life in other countries</li> <li>- Recognise some environments that are different to the one in which they live.</li> <li>- Understand the effect of changing seasons on the natural world around them.</li> </ul>
ELGs - Past and Present		
<ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>		
ELGs - People, Culture and Communities		
<ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- 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.</li> <li>- 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.</li> </ul>		
ELGs - The Natural World		
<ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- 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.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>		
Expressive Arts and Design		
<ul style="list-style-type: none"> <li>- Explore a variety of artistic effects – exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Talk about what they have created</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>-</li> <li>- Listen attentively and move to music</li> <li>-</li> <li>- Watch and talk about dance and performance art</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Sing familiar songs and nursery rhymes</li> <li>- Develop storylines in their pretend play.</li> <li>- Make use of props in their role play</li> </ul>	<ul style="list-style-type: none"> <li>- Use and refine a variety of artistic effects</li> <li>-</li> <li>- Share their creations with others and talk about what they have made and how they made it.</li> <li>-</li> <li>- Talk about music they listen to, expressing their feelings and responses.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>- Adapt and extend storylines in their pretend play</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<ul style="list-style-type: none"> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-</li> <li>- Share their creations, explaining the process they have used.</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>-</li> <li>- Sing a variety of songs independently</li> <li>-</li> <li>- Use narratives and stories in the imaginative play – inventing, adapting and recounting narratives and storylines with peers and their teachers.</li> </ul>

**ELGs - Creating with Materials**

- 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.

**ELGs - Being Imaginative and Expressive**

- 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.