

EYFS - Reception Curriculum Overview

NOTE: the Early Learning Goals (ELGs) for each area of learning are included in this document

	Autumn		Spring		Summer	
Area of Learning	Ourselves (6 weeks)	Pets/ 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 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 and a Butterfly Beware of the Crocodile	Goldilocks The Gingerbread Man Three Little Pigs	Rumpups Bumpus Dinosaur Roar! Saturday Night at the Dinosaur Stomp
PRIME Personal, Social and Emotional Development (PSED) <i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i>	Children in Reception will be learning to: <ul style="list-style-type: none"> see themselves as a valuable individual express their feelings and consider the feelings of others manage their own needs re: personal hygiene to know and talk about different factors that support their overall health and well-being: sleep routines 		Children in Reception will be learning to: <ul style="list-style-type: none"> build constructive and respectful relationships show resilience and perseverance in the face of challenge to know and talk about different factors that support their overall health and well-being: regular physical activity, tooth brushing, sensible of screen time 		Children in Reception will be learning to: <ul style="list-style-type: none"> think about the perspectives of others identify and moderate their own feelings socially and emotionally to know and talk about different factors that support their overall health and well-being: regular physical activity, being a safe pedestrian (road safety week) 	
	Note - the above expectations will be addressed/taught throughout the year					
PSED - ELGs	Self-Regulation <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG <ul style="list-style-type: none"> 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 					

	<ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 		
	Autumn	Spring	Autumn
<p>PRIME Communication and Language (CL)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • learn and use new vocabulary throughout the day • understand how to listen carefully and why listening is important • develop social phrases • engage in storytimes • listen carefully to rhymes and songs paying attention to how they sound • learn rhymes, poems and songs • engage in storytimes • listen to and talk about stories to build familiarity and understanding 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • ask questions to find out more and to check they understand what has been said to them • listen carefully to rhymes and songs paying attention to how they sound • engage in non-fiction books • describe some events in detail • continue to learn and use new vocabulary throughout the day • continue to listen to and talk about stories to build familiarity and understanding. • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • connect one idea or action to another using a range of connectives • listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary • use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen • continue to retell stories, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words
<p>ELGs (CL)</p>	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> • 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 <p>Speaking:</p>		

	<ul style="list-style-type: none"> • 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. 		
	Autumn	Spring	Summer
<p>Prime Physical Development (PD)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<ul style="list-style-type: none"> • be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • 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 skills they need to manage the school day successfully: lining up and queuing at mealtimes 	<ul style="list-style-type: none"> • progress towards a more fluent style of moving, with developing control and grace • develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming • 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 • further develop the skills they need to manage the school day successfully: lining up and queuing at mealtimes 	<ul style="list-style-type: none"> • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • combine different movements with ease and fluency • confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group • develop overall body-strength, balance, coordination and agility • further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • develop the foundations of a handwriting style which is fast, accurate and efficient.

	Autumn	Spring	Summer
<p>SPECIFIC Literacy (L)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy - (if this is developmentally appropriate?) • write some letters accurately • 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. 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • spell words by identifying the sounds and then writing the sound with letter/s • 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 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • form lower-case and capital letters correctly • re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment • write short sentences with words with known sound-letter correspondences using a capital letter and full stop • re-read what they have written to check that it makes sense
<p>ELGs (L)</p>	<p>Comprehension:</p> <ul style="list-style-type: none"> • 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. <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 		

	<ul style="list-style-type: none"> • 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. 		
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<p>SPECIFIC Maths</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • count objects, actions and sounds • subitise • link the number symbol (numeral) to the cardinal number value • count beyond 10 • continue, copy and create repeating patterns • explore the composition of numbers to 10 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • compare numbers • understand the 'one more/less than' relationship between consecutive numbers. • explore the composition of numbers to 10 • select, rotate and manipulate shapes to develop spatial reasoning skills 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • automatically recall number bonds 0-5 and some to 10 • compare length, weight and capacity • compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Count beyond 20 (ELG)
	<p>Number:</p> <ul style="list-style-type: none"> • 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 <p>Numerical Patterns:</p> <ul style="list-style-type: none"> • 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 		

	Autumn	Spring	Summer
<p>SPECIFIC Expressive Arts and Design (EAD)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • create collaboratively, sharing ideas, resources and skills • listen attentively, move to and talk about music, expressing their feelings and responses. 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • return to and build on their previous learning, refining ideas and developing their ability to represent them • listen attentively, move to and talk about music, expressing their feelings and responses • sing in a group or on their own, increasingly matching the pitch and following the melody • develop storylines in their pretend play 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> • continue to return to and build on their previous learning, refining ideas and developing their ability to represent them • watch and talk about dance and performance art, expressing their feelings and responses • explore and engage in music making and dance, performing solo or in groups • continue to develop storylines in their pretend play
<p>EAD - ELGS</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 		

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<p>SPECIFIC</p> <p>Understanding the World (UW)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> ● talk about members of their immediate family and community ● name and describe people who are familiar to them ● comment on images of familiar situations in the past ● describe what they see, hear and feel whilst outside 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> ● compare and contrast characters from stories, including figures from the past ● 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 ● explore the natural world around them 	<p>Children in Reception will be learning to:</p> <ul style="list-style-type: none"> ● recognise some similarities and differences between life in this country and life in other countries ● recognise that some environments are different from the one in which they live ● understand the effect of changing seasons on the natural world around them

UW - ELGs

Past and Present

- 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.

People, Culture and Communities

- 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.

The Natural World

- 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.

<p>Religious Education Newham Agreed Syllabus for EYFS</p>	<p>Sukkot</p> <p>Explore the concept of growth and harvest.</p> <p>Show some understanding of how festivals are celebrated</p> <p>.</p> <p>Eid ul Fitr</p> <p>Begin to understand why Eid is important to Muslims.</p> <p>Show some understanding of how festivals are celebrated.</p>	<p>Diwali</p> <p>Begin to understand the difference between good and bad.</p> <p>Know how light is used to celebrate.</p> <p>Christmas</p> <p>Begin to understand why Christmas is a special time for Christians.</p> <p>Know some ways of celebrating Christmas.</p>	<p>Guru Nanak's Birthday</p> <p>Make links between a story and their own experiences.</p> <p>Understand why Guru Nanak is important to Sikhs.</p> <p>Book - Dogger-Shirley Hughes</p> <p>Explore special objects.</p> <p>Make links between their experiences and a story.</p>	<p>Easter</p> <p>Understand the concept of sadness and happiness.</p> <p>Talk about how Christians celebrate Easter.</p> <p>Book - The Lost Coin</p> <p>Make links between your own experiences and a story.</p> <p>Explore the meaning of a story and the message for Christians.</p>	<p>Story - Muhammad and the Kitten</p> <p>Show concern for living things.</p> <p>Enjoy the responsibility for caring for a living thing.</p> <p>Book - The Donkey and the Tiger Skin</p> <p>Know how special clothes are used to celebrate.</p> <p>Talk about and share special feelings in relation to celebrations.</p>	<p>Book - Gotcha Smile</p> <p>Explore your own experiences of change and friendship.</p> <p>Explore the 'smile' as an example of body language.</p> <p>Book - Special Places and People</p> <p>Communicate through talk or gesture about a range of special objects, people and places</p>
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NOTE: Collective worship is currently being reviewed by the RE leader (4/24) - teachers are to continue current practice until changes/training have been delivered.