

EYFS - Reception Curriculum Overview 2019/20

| | Autumn | | Spring | | Summer | |
|--|--|--|---|---|---|--|
| Area of Learning | Ourselves (6 weeks) | Environment/ Celebrations (7 weeks) | Space (5 weeks) | Growing and Life Cycles (6 weeks) | Traditional Tales (6 weeks) | Dinosaurs (7 weeks) |
| Key Texts | I Love my Mum Super Daisy Going on a Bear Hunt | Our Very Own Dog 10 Things to save the World The Rainbow Fish Little Robin Red Vest | Way Back Home On the Moon How to Catch a Star | Jasper's Beanstalk Life Cycle of a Chick Dear Zoo | Goldilocks The Gingerbread Man Three Little Pigs | Rumpups Bumpus Dinosaur Roar! Saturday Night at the Dinosaur Stomp |
| PRIME Personal, Social and Emotional Development | <p>Making Relationships</p> <ul style="list-style-type: none"> Initiate conversations, attend to and take account of what others say. Explain own knowledge and understanding and ask appropriate questions of others. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Describe self in positive terms talk about abilities. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Understand that own actions affect other people e.g. become upset or try to comfort another child when they realise they have upset them. | | <p>Making Relationships</p> <ul style="list-style-type: none"> Take steps to resolve conflicts with other children e.g. finding a compromise. Play cooperatively taking turns with others. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to try new activities and say why they like some activities more than others. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Begin to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy. Talk about how they and others show feelings, talk about their own and | | <p>Making Relationships</p> <ul style="list-style-type: none"> Take account of one and others ideas about how to organise their activity. Show sensitivity to others needs and feelings and form positive relationships with adults and other children. <p>Exceeding: Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to speak in a familiar group, | |

EYFS - Reception Curriculum Overview 2019/20



| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> Aware of the boundaries set and of behavioural expectations in the setting. | <p>others behaviour and its consequences and know that some behaviour is unacceptable.</p> | <p>talk about their ideas and choose the resources they need for their chosen activities.</p> <ul style="list-style-type: none"> <p>Exceeding: Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p> <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Work as part of a group or class, and understand and follow rules. Adjust their behaviour to different situations and take changes of routine in their stride. <p>Exceeding: Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution</p> |
|--|---|--|---|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|--|--|--|--|
| <p>PRIME Communication and Language</p> | <p>Listening and Attention</p> <ul style="list-style-type: none"> Maintain attention, concentrate and sit quietly during appropriate activity. Two channelled attention-can listen and do for short span. <p>Understanding</p> <ul style="list-style-type: none"> Respond to instructions involving a two part sequence, understand humour e.g. nonsense rhymes and jokes. Follow a story without pictures or props. <p>Speaking</p> <ul style="list-style-type: none"> Extend vocabulary, especially by grouping or naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences in play situations. Link statements and stick to main theme or intention. | <p>Listening and Attention</p> <ul style="list-style-type: none"> Listen attentively in a range of situations. <p>Understanding</p> <ul style="list-style-type: none"> Listen and respond to ideas expressed by other in conversation or discussion. <p>Speaking</p> <ul style="list-style-type: none"> Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a story line or narrative into their play. | <p>Listening and Attention</p> <ul style="list-style-type: none"> Listen to stories; accurately anticipate key events and responds to what they hear with relevant comments, questions or actions. Give attention to what others say and respond appropriately while engaged in another activity. <p>Exceeding: Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p> <p>Understanding</p> <ul style="list-style-type: none"> Follow instructions involving several ideas or actions. Answer how and why questions about their experiences and in response to stories or events. <p>Exceeding: After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts in a sequence.</p> <p>Speaking</p> <ul style="list-style-type: none"> Shows an awareness of the listeners |
|--|--|--|--|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|--|---|---|--|
| | | | <p>needs.</p> <ul style="list-style-type: none"> • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop their own narratives and explanations by connecting ideas or events. <p>Exceeding: Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> |
| <p>PRIME Physical Development</p> | <p>Moving and Handling</p> <ul style="list-style-type: none"> • Experiment with different ways of movement. • Jump of an object and land appropriately. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travel with confidence and skill around, under, over and through balancing and climbing equipment • Show increasing control over an object in pushing, patting, throwing, catching or kicking it. | <p>Moving and Handling</p> <ul style="list-style-type: none"> • Use simple tools to effect changes to materials. • Handle tools, objects, construction and malleable safely and with increasing control. • Show a preference for a dominant hand. • Begin to use anticlockwise movement and retrace vertical lines. • Begin to form recognisable letters. • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. | <p>Moving and Handling</p> <ul style="list-style-type: none"> • Show good control and coordination in large and small movements. • Move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively including pencils for writing. <p>Exceeding: Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> |

EYFS - Reception Curriculum Overview 2019/20



| | | | |
|--|---|---|--|
| | <p>Health and Self Care</p> <ul style="list-style-type: none"> • Eat a healthy range of food stuffs and understand need for variety of food. • Usually dry and clean during the day. • Show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. | <p>Health and Self Care</p> <ul style="list-style-type: none"> • Show understanding for the need for safety when tackling new challenges and consider and manage some risks. • Show understanding of how to transport and store equipment safely. • Practise some appropriate safety measures without direct supervision. | <p>Health and Self Care</p> <ul style="list-style-type: none"> • Know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. • Manage own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. <p>Exceeding: Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p> |
|--|---|---|--|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|-------------------------------------|---|---|--|
| <p>SPECIFIC Literacy</p> | <p>Reading</p> <ul style="list-style-type: none"> • Continue a rhyming string. • Hear and say the initial sound in words. • Segment sounds in simple words and blend them together and know which letters represent some of them. • Link sounds to letters, naming them and sounding the letters of the alphabet. <p>Writing</p> <ul style="list-style-type: none"> • Give meaning to marks they make as they draw, write or paint. • Begin to break the flow of speech into words. | <p>Reading</p> <ul style="list-style-type: none"> • Begin to read words and simple sentences. • Use vocabulary and forms of speech that are increasingly influenced by experiences of books. • Enjoy an increasing range of books. • Know that information can be retrieved from books and computers. <p>Writing</p> <ul style="list-style-type: none"> • Use some clearly identifiable letters to communicate meaning, represent some sounds correctly and in sequence. • Write own name and other things such as labels and captions. • Attempt to write short sentences in meaningful contexts. | <p>Reading</p> <ul style="list-style-type: none"> • Read and understand simple sentences. • Use phonic knowledge to decode regular words and read them aloud accurately. • Read some common irregular words. • Demonstrate understanding when talking with others about what they have read. <p>Exceeding Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> <p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways which match their spoken sounds. • Write some irregular common words. • Write simple sentences which can be read by themselves and others. • Spell some words correctly and others are phonetically plausible. <p>Exceeding: Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narratives in their own writing.</p> |
|-------------------------------------|---|---|--|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|----------------------------------|--|--|--|
| <p>SPECIFIC Maths</p> | <p>Number</p> <ul style="list-style-type: none"> Recognise some numerals of personal significance. Recognise numerals 1-5. Count up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Count objects to ten and begin to count beyond ten. Count out up to six objects from a larger group. Select the correct numeral to represent one to five, then one to ten objects. Count an irregular arrangement of up to ten objects. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Begin to use mathematical names for 'solid' 3d shapes and 'flat' 2d shapes and mathematical terms to describe shapes. Select a particular named shape. Describe their relative position such as 'behind' or 'next to'. Order two or three items by length or height. Use familiar objects and common shapes to create and recreate patterns and build models. | <p>Number</p> <ul style="list-style-type: none"> Estimate how many objects they can see and check by counting them. Use the language of 'more' or 'fewer' to compare two sets of objects. Find the total number of items in two groups by counting all of them. Say the number that is one more than the given number. Find one more or one less from a group of up to five objects then ten objects. In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Record, using marks that they can interpret and explain. Begin to identify own mathematical problems based on own interests and fascinations. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Use everyday language related to time. Begin to use everyday language related to money. Order and sequence familiar events. Measure short periods of time in simple ways. Order two items by weight or capacity. | <p>Number</p> <ul style="list-style-type: none"> Count reliably with numbers from one to twenty, place them in order and say which number is one more or less than a given number. Use quantities and objects, add and subtract two single digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing. <p>Exceeding: Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Recognise, create and describe patterns. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. <p>Exceeding: Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p> |
|----------------------------------|--|--|--|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|--|--|---|--|
| <p>SPECIFIC Understanding the World</p> | <p>People and their Communities</p> <ul style="list-style-type: none"> Enjoys joining in with family customs and routines. <p>The World</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Technology</p> <ul style="list-style-type: none"> Compare a simple program on a computer. | <p>People and their Communities</p> <ul style="list-style-type: none"> Talk about past and present events in own lives and in the lives of family members. <p>The World</p> <ul style="list-style-type: none"> Know about similarities and differences in relation to places, objects, materials and living things. <p>Technology</p> <ul style="list-style-type: none"> Use ICT hardware to interact with age appropriate computer software. | <p>People and their Communities</p> <ul style="list-style-type: none"> Know that other children do not always enjoy the same things and are sensitive to this. Know about similarities and differences between themselves and others and among families, communities and traditions. <p>Exceeding Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p>The World</p> <ul style="list-style-type: none"> Talk about the features of immediate environment and how environments might vary from one another. Make observations of animals and plants and explain why somethings occur and talk about changes. <p>Exceeding Children know that the environment and living things are influenced by human activity. They can describe some actions, which people in their own community do, that help to maintain the area they live in. They know the properties of some</p> |
|--|--|---|--|

EYFS - Reception Curriculum Overview 2019/20

| | | | |
|---|--|--|---|
| | | | <p>materials and can suggest some of the purposes they are used for.</p> <p>Technology</p> <ul style="list-style-type: none"> Recognise that a range of technology is used in places such as homes and schools. Select and use technology for particular purposes. <p>Exceeding</p> <p>Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.</p> |
| <p>SPECIFIC Expressive Arts and Design</p> | <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Begin to build a repertoire of songs and dances. Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. <p>Being Imaginative</p> <ul style="list-style-type: none"> Create simple representations of events, people and objects. Initiate new combinations of movement and gesture in order to express and | <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Explore the different sounds of instruments. Construct with a purpose in mind using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapt work where necessary. Select tools and techniques needed to shape assemble and join materials they are using. <p>Being Imaginative</p> <ul style="list-style-type: none"> Introduce a story line or narrative into play. | <p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Sing songs, make music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Exceeding</p> <p>Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> |

EYFS - Reception Curriculum Overview 2019/20

| | | | | | | |
|---|--|--|--|--|--|---|
| | <p>respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> Choose particular colours to use for a purpose. | <ul style="list-style-type: none"> Play alongside other children who are engaged in the same theme. Play cooperatively as part of a group to develop and act out a narrative. | <p>Being Imaginative</p> <ul style="list-style-type: none"> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories <p>Exceeding Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> | | | |
| <p>Religious Education Newham Agreed Syllabus for EYFS</p> | <p>Sukkot</p> <ul style="list-style-type: none"> Explore the concept of growth and harvest. Show some understanding of how festivals are celebrated. <p>Eid ul Fitr</p> <ul style="list-style-type: none"> Begin to understand why Eid is important to Muslims. | <p>Diwali</p> <ul style="list-style-type: none"> Begin to understand the difference between good and bad. Know how light is used to celebrate. <p>Christmas</p> <ul style="list-style-type: none"> Begin to understand why Christmas is a special time for Christians. Know some | <p>Guru Nanak's Birthday</p> <ul style="list-style-type: none"> Make links between a story and their own experiences. Understand why Guru Nanak is important to Sikhs. <p>Dogger- Shirley Hughes</p> <ul style="list-style-type: none"> Explore special | <p>Easter</p> <ul style="list-style-type: none"> Understand the concept of sadness and happiness. Talk about how Christians celebrate Easter. <p>The Lost Coin</p> <ul style="list-style-type: none"> Make links between own experiences and a story. | <p>Muhammad and the Kitten</p> <ul style="list-style-type: none"> Show concern for living things. Enjoy the responsibility for caring for a living thing. <p>The Donkey and the Tiger Skin</p> <ul style="list-style-type: none"> Know how special clothes are used to celebrate. Talk about and | <p>Gotcha Smile</p> <ul style="list-style-type: none"> Explore own experiences of change and friendship. Explore the 'smile' as an example of body language. <p>Special Places and People</p> <ul style="list-style-type: none"> Communicate through talk or gesture about a range |

EYFS - Reception Curriculum Overview 2019/20

| | | | | | | |
|--|--|-------------------------------|--|--|---|---------------------------------------|
| | <ul style="list-style-type: none">• Show some understanding of how festivals are celebrated.• | ways of celebrating Christmas | objects. <ul style="list-style-type: none">• Make links between their experiences and a story. | <ul style="list-style-type: none">• Explore the meaning of a story and the message for Christians. | share special feelings in relation to celebrations. | of special objects, people and places |
|--|--|-------------------------------|--|--|---|---------------------------------------|

EYFS - Reception Curriculum Overview 2019/20



EYFS - Reception Curriculum Overview 2019/20

