

Reception EYFS Overview

Why?

At Park Hill, we provide our children with high-quality Early Years education. We offer a nurturing and supportive environment where every child feels safe, valued, and part of our “Park Hill Family.” We are committed to providing our children with a secure and confident start to school life where all children are supported to develop the essential knowledge to prepare them for future success, while also preparing them for life in the twenty-first century.

We aim to give children a secure and confident start to their school life and foster a lifelong love of learning in line with the aims of the EYFS statutory framework. Our curriculum reflects our school’s core values of **Respect, Empathy, Ambition, Cooperation, and Health**. The curriculum is designed to support the development of the whole child, encouraging resilience, independence, and curiosity. We ensure that every child feels, supported, celebrated and ready to thrive.

We plan our indoor and outdoor environments to be stimulating, inclusive and engaging to support the development of the three ‘Characteristics of effective Learning’ as set out within the EYFS. Our EYFS curriculum is carefully planned to meet the following aims:

- Ensure that all children have access to high-quality learning opportunities.
- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Provide parents and carers with the opportunity to support their child’s learning at home as well as engage with in school.
- Develop knowledge and understanding of their local community and the wider world and foster their personal development.

How?

At Park Hill, we implement high quality teaching to support learning throughout all areas of the curriculum. We ensure that we provide:

- Stimulating learning environments which support the developing needs and interests of the children.
- High-quality interactions between staff and children.
- Well-planned and well-organised continuous provision which allows the children to learn through play, both indoor and outdoors.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- Strong parental partnerships which support parents to support their child’s learning at home.
- We offer numerous opportunities for parents to engage in their child’s learning.
- Systematic approaches to teaching reading, to ensure that all children learn to read.
- High quality phonics teaching which starts when children begin Reception, pre phonological awareness skills are taught in Nursery.
- We promote a love of reading and provide opportunities for children and families to develop a love of reading.
- Planned weekly forest school learning for all children in EYFS in the outdoor classroom.
- We offer many opportunities for real-life experiences and opportunities to build on prior learning.

So

The impact of our inclusive and nurturing pedagogy and practices at Park Hill is reflected by:

- Children who feel happy and safe and enjoy coming to school.
- Adults who support children’s holistic development and prioritise their emotional and physical wellbeing.
- Children who are highly engaged and motivated to learn.
- Evidence of strong links with parents.
- Children who demonstrate the Characteristics of effective learning and are well prepared for their next stage of learning.
- All children access a balanced and challenging curriculum, regardless their background, needs or abilities.
- Children who make strong progress from their starting points and are offered a broad curriculum which meets each unique child’s needs.
- Adults who are well trained and passionate about providing the best education for every child.

Reception EYFS Overview

Reception						
Overarching Theme	Autumn 1 – My Hero	Autumn 2 – Light and Dark	Spring 1 – Look Inside	Spring 2 – Into the Woods	Summer 1 – Food Glorious Food	Summer 2 – Around the World
Starting Points	Special people People who help us (then and now) Superheroes Jobs and careers What makes us unique? What are our superpowers?	Space Cold weather / winter Colour – fireworks Festivals and celebrations – Diwali and Christmas	I'm special! Looking after our bodies / keeping healthy Our bodies Feelings and emotions	Minibeasts and insect habitats Tree growth and change over time	Mealtimes and cooking Harvest Healthy food Food for celebrations Where does our food come from? Teddy Bear's Picnic	Hot and cold climates Holidays and adventures Travelling (Captain Scott / Neil Armstrong / Amelia Earhart) Habitats
Seasonal Events	Induction Black History Month Harvest	Bonfire Night Remembrance Day Diwali Christmas	Chinese New Year (Goldy Luck and the Three Pandas by Natasha Yim)	Shrove Tuesday Mothers' Day Easter	Eid-al-Fitr	Eid-al-Adha Fathers' Day Transition to new class
Fun and Excitement (stimulating starters, fantastic finales visits, visitors, engagement with parents/carers)	<p>Walk to local police / fire station</p> <p>Visit from a postal worker (talk to JG in office)</p> <p>Family photograph share</p> <p>Guess the baby (children and staff photos)</p> <p>Pumpkin carving and competition</p> <p>Parents' workshop – All Are Welcome (book and related activities)</p>	<p>Diwali food tasting and party</p> <p>Toasting marshmallows on a bonfire (Forest School)</p> <p>Autumn walk – look for changes</p> <p>WNRW – Dress up day</p> <p>Visit from the Animal Person (Zoolab) - nocturnal animals</p> <p>Trip to Ash End Farm Visit to see Santa</p> <p>Breakfast with Santa</p> <p>Share photos and experiences of our own celebrations</p> <p>Parents' workshop – Christmas Jamboree</p>	<p>Planting vegetables (carrots, peas and potatoes – harvest in summer (see WWF's School Garden Calendar)</p> <p>Find out about local medical heroes – Sister Dora</p> <p>Cultural day</p> <p>Parent visitors to find out more about different careers</p> <p>Visit from the dentist / doctor / nurse (talk to NG)</p> <p>Role play street- parents workshop</p>	<p>Pancake making</p> <p>Minibeast hunts</p> <p>Tree rubbing</p> <p>Gruffalo hunt in the woods</p> <p>Easter egg hunt</p> <p>Visit to Sandwell Valley / The Wyre Forest</p> <p>Parents' workshop – Den Building and Egg Hunt in the Forest plus Mothers' Day Event</p>	<p>Bread making</p> <p>Lots of cooking! Soups, cakes etc.</p> <p>Teddy bears' picnic- invite parents</p> <p>Parents' workshops – cooking using vegetables planted in spring / inviting parents in to share and make family favourite recipes</p>	<p>Beach party</p> <p>Recycling challenge – what can you make?</p> <p>Litter pick with parents</p> <p>Visit from ice-cream van</p> <p>Parents' workshops – Fathers' Day Event plus EYFS Graduation</p>

Reception EYFS Overview

Key Texts and Talk 4 Writing Outcomes Fiction Non-Fiction	Autumn 1 (3) Baseline and settle in Scissor skills and mark making / name writing assessment Storytelling assessment Daily story time (see linked texts)* Daily nursery rhymes (see key rhymes)* Daily fine motor activities* Daily talk time linked to theme* *To be continued throughout the year	Autumn 2 (3) Shared Reading: How to Catch a Star by Oliver Jeffers T4W text: imitation – instructions (How to Catch a Star) Outcome: innovation – How to Toast Marshmallows (5 steps – toast marshmallows in Forest School with Jason) Independent application: oral retelling of HTTM and text map with (drawings and some labels) T4W toolkit: Instructions	Spring 2 (6) Shared Reading: The Enormous Turnip by Katie Daynes T4W text: imitation – The Enormous Turnip Outcome: innovation – change the vegetable and adjective e.g. The Gigantic Potato Independent application: own vegetable and adjective story (oral storytelling and story map, including labels, captions and some sentences) T4W toolkits: Description and Openings and Endings Begin Handwriting (RWI Stage 1a)	Spring 2 (3) Shared Reading: The Little Red Hen by Lesley Sims T4W text: The Little Red Hen (T4W model) Outcome: innovation – change the hen. Change the animals. Independent application: own Little ____ story (oral storytelling and story map, including captions and some sentences) T4W toolkits: Characterisation and Openings and Endings	Summer 1 (3) Shared Reading: N/A – hold a teddy bear’s picnic and invite families in T4W text: imitation – Our Teddy Bear’s Picnic Outcome: innovation – Our Teddy Bear’s Picnic Independent application: Our Teddy Bear’s Picnic (children write about own memories e.g. who they ate with, what they ate, their teddy’s name (oral retelling, text map including sentences) T4W toolkits: Recount	
	Autumn 1 (4) Shared reading: Elmer by David McKee T4W text: imitation – Elmer (5 part story) Outcome: innovation – change the patchwork animal Independent application: oral storytelling (focusing on description of the patchwork animal) and story map (drawings) T4W toolkit: Characterisation <i>Use Writing floor book for photographs of large-scale story maps / own story maps / drawings etc.</i> Begin Handwriting (names and pre-writing shapes – see Pre-Writing Skills Progression Document)	Autumn 2 – (4) Shared Reading: Dear Zoo by Rod Campbell T4W text: Outcome: imitation – Dear Santa Independent application: oral storytelling of Dear Santa and story map (drawings and some labels / captions) T4W toolkit: Description <i>Use individual Writing books and exit tickets</i>	Spring 2 (3) Shared Reading: A children’s cookbook – explore the recipes T4W text: How to Bake Bread (make bread with children) Outcome: innovation – How to Grow a Sunflower (plant sunflowers) Independent application: own How to Grow a Sunflower instructions (oral retelling and text map, including captions and some sentences) T4W toolkits: Instructions	Summer 1 (5) Shared Reading: The Magic Porridge Pot by Rosie Dickens T4W text: The Magic Porridge Pot (5 part story) Outcome: innovation – The Magic Sausage Pan Independent application: own food item story (oral storytelling and story map, including some sentences) T4W toolkits: Openings and Endings and Description	Summer 2 (4) Shared Reading: What the Ladybird Heard at the Seaside by Julia Donaldson Model Text and Imitation: WTLHATS (5 part story) Outcome: innovation – change the insect and change where the insect was. Independent application: own insect and setting story (oral storytelling and story map, including sentences) T4W toolkits: Settings Plus Transition	
Linked Texts Story time / reading area / children’s interests etc.	Non-fiction about different jobs / careers There’s a Superhero in Your Book by Tom Fletcher (and other books from the collection)	The Best Diwali Ever by Sonali Shah Non-fiction books: planets, rockets and non-fiction animals Whatever Next! by Jill Murphy	Goldy Luck and the Three Pandas by Natasha Yim (Shrove Tuesday) Non-fiction books about the human body Giraffes Can’t Dance by Giles Andreae	Mama Panya’s Pancakes by Mary and Rich Chamberlin Non-fiction books about life cycles, minibests and plants (including trees) Side by Side by Rachel Bright	Non-fiction books about food and where food comes from The Lighthouse Keeper’s Lunch by Rhonda and David Armitage The Tiger Who Came to Tea by Judith Kerr	Non-fiction books about the seaside and other countries Katie Morag books by Mairi Hedderwick Lucy and Tom at the Seaside by Shirley Hughes

Reception EYFS Overview

	<p>Other Supertato books from collection</p> <p>Superworm by Julia Donaldson</p> <p>A Superhero Like You by Dr. Ranj</p> <p>The Jolly Postman & Other People's Letters by Janet & Allan Ahlberg</p> <p>Girls Can Do Anything! by Caryl Hart</p> <p>All Are Welcome by Alexandra Penfold</p> <p>Elmer by David McKee</p> <p>The Proudest Blue by Ibtihaj Muhammad and S.K Ali</p> <p>Room on the Broom by Julia Donaldson</p> <p>Cops and Robbers by Janet & Allan Ahlberg</p> <p>Together We Can by Caryl Heart</p>	<p>You Choose in Space by Pippa Goodheart</p> <p>Beegu by Alexis Deacon</p> <p>Bat Loved the Night by Nicola Davies</p> <p>Little People, Big Dreams non-fiction books – Neil Armstrong & Mae Jemison</p> <p>Look I'm a Scientist (DK)</p> <p>I Definitely Don't Like Winter by Fiona Barker</p> <p>The Christmas Story by Ian Beck</p> <p>The Jolly Christmas Postman by Janet & Allan Ahlberg</p>	<p>Funnybones by Allan Ahlberg</p> <p>Ravi's Roar and Ruby's Worry by Tom Percival (and other books from the collection)</p> <p>The Squirrels Who Squabbled by Jim Field</p> <p>Happy in our Skin by Fran Manushkin</p> <p>You Choose by Nick Sharratt</p> <p>Sulwe by Lupita Nyong'o</p>	<p>Where's my Teddy? by Jez Alborough</p> <p>The Gruffalo by Julia Donaldson</p> <p>The Hike by Alison Farrell</p> <p>Stanley's Stick by John Hegley</p> <p>The Odd Egg by Emily Gravett</p> <p>Slug in Love by Rachel Bright</p>	<p>Oliver's Vegetables by Vivian French</p> <p>Oliver's Fruit Salad by Vivien French</p> <p>Daisy, Eat Your Peas! by Kes Gray</p> <p>The Enormous Potato by Aubrey Davis</p> <p>Why do we Need Bees? by Katie Daynes</p> <p>Betsy Buglove Saves the Bees by Lucy Flemming</p> <p>Handa's Surprise by Eileen Browne</p>	<p>The Leopard's Drum by Jessica Souhami</p> <p>The Tiger Child by Joanna Troughton</p> <p>Here We Are by Oliver Jeffers</p> <p>Shine by Sarah Asuquo</p>
<p>Nursery Rhymes</p> <p>Key rhymes</p> <p>Makaton or linked song</p>	<p>Ten in the Bed</p> <p>I'm a Little Teapot (then I'm a Superhero version)</p> <p>Miss Polly Had a Dolly</p> <p>Dingle Dangle Scarecrow</p> <p>If I Could Be a Superhero song (CBeebies)</p> <p>I Went to Visit a School</p> <p>When Goldilocks Went to the House of the Bears</p>	<p>Five Little Men in a Flying Saucer</p> <p>Hey Diddle Diddle</p> <p>The Owl and the Pussycat</p>	<p>Ring-a-Ring-of-Roses</p> <p>If I Were a Butterfly</p> <p>I Love Being Me (Sesame street)</p> <p>Brush, Brush, Brush Your Teeth</p> <p>Five in the Bed</p> <p>Girls and Boys</p>	<p>We're Going on a Bear Hunt</p> <p>Round and Round the Mulberry Bush</p> <p>Little Peter Rabbit</p> <p>Incy Wincy Spider</p> <p>Mary Had a Little Lamb</p> <p>Over in the Meadow (Barefoot songs)</p>	<p>Mary, Mary, Quite Contrary</p> <p>I Know an Old Lady Who Swallowed a Fly</p> <p>Old Mother Hubbard</p> <p>Oranges and Lemons (London)</p> <p>London Bridge is Falling Down (London)</p> <p>Chocolate Cake song</p> <p>The Farmer's in his Den</p>	<p>Frere Jacques (France)</p> <p>Two Tigers (Taiwan)</p> <p>The Big Ship Sails</p> <p>Dr Foster Went to Gloucester</p> <p>I Do Like to be Beside the Seaside</p>
<p>Key Vocabulary</p>	<p>aspiration, admire, career, occupation, siblings, family, post, letter, postcard, hero, superhero</p>	<p>shadow, ignite, space, stars, hibernate, season, Diwali, Sikh, Hindu, Gurdwara, Temple</p>	<p>unique, individual, skeleton, body, heart, brain, bones, muscles, healthy, emotions, shrove, fast</p>	<p>woodland, forest, branch, log, stick, oak, elm, chestnut, British, wood, meadow, habitat</p>	<p>compost, soil, stem, roots, pollinate, nectar, seeds, bulb, Muslim, Eid, Mosque, germinate, harvest</p>	<p>beach, oceans, planet, earth, astronaut, space, universe, planets, continents, countries, globe, atlas, mountains, desert, Arctic, Antarctica, iceberg</p>

Reception EYFS Overview

Communication and Language

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.

<p>Listening, Attention and Understanding</p> <p>Nursery Reception</p>	<p>Children begin to listen attentively to short stories and instructions, developing initial listening skills. Children sustain attention in group activities for short periods, learning to concentrate on tasks. Children begin to understand and respond to simple questions about familiar stories and experiences.</p> <p>Children listen attentively to short stories and instructions with increased focus and engagement, demonstrating a greater ability to process and comprehend information. Children sustain attention in group activities for short periods, but with a greater ability to engage with the activity, showing improved concentration and participation. Children begin to understand and respond to simple questions about familiar stories and experiences with more confidence and detail, reflecting deeper comprehension and articulation of thoughts.</p>	<p>Children show interest in what others are saying by making eye contact and nodding, indicating basic social listening skills. Children engage in play and activities while minimising distractions from peers or the environment, starting to learn self-regulation. Children understand basic concepts such as "big/small," "fast/slow," and "in/out," which are foundational for cognitive development.</p> <p>Children listen attentively to longer stories and begin to discuss key events, demonstrating a deeper understanding of the content and the ability to engage in meaningful discussions. Children sustain attention in group activities for longer periods (approximately 10 minutes), showing improved focus and the ability to remain engaged in learning experiences. Children understand and use new vocabulary introduced in stories or activities, demonstrating greater comprehension and the ability to apply language skills in various contexts.</p>	<p>Children follow simple one-step instructions, developing basic listening comprehension. Children participate in activities with minimal distractions, starting to demonstrate the ability to focus on tasks. Children respond to questions about stories with simple answers, indicating basic comprehension.</p> <p>Children follow more complex instructions, indicating improved comprehension and the ability to process multi-step directions. Children sustain attention in group activities for approximately 15 minutes, reflecting significant progress in attention span and the ability to engage in longer learning sessions. Children respond to questions about stories with more detail, showing enhanced understanding and critical thinking skills.</p>	<p>Children engage in conversations with peers, sharing ideas and beginning to participate in dialogue. Children sustain attention in group activities for shorter periods, reflecting early developmental stages. Children recognise and follow simple routines, learning about structure and predictability in their environment.</p> <p>: Children listen attentively to longer narratives and begin to summarize key points, demonstrating advanced listening skills and the ability to synthesise information. Children sustain attention in group activities for up to 20 minutes, indicating improved focus, engagement, and readiness for more complex learning tasks. Children recognize and follow more complex classroom routines and expectations independently, indicating maturity and the ability to navigate their learning environment effectively.</p>	<p>Children listen and respond to stories, showing basic engagement with the material. Children participate in activities with some attention but may still be easily distracted. Children use basic vocabulary in context, laying the foundation for language skills.</p> <p>Children listen attentively to complex stories and engage in discussions about themes and morals, demonstrating deeper comprehension and analytical skills. Children sustain attention in group activities for extended periods (up to 25 minutes) and participate in collaborative projects effectively, showcasing their ability to work with others. Children discuss characters' motivations and feelings, providing thoughtful insights and using advanced vocabulary, which enhances their communication skills.</p>	<p>Children listen to a variety of stories, beginning to develop preferences. Children sustain attention for shorter periods, reflecting early developmental stages. Children follow basic instructions, developing early comprehension skills.</p> <p>Children listen and respond thoughtfully to a variety of literature, showing understanding of different genres and initiating conversations, indicating confidence in their language abilities. Children sustain attention in both group and independent activities for extended periods (over 30 minutes), reflecting exceptional focus and engagement in their learning. Children analyse stories, identifying themes and making connections to personal experiences, showcasing critical thinking and application of understanding.</p>
<p>Speaking</p> <p>Nursery Reception</p>	<p>Children begin to use simple words and phrases to express their needs and ideas. They may rely on gestures and facial expressions to communicate. Children start to engage in turn-taking during</p>	<p>Children engage in simple, short conversations, often responding to questions with single words or short phrases. Children begin to use basic descriptive language (e.g., colours, simple adjectives) but</p>	<p>Talk in short sentences that others can understand. Children respond to simple questions with brief answers, often needing prompts to elaborate.</p>	<p>Children begin to use pronouns (e.g., I, you, he, she) correctly in simple sentences, though they may not consistently apply grammar rules.</p>	<p>Children can communicate preferences and opinions using simple sentences but may still need support to elaborate. Children engage in imaginative role-play scenarios, using language to negotiate roles</p>	<p>Children may initiate simple conversations with familiar adults and peers but still need support to maintain dialogue. Children describe experiences, but their narratives may lack detail and organisation.</p>

Reception EYFS Overview

<p>conversations but may struggle to wait for their turn or to stay on topic. Children use a limited vocabulary, often repeating words or phrases they hear from adults or peers.</p> <p>Children express their needs and ideas more clearly and confidently using simple sentences. They begin to use descriptive language to elaborate on their thoughts. Children demonstrate improved turn-taking skills, waiting for their turn to speak and actively listening to peers, maintaining the topic of conversation. Children show an expanded vocabulary, using a variety of words to express themselves, including some new vocabulary introduced in classroom activities.</p>	<p>may still struggle to provide details. Children may frequently repeat phrases they hear, showing early language development but limited ability to create original sentences.</p> <p>Children engage in longer conversations, responding to questions with complete sentences and elaborating on their thoughts. Children use more descriptive language, incorporating adjectives and adverbs to enhance their speech and provide clearer imagery. Children begin to create original sentences and questions, demonstrating greater confidence and language skills.</p>	<p>Children may attempt to recount familiar stories but usually rely on cues and repetition rather than detailed narratives. Children begin to express feelings verbally but may rely on simple phrases or gestures to convey emotions.</p> <p>Children respond to questions with more detail and clarity, providing information that demonstrates understanding. Children demonstrate improved storytelling abilities, recounting familiar stories with a beginning, middle, and end, and adding personal flair to their narratives. Children articulate their feelings more effectively, using appropriate vocabulary to express emotions and thoughts.</p>	<p>Children participate in group discussions but may struggle to contribute without prompting. Children can follow simple verbal directions but may need repetition or clarification.</p> <p>Children use pronouns correctly and form more complex sentences, demonstrating an understanding of grammar and sentence structure. Children actively contribute to group discussions, offering opinions and ideas while encouraging participation from peers. Children effectively follow multi-step verbal directions, demonstrating improved listening and comprehension skills.</p>	<p>and actions, although their vocabulary may still be limited. Children can describe events that happened during the day but may struggle with sequence and detail.</p> <p>Children confidently communicate preferences and opinions, providing reasons for their choices and engaging in discussions. Children engage in complex role-play scenarios, using varied vocabulary and language to negotiate and collaborate with peers. Children effectively recount events with clear sequences, providing detailed descriptions and using appropriate vocabulary.</p>	<p>Children use language in familiar contexts, relying on routine phrases and expressions.</p> <p>Children confidently initiate conversations with peers and adults, using engaging language and maintaining dialogue. Children provide detailed descriptions of experiences, using clear narrative structures and appropriate vocabulary. Children use language effectively in a variety of contexts, demonstrating flexibility and creativity in their speech.</p>
---	--	---	---	---	--

Reception EYFS Overview

Personal, Social and Emotional Development

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, cooperate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Self-Regulation, Managing Self and Building Relationships</p> <p>Nursery Reception</p>	<p>Children begin to express their needs, feelings, and preferences verbally or through gestures, often relying on simple words or cries. Children may display signs of separation anxiety when transitioning from home to nursery, needing support from adults to feel secure. Children engage in parallel play, where they play alongside peers but may not yet interact directly or share toys. Wash hands after using the toilet.</p> <p>Children express their needs, feelings, and preferences more clearly and confidently, using complete sentences to communicate. Children show reduced separation anxiety, feeling more secure in the school environment and forming attachments to teachers and peers. Children engage in cooperative play, beginning to interact directly with peers, sharing toys, and participating in group activities.</p>	<p>Children begin to recognise and label basic emotions (e.g., happy, sad, angry) but may struggle to articulate their feelings. Children start to learn the concept of turn-taking but may need reminders to share and wait for their turn in play. Children follow basic routines with support from adults, understanding daily schedules but needing prompts for transitions.</p> <p>Children can recognise and label a wider range of emotions, including more complex feelings (e.g., frustration, excitement), and can articulate their feelings more effectively. Children demonstrate improved turn-taking skills, understanding the importance of sharing and cooperating with peers during activities. Children follow established routines independently, showing confidence in transitions and knowing what to expect throughout the day.</p>	<p>Children begin to form relationships with peers, but interactions are often limited to familiar faces. Children express their needs verbally but may rely on gestures or physical cues for basic requests. Children may have difficulty managing emotions, sometimes resulting in tantrums or outbursts when frustrated or upset.</p> <p>Children form stronger relationships with peers, engaging in friendships and beginning to understand the dynamics of social interactions. Children express their needs clearly and assertively, using appropriate language to communicate with peers and adults. Children demonstrate improved emotional regulation, using strategies to manage feelings and conflicts, and showing resilience in challenging situations.</p>	<p>Children engage in cooperative play, sharing toys and taking turns, but may still require adult support to resolve conflicts. Children begin to show signs of independence in self-care tasks, such as dressing or washing hands, but may still need assistance. Children listen to others during group activities but may struggle to wait for their turn to speak.</p> <p>Children actively engage in cooperative play, resolving conflicts independently and collaborating with peers on shared tasks. Children demonstrate increased independence in self-care tasks and daily routines, taking pride in their ability to manage personal responsibilities. Children listen attentively to others during group activities, showing respect for different viewpoints and contributing thoughtfully to discussions.</p>	<p>Children may express preferences but often require prompting to articulate their thoughts clearly. Children may struggle with conflict resolution, sometimes relying on adults to mediate disputes. Children display varying levels of self-confidence, often needing encouragement to participate in activities or share with the group.</p> <p>Children confidently express their opinions and preferences in discussions, using reasoning to support their views. Children demonstrate effective conflict resolution skills, using negotiation and problem-solving strategies to resolve disputes with peers. Children exhibit high self-confidence, actively participating in activities, sharing ideas, and taking on leadership roles within group settings.</p>	<p>Children begin to understand basic social cues, such as facial expressions and body language, but may still misinterpret them. Children participate in group activities with some support but may still require reminders to focus. Children may need support when transitioning to new situations or environments, showing some hesitation.</p> <p>Children demonstrate a strong understanding of social cues, effectively interpreting the emotions and reactions of peers. Children actively participate in group activities, often taking the initiative to lead discussions and encourage involvement from others. Children show confidence when transitioning to new situations or environments, demonstrating adaptability and resilience.</p>
--	---	---	---	--	---	--

Reception EYFS Overview

Physical Development

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.

<p>Fine Motor Skills</p> <p>Nursery Reception</p>	<p>Children begin to develop basic manipulation skills, using their hands to explore and interact with toys and objects. They may grasp and hold objects but with limited control. Children may experiment with simple tools, such as crayons or blocks, but their grip may not yet be secure or controlled. Children may start to use utensils for self-feeding but may still require assistance and practice to develop accuracy.</p> <p>Children demonstrate improved manipulation skills, using their hands to explore a variety of materials with greater control and precision. Children use tools such as crayons, pencils, and scissors with more control, beginning to show the ability to create more detailed artwork. Children show increased independence in self-feeding, using utensils effectively with minimal assistance.</p>	<p>Children begin to develop a pincer grip, using their thumb and index finger to pick up small objects, but may still struggle with precision. Children engage in simple craft activities, such as gluing or tearing paper, but may need adult guidance and support. Children are starting to develop hand-eye coordination, but their movements may still be unsteady and require improvement.</p> <p>Children demonstrate a strong pincer grip, allowing them to pick up and manipulate small objects with greater ease and accuracy. Children independently engage in craft activities, showing creativity and control as they cut, glue, and assemble materials. Children exhibit improved hand-eye coordination, allowing them to perform tasks such as threading beads or completing puzzles with more confidence.</p>	<p>Children engage in activities that build hand strength, such as squeezing playdough or manipulating soft materials, but may tire easily. Children may experiment with scissors but often struggle to cut straight lines and may need adult supervision and support. Children may begin to make marks on paper but often use random scribbles rather than purposeful shapes or letters.</p> <p>Children continue to engage in activities that build hand strength, showing increased endurance and control, which supports fine motor tasks. Children use scissors with improved control and accuracy, able to cut along straight lines and start cutting out simple shapes independently. Children begin to form recognizable shapes, letters, and simple words, demonstrating increased control and purpose in their drawing and writing. Hold small items and handle buttons on clothing.</p>	<p>Children explore a variety of materials, such as sand, water, and clay, to enhance sensory experiences and fine motor development. Children participate in group activities that promote fine motor skills, such as passing objects or stacking blocks, but may require reminders to focus. Children may experiment with simple fasteners (e.g., buttons, zippers) but often need assistance to complete tasks.</p> <p>Children actively explore a range of materials and tools in creative ways, enhancing their fine motor skills through varied experiences. Children participate actively in group activities that promote fine motor skills, demonstrating focus and cooperation with peers. Children independently use fasteners, such as buttons and zippers, showing increased dexterity and confidence in dressing themselves.</p>	<p>Children may complete simple fine motor tasks, such as stacking blocks or fitting shapes into a sorter, but may still need encouragement. Children begin to use markers and crayons with more control but may still struggle with consistent pressure and control when drawing. Children may engage in role-play scenarios that promote fine motor skills, such as playing with kitchen sets, but may still require guidance.</p> <p>Develop pencil grip and letter formation consistently. Use one hand consistently for fine motor tasks. Cut closely along a straight line with scissors. Start to cut along a curved line, like a circle. Children consistently complete fine motor tasks with confidence, such as building complex structures with blocks or completing intricate puzzles. Children demonstrate control when using markers, crayons, or pencils, creating detailed drawings and writing their names legibly. Children engage in role-play scenarios that require fine motor skills, such as cooking</p>	<p>Children may experiment with various tools and materials but may still require supervision to ensure safety and effectiveness. Children engage in independent play that includes fine motor tasks, such as building with blocks, but may still need occasional prompts to focus. Children show interest in writing but may still produce random marks rather than letters or shapes.</p> <p>Children confidently experiment with tools and materials, using them effectively to create and solve problems independently. Children engage in independent play that incorporates fine motor tasks, demonstrating sustained focus and creativity in their activities. Children write simple sentences and stories, using proper letter formation and spacing.</p>
--	---	---	--	--	---	---

Reception EYFS Overview

<p>Gross Motor Skills</p> <p>Nursery Reception</p>	<p>Children begin to develop basic movement skills, such as walking, running, and jumping. Movements may be unsteady and require practice.</p> <p>Children explore climbing equipment but may need assistance and supervision, often displaying hesitant movements.</p> <p>Children start to develop an awareness of their bodies in space, but their coordination may still be developing.</p> <p>Children demonstrate improved coordination and control in basic movements, such as running and jumping, with greater balance and stability.</p> <p>Children climb and navigate playground equipment with increased confidence and independence, showing improved balance skills.</p> <p>Children have a better understanding of their bodies in space and can perform movements with more accuracy and control.</p>	<p>Children begin to explore a range of movements, including crawling, rolling, and hopping, but may require encouragement and support. Children may engage in simple group games, but often lack the coordination to fully participate without assistance.</p> <p>Children may attempt to throw and catch balls but often struggle with accuracy and timing.</p> <p>Children explore a wider range of movements, including skipping, hopping, and galloping, demonstrating improved coordination.</p> <p>Children actively participate in group games and activities, showing improved coordination and understanding of rules and teamwork.</p> <p>Children demonstrate improved throwing and catching skills, with better aim and timing, successfully participating in ball games.</p>	<p>Children can run and stop but may lack control, sometimes falling or stumbling.</p> <p>Children begin to kick and dribble balls but may need assistance to develop accuracy and control.</p> <p>Children can imitate basic movement patterns (e.g., jumping, hopping) but may struggle to perform them consistently.</p> <p>Children run and stop with greater control, demonstrating improved balance and coordination in their movements.</p> <p>Children kick and dribble balls with increased accuracy and control, participating in soccer or basketball activities with confidence.</p> <p>Children consistently imitate and perform a variety of movement patterns, demonstrating enhanced motor planning and coordination.</p>	<p>Children may attempt to navigate simple obstacle courses but may require guidance and support to complete tasks.</p> <p>Children begin to practice jumping and landing but may not yet demonstrate control in their movements.</p> <p>Children may engage in rhythm activities or dance but may lack coordination in their movements.</p> <p>Children navigate obstacle courses with confidence, showing improved problem-solving skills and motor planning.</p> <p>Children jump and land with control, demonstrating good technique and balance during activities.</p> <p>Children participate in rhythm and dance activities, showing improved coordination and the ability to follow along with movements.</p>	<p>or crafting, showing creativity and independence.</p> <p>Children may show interest in sports activities but often require guidance and support to engage fully.</p> <p>Children may attempt to balance on one foot but may struggle with stability and control.</p> <p>Children can engage in group challenges but may need encouragement to take on leadership roles.</p> <p>Children actively participate in sports activities and games, demonstrating teamwork and applying skills learned throughout the year.</p> <p>Children can balance on one foot for several seconds, showing improved core strength and stability.</p> <p>Children confidently engage in group challenges, often taking on leadership roles and encouraging their peers.</p>	<p>Children enjoy exploring physical play but may still need supervision and encouragement to try new activities</p> <p>Children demonstrate basic coordination in physical activities but may still struggle with complex movements.</p> <p>Children can follow simple directions in movement games but may need reminders to focus.</p> <p>Children independently explore a variety of physical play activities, showing confidence in trying new challenges.</p> <p>Children demonstrate advanced coordination in physical activities, successfully performing complex movements with ease.</p> <p>Children follow multi-step directions in movement games, showing excellent listening skills and the ability to engage in group activities.</p>
---	--	--	---	---	--	--

Reception EYFS Overview

Literacy

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).

<p>Comprehension</p> <p>Nursery Reception</p>	<p>Children begin to understand that print has meaning. Children begin to listen to short stories. Children may respond to simple questions about stories with one-word answers or gestures. Children attempt to retell familiar stories, often relying on pictures and cues rather than recalling details. Children start to learn new vocab from books.</p> <p>Children listen attentively to short stories and demonstrate an understanding of basic plot and characters. Children respond to questions about stories with complete sentences, showing improved comprehension and articulation of thoughts. Children begin to retell familiar stories in sequence, using some details and vocabulary from the text.</p>	<p>Children start to identify main characters in stories, using basic deception. Children may recognise the beginning, middle, and end of a story as well as name the features of books: cover, pages, title, author. Children may engage in simple storytelling activities.</p> <p>Children identify main characters and begin to describe their traits and motivations. Children can identify the beginning, middle, and end of a story independently, as well as anticipate key events in a story. Children start to use T4W techniques, such as sequencing events and using story maps to outline their ideas for writing.</p>	<p>Children answer simple comprehension questions about stories, often relying on memory rather than understanding. Children participate in group discussions to articulate their thoughts and ideas. Children may begin to engage with T4W activities- shared writing/ drawing based on their understanding of stories.</p> <p>Children engage with and talk about non-fiction books. Children use a range of vocabulary from books in different contexts. Children answer questions with greater detail, showing understanding of the story and its themes. Children actively participate in group discussions, sharing their thoughts and ideas clearly and confidently. Children effectively use T4W techniques to develop their own stories, including character development and plot progression.</p>	<p>Children to know some different purposes of print – e.g. leaflets, posters, recipes, books, stories, lists, labels, instructions. Children may make simple predictions about what might happen next in a story. Children begin to express opinions about characters or events. Children participate in T4W activities with support, such as sequencing pictures and use understanding of stories to help them.</p> <p>Children listen to longer stories. Children make predictions about story outcomes and provide reasoning. Children express opinions about characters or events with justification, using evidence from the text to support their views. Children engage in T4W activities independently, creating their own narratives with clear beginnings, middles, and ends.</p>	<p>Children to use a range of non-fiction books / websites to find out facts. Children may begin to make connections between stories and their own experiences. Children use basic vocabulary when discussing stories, often repeating phrases heard during storytelling.</p> <p>Children engage in conversation about poems and rhymes. Children recall some verses from newer poems and songs. Children make meaningful connections between stories and their own experiences. Children use new vocabulary learned from stories in their discussions and writing.</p>	<p>Children to talk about stories that are read to them - where is the story set? What do you think it would be like to go there? How do you know? Children may attempt to summarise stories- recall key details and events. Children engage in imaginative play that reflects their understanding of stories but may rely on familiar narratives.</p> <p>Use new vocabulary in discussions about books and texts. Children can summarise stories clearly, recalling key details and events independently. Children engage in imaginative play that incorporates elements from stories they've heard, demonstrating creativity and understanding.</p>
<p>Word Reading</p> <p>Nursery Reception</p>	<p>Children begin to hear and identify various sounds in their environment, such as animal noises (e.g., dogs barking, cats meowing), nature sounds (e.g., wind rustling leaves), or household sounds (e.g., a doorbell ringing). Children engage in activities where they match sounds to</p>	<p>Children start to recognise and produce rhymes through songs and rhyming games, demonstrating an understanding of phonemic patterns in spoken language. For example, they may identify that "cat" and "hat" rhyme. Engaging with rhyming books and songs helps children</p>	<p>Children practice clapping out syllables in their names or familiar words (e.g., "Banana" has three claps: Ba-na-na). Children identify the initial sound of individual words and objects.</p>	<p>Children engage in games that combine sound discrimination and rhyming, such as identifying rhyming pairs from a selection of words or sounds they hear. Children begin to recognise own first name.</p>	<p>Children can participate in more complex sound matching activities, such as identifying sounds in a story or matching environmental sounds to images. They may start to create their own rhymes and share them with peers.</p>	<p>Children demonstrate the ability to independently identify and discriminate between various sounds in stories, songs, and environmental contexts. Children create their own simple rhymes and engage in activities that involve syllable clapping in group settings.</p>

Reception EYFS Overview

	<p>instruments (e.g., drums, tambourines) and other sound makers (e.g., shakers, bells), developing auditory discrimination skills.</p> <p>Children begin to learn and recognise individual letter sounds using the Read Write Inc. program.</p> <p>Children learn to recognise and read their own name.</p> <p>Children identify familiar logos and signs in their environment (e.g., McDonald's, stop signs), connecting literacy with real-life contexts.</p>	<p>develop an ear for rhythm and rhyme.</p> <p>Children begin to count and clap syllables.</p> <p>Children progress to recognising all Set 1 sounds and start to understand digraphs (e.g., 'sh', 'ch').</p> <p>Children practice blending sounds together to form words.</p> <p>Children begin to recognise and produce alliteration.</p>	<p>Children apply their knowledge of sounds to read simple words.</p> <p>Children progress to reading Red Storybooks, which are designed to include simple vocabulary and familiar sounds.</p> <p>Children learn to recognise both their first and last names, promoting a sense of ownership and literacy.</p>	<p>Children progress to reading Red Storybooks.</p> <p>Children begin to recognise a small number of common exception words that do not follow standard phonetic rules (e.g., 'the', 'said'), enhancing their reading fluency.</p> <p>Children gain confidence in reading aloud and discussing their understanding of the text, demonstrating comprehension skills and the ability to articulate their thoughts.</p>	<p>Children begin to count and clap syllables in longer sentences or phrases.</p> <p>Children begin to hear alliteration.</p> <p>Children recognise familiar logos / signs.</p> <p>Children practice re-reading familiar texts, which helps to build fluency and confidence in their reading abilities.</p> <p>Children progress to reading Green Storybooks, which feature more complex vocabulary and sentence structures.</p>	<p>Children recognise first and last name.</p> <p>Some children may start set 1 a- Read Write Inc programme.</p> <p>Children read Green or Purple Storybooks.</p> <p>Children engage in independent reading.</p> <p>Children discuss their understanding of different texts.</p> <p>Re-read a simple book to demonstrate some fluency.</p> <p>Read a simple book aloud and talk about what they have read.</p>
<p>Writing</p> <p>Nursery Reception</p>	<p>Children to start to put sentences together orally.</p> <p>Children begin to engage in mark-making with various tools like crayons, markers, and pencils. Their marks are primarily scribbles, which reflect their exploration of writing instruments.</p> <p>Children learn how to grip the tools.</p> <p>Children start to form recognisable lower-case and some upper-case letters following RWI letter formation guidance.</p> <p>Children begin to write simple words.</p> <p>Children begin to understand that writing serves a purpose, such as labelling pictures, writing messages, or telling stories.</p> <p>Children to recognise and write first name interpedently.</p> <p>Children to begin to write labels and / or captions using initial sounds then final sounds.</p>	<p>Children experiment with different writing tools, such as crayons, markers, and pencils learning how to apply pressure and start to control the tools to form shapes.</p> <p>Children orally tell sentences about marks/drawing.</p> <p>Children begin to write labels and / or captions by "sounding out" ("Fred Talking") and writing the letters for the sounds they can hear.</p> <p>Children demonstrate improved letter formation, beginning to write letters with greater control and accuracy.</p> <p>Children start to write simple sentences, often using a combination of sight words and phonetic spelling.</p> <p>Children begin to use T4W techniques, such as story mapping, to plan their writing and organise their ideas.</p>	<p>Children make pre-writing patterns with more control focusing on their dominant hand.</p> <p>Children may start to understand the concept of spacing between words/ marks.</p> <p>Children create simple stories using pictures, relying on adult support to articulate their ideas verbally.</p> <p>Children begin to write short phrases, verbally rehearsing them first.</p> <p>Children can write familiar words independently, including their full name and some cvc words.</p> <p>Children demonstrate some use of spacing between words, improving the readability of their writing. They begin to understand that spaces help separate thoughts and ideas.</p> <p>Children effectively use T4W techniques to plan and write their stories, including clear beginnings, middles, and ends.</p>	<p>Children begin to form recognisable letters - first letter of name following RWI letter formation guidance.</p> <p>Children may attempt to label their drawings.</p> <p>Children participate in shared writing experiences, where adults model writing in front of them.</p> <p>Children begin to understand basic narrative structure, recognising the concepts of beginning, middle, and end in stories.</p> <p>Children can write labels and captions for their drawings.</p> <p>This marks a transition from simple words to more meaningful written expressions.</p> <p>Children to write short sentences with a capital letter and full stop.</p> <p>Children engage in independent writing practice, applying T4W techniques to organise their thoughts and ideas clearly. They may write short stories or descriptions based.</p> <p>Children create stories with a clear beginning, middle, and</p>	<p>Children may write simple notes or messages understanding their writing has meaning.</p> <p>Children write letters from their name.</p> <p>Children show curiosity about different writing styles.</p> <p>Children use pictures/ drawings to tell stories, with emerging labels</p> <p>Children to begin to re-read what is written.</p> <p>Children spell more common exception words (red words).</p> <p>Children write simple notes or messages independently, using appropriate vocabulary and sentence structure. Children explore different writing styles (e.g., stories, lists, letters) and begin to apply them in their own writing.</p> <p>Children effectively integrate pictures and words in their storytelling, using illustrations to enhance their narratives.</p> <p>They understand how visuals can complement written text.</p>	<p>Children to write own name with some letter accuracy.</p> <p>Children to begin to use letter correspondences in play e.g. m for Mummy.</p> <p>Children use writing as part of play scenarios, such as making signs or lists.</p> <p>Children to re-read what is written.</p> <p>Children to use full stops and capital letters with increasing accuracy.</p> <p>Children to spell a range of common exception words.</p> <p>Children demonstrate consistent use of spacing between words.</p> <p>Children engage in independent creative writing, generating their own stories and ideas with confidence.</p> <p>Children demonstrate variety in their writing attempts, experimenting with different genres and formats (e.g., poems, stories, reports). They begin to understand the purpose of different writing styles.</p> <p>Children use writing purposefully in play scenarios, creating signs, lists, and stories</p>

Reception EYFS Overview

				end, showcasing their understanding of narrative structure. They learn to include details that enhance their storytelling and engage their audience.		that reflect their understanding of writing's communicative function. They apply their skills in real-world contexts, enhancing their engagement in writing.
--	--	--	--	--	--	--

Reception EYFS Overview

Mathematics

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.

<p>Number and Numerical Patterns</p> <p>Nursery Reception</p>	<p>Children will start to recognise numbers 1- 5, and enjoy counting everyday objects such as toys and snacks Children will start to use a visual timetable and calendar. Children will begin to talk about days of the week, months and seasons. Children will begin to understand one-to-one correspondence when counting objects. Children start to compare quantities using words like more and less. Children will join in with number songs and rhymes. Children will begin to sort objects by colour and size.</p> <p>Children will recognise numbers 1 to 10 in objects, pictures, and numerals. Children will count up to 10 by touching one object at a time. Children start to compare two sets up to 10, saying which has more or fewer. Children start to understand numbers show 'how many' are in a set. Children begin to write numbers 1 to 10 with correct formation. Children use ordinal numbers (1st, 2nd, 3rd) in everyday contexts. Children order objects, sets, and 2D shapes.</p>	<p>Children will start to recognise and name common 2D shapes including circle, square, triangle, and rectangle. Children will start to explore and create simple repeating patterns such as AB and AAB . Children will start to identify shapes found in the classroom and outdoor environment. Children will start to use marks to represent numbers and shapes. Children will start to compare objects by size and capacity. Children will recognise numerals to 5.</p> <p>Children form numbers 10 to 20 with correct grip and direction. Children count beyond 10, up to 20. Children use objects or fingers to add two groups within 10. Children explore the concept of 'whole' and 'part' and gain an understanding that numbers can be split into parts (part-whole). Children start to recall number bonds to 5. Children describe and sort 2D shapes by properties. Children describe position accurately. Children focus on counting skills and the 'five-ness' concept using one hand and dice patterns.</p>	<p>Children start to count objects up to 10. Children start to recognise and name numbers 6 to 10. Children begin to understand 'how many' in small groups. Children start to use ordinal numbers like 1st, 2nd, and 3rd in simple contexts. Children start to match and order numbers up to 10. Children take part in simple board games involving positions in a sequence. Children explore 2D / 3D shape using everyday language – sides, corners, straight, flat, round. Children start to explore problem solving- spotting errors.</p> <p>Children start to learn number bonds to 10. Children begin to subtract objects within 10 and count how many remain. Children start to recognise odd and even numbers up to 10 by grouping or counting. Children can sequence daily events, days, months, and seasons. Children can compare mass using vocabulary: heavier than, lighter than. Children can compare capacity using vocabulary: full, empty, half full. Children subitise quantities within 5, focusing on dice patterns. Children can match numerals to quantities within 5. Children develop counting skills focusing on ordinality and the 'staircase' pattern. Children start to understand each number is one more than the previous.</p>	<p>Children use objects to combine small groups (adding) and take away objects (subtracting) within 5. Children begin to explore subtraction. Children use words like more, less, add, and take away during activities- use objects and fingers. Children start to solve simple story problems involving adding and taking away. Children sing number songs focused on addition and subtraction. Children use mathematical names for shapes – circle, rectangle, triangle, cuboid. Children use shapes through choosing appropriate shapes to make a new shape e.g. to make an arch or a bigger triangle..</p> <p>Children can sort 3D shapes into groups. Children combine and separate shapes to create new ones (spatial awareness). Children recognise and describe AAB patterns; discuss differences in patterns. Children use language to compare length and height: long/longer, short/shorter, tall/taller. Children explore time concepts: what can be done in 30 seconds or 1 minute.</p>	<p>Children describe objects using size words such as big, small, tall, and short. Children understand and use positional language like under, on top, behind, and next to. Children can recognise daily routines and talk about simple time concepts such as morning, afternoon, and night. Children can confidently order objects by size. Children can talk about and sequence daily events. Children explore the use of clocks or timers to develop early awareness of time. Children start to compare objects by length and weight. Children start to explore money through coins and notes. Children start to recognise value of coins: 1p, 2p, 5p, 10p. Children resight numbers up to 10.</p> <p>Children count and share objects in equal groups; understand grouping in fives and tens and its link to sharing. Children can count, recognise, order, and explore numbers up to 15. Children start to explore doubling and halving and their relationship. Children can resight even and odd numbers. Children count larger sets and estimate unseen quantities.</p>	<p>Children confidently count to 10 and beyond where appropriate. Children measure length, weight, or capacity using everyday objects as tools. Children can compare quantities and sizes using appropriate vocabulary. Children measure using blocks, hands, or string. Children compare weights using balance scales or by holding objects. Children explore capacity through water play activities. Start to recite numbers beyond 10.</p> <p>Children can count, represent, order, and explore numbers up to 20. Children understand one more and one fewer within 20. Children recognise and create patterns, including ABBC patterns. Children compare measurements (e.g., how many green blocks equal two yellow blocks). Children develop positional language using simple maps; describe sequences like "first" and "next." Children create maps for familiar stories to build spatial awareness. Children subitise up to 5 and use a rekenrek to support number sense.</p>
--	---	---	--	---	--	--

Reception EYFS Overview

	<p>Children begin to estimate quantities and check by counting.</p> <p>Children subitise (instantly recognise) quantities within 3.</p> <p>Children focus on counting skills and explore numbers as made of 1s.</p> <p>Children understand the composition of 3 and 4.</p> <p>Children can compare sets "just by looking."</p> <p>Children use comparison language like 'more than' and 'fewer than.'</p>	<p>Children compare sets by matching and use language: more than, fewer than, equal.</p> <p>Children focus on composition of 3, 4, and 5.</p> <p>Children practise counting objects and matching numerals to quantities within 10.</p>	<p>Children focus on numbers 5, 6, and 7 as '5 and a bit.'</p> <p>Children compare sets using language: more than, fewer than, equal to.</p> <p>Children make unequal sets equal by adding or removing items.</p>	<p>Children focus on the 'staircase' pattern and ordering numbers up to 8.</p> <p>Children use language of comparison: less than, more than, equal to.</p> <p>Children focus on number 7 and doubles as two equal parts.</p> <p>Children sort numbers by attributes like odd and even.</p>	<p>Children can subitise up to 6, including structured arrangements.</p> <p>Children understand number composition: '5 and a bit' and composition of 10.</p> <p>Children can compare numbers linked to ordinality.</p> <p>Children play track games to reinforce counting and number concepts.</p>	<p>Children call number bonds to 5 automatically.</p> <p>Children understand composition of numbers up to 10.</p> <p>Children compare numbers and explore number patterns through counting activities.</p>
--	---	--	---	--	--	--

Reception EYFS Overview

Understanding the World

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.

<p>Past and Present, People, Culture and Communities and The Natural World</p> <p>Nursery Reception</p>	<p>Children show curiosity as they begin to explore their immediate surroundings, engaging in free play to discover objects and natural elements. Children engage in sensory activities, such as playing with sand, water, and various textures, helping them to develop an understanding of their environment through touch and sight. Children start to recognise familiar objects and people, such as family members, toys, and pets. They may express preferences for certain items, indicating early personal identity. Children communicate likes and dislikes regarding activities and objects, further developing their sense of self. Children begin to learn about daily routines (e.g., snack time, playtime), which helps them understand the sequence of their day. Children explore spatial relationships through movement, learning concepts like "in," "out," "up," and "down" as they navigate their environment. Children help take care of their environment and start to develop a sense of belonging with the class and school.</p> <p>Children actively explore their classroom and outdoor areas, showing curiosity about the world around them through play and observation. Children engage in sensory activities, such as exploring leaves, rocks, and water, which helps them develop an</p>	<p>Children participate in structured activities, such as nature walks or outdoor play, where they observe and discuss the environment around them. Children start to articulate their observations using simple language, describing colours, shapes, and sounds in their environment. Children begin to recognise patterns in nature, such as the changing colours of leaves or the growth of plants. Children may discuss changes they observe (e.g., weather changes), demonstrating curiosity about their surroundings. Children start to understand the seasons, recognising characteristics such as the coldness of winter or the warmth of summer. Children begin to use words associated with time, like "morning," "afternoon," and "night," to describe parts of their day. Children recall important events in their own lives – birthdays / Christmas / bonfire night celebrations etc.</p> <p>Children participate in structured exploration activities, such as nature walks, where they observe and describe changes in their environment. Children begin to articulate their observations, using simple language to describe what they see, hear, and feel. Children recognise patterns in nature and everyday life, such as</p>	<p>Children actively explore natural elements like plants, insects, and weather. They may collect leaves or observe insects and discuss their findings with peers. Children begin to identify familiar places in their community (e.g., schools, parks) and express interest in various roles people play (e.g., teachers, shopkeepers). Children may participate in community-based activities or events, fostering a sense of belonging and understanding of their social environment. Children engage in simple scientific inquiry by asking questions about their observations (e.g., "Why do leaves fall from trees?"). Children participate in hands-on activities, such as mixing colours or exploring simple cause-and-effect experiments, beginning to understand basic scientific concepts such as light, exploring mirrors, reflections, shadows and forces.</p> <p>Children engage in outdoor play, exploring natural elements like plants, insects, and weather. They may collect leaves or observe insects. Children can express their ideas and observations about nature, asking questions and discussing findings with peers. Children begin to recognise familiar places in their community (e.g., schools, parks) and discuss the roles of various people (e.g., police officers, doctors).</p>	<p>Children begin to explore different cultures through stories, celebrations, and activities, developing an appreciation for diversity and inclusion. Children may engage in activities related to various cultural festivals, allowing them to express curiosity about traditions and practices different from their own. Children may start to explore technology through simple educational apps or games, learning how technology can support their learning. Children begin to recognise basic devices such as tablets or computers but may still require guidance on how to use them effectively. Children take care for the natural environment, naming plants and trees, woodland animals and birds. Explore textures in nature etc leaves, bark, grass, sensory plants, edible things in the forest. Children plant seeds and care for growing plants. Children name animals big and small – focus on farm animals. How do they help us? What do we get from them? Show an interest in occupations – farmer. Looking at growth of baby animals into adults – naming baby animals. Research animals using books / websites. Children understand the key features of the life cycle of a plant and an animal.</p> <p>Children explore different cultures through stories, festivals, and activities, developing an appreciation for diversity.</p>	<p>Children articulate their understanding of natural elements, discussing the importance of plants, animals, and ecosystems. Children may express concerns about environmental issues, such as littering or pollution, demonstrating a developing awareness of conservation. Children demonstrate problem-solving skills when faced with challenges during play, using critical thinking to come up with solutions. Children can articulate their thought processes when navigating challenges, reflecting their growing cognitive skills. Children learn about creatures that live in water, research using texts and technology. Children explore forces: boats on water / floating and sinking. Changing matter – ice melting</p> <p>Children explore different cultures through stories, festivals, and activities, developing an appreciation for diversity. Children may participate in activities related to various cultural celebrations, reflecting on the differences and similarities among cultures. Children begin to explore technology through educational apps and tools that support their learning. Children use a range of resources to gather information: i.e. images, video clips, shared texts and non-fiction texts. Children recognise basic devices like tablets and computers, beginning to understand their</p>	<p>Children engage in purposeful play that incorporates their understanding of the world, such as building structures with natural materials or role-playing community helpers. Children ask thoughtful questions about their observations and experiences, seeking to understand more about their environment. Children can recognise and describe environmental changes, such as seasonal shifts, using appropriate vocabulary to explain their observations. Children may participate in projects promoting environmental awareness, reflecting their understanding of sustainability and responsible stewardship of the earth. Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Children continue developing positive attitudes about the differences between people. Children learn about own community and explore local area.</p> <p>Children engage in purposeful play that incorporates their understanding of the world, making connections to real-life experiences. Children ask thoughtful questions about their observations, seeking to understand more about their environment. Children can recognise and describe environmental changes, such as the transition from winter</p>
--	---	---	--	--	---	--

Reception EYFS Overview

	<p>understanding of different materials. Children identify familiar objects and people in their environment, such as family members, pets, and everyday items they encounter. Children express preferences for certain activities or places, beginning to develop a sense of personal identity. Children learn about different occupations and occupations of family members. Children develop an understanding of roles within the community. Discussions of own birthday celebrations – other key events they remember. Children learn about daily routines (e.g., morning circle, snack time) and begin to understand the sequence of their day. Children explore spatial relationships through movement, learning to navigate their environment using terms like "in," "out," "under," and "over." Children talk about what makes them unique. Children use technology for a purpose.</p>	<p>the changing seasons or the lifecycle of plants and animals. Children discuss changes they observe, demonstrating curiosity and critical thinking about their environment. Children develop an understanding of seasons, identifying characteristics of each season (e.g., winter is cold, summer is warm). Children begin to use time-related vocabulary accurately, incorporating concepts of past, present, and future into their discussions. Children understand that some places are special to members of their community. Children recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Children recall experiences involving people who have helped them. Children may participate in community-based projects, fostering a sense of belonging and understanding of community dynamics. Children engage in simple scientific inquiry by asking questions about the world around them (e.g., "Why do leaves change colour?"). Children participate in hands-on experiments, observing reactions and documenting their findings through drawings or simple charts.</p>	<p>Children may participate in activities related to various cultural celebrations, reflecting on the differences and similarities among cultures. Children begin to explore technology through educational apps and tools that support their learning. Children use a range of resources to gather information- i.e.: images, video clips, shared texts and non-fiction texts. Children recognise basic devices like tablets and computers, beginning to understand their functions and how they can be used to gather information.</p>	<p>functions and how they can be used to gather information. Children make links between past and present methods such as cooking and farming. Children start to understand the importance of recycling / taking care of our world and the impact of rubbish on environment, showcasing the importance of looking after our environment.</p>	<p>to summer, using appropriate vocabulary. Children may participate in projects that promote environmental awareness and responsibility, showcasing their understanding of the world. Children recognise some similarities and differences between life in this country and life in other countries using maps and online resources like google maps. Children identify different types of transport all over the world. They can identify the difference between transport in this country and another country.</p>
--	---	---	--	--	--	---

Reception EYFS Overview

Expressive Arts and Design

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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

<p style="text-align: center;">Creating with Materials and Being Imaginative and Expressive</p> <p>Nursery Reception</p>	<p>Children begin to explore a variety of materials (e.g., paint, crayons, clay) through free play, experimenting with colours and textures.</p> <p>Children engage in sensory activities, such as mixing colours or playing with dough, fostering creativity and tactile exploration. Children express their feelings and ideas through simple drawings and paintings, often using bold colours and basic shapes.</p> <p>Children may create spontaneous art pieces without focusing on specific outcomes, allowing for self-expression, experiment with shapes and lines to represent objects and people.</p> <p>Children engage in imaginative play scenarios (e.g., role-playing as families, animals, or characters), using available props and materials to enhance their storytelling.</p> <p>Children join in with songs and rhymes, remember some key words and melodies</p> <p>Children take part in pretend play – home area – grocers' shop – from within their own experience, develop stories around small world; dolls house play / cars / road mats / buildings.</p> <p>Children explore a wider range of materials and tools, including paint, clay, and digital media, developing their artistic skills further.</p> <p>Children express their feelings and ideas through more structured art activities, such as</p>	<p>Children begin to develop techniques for using tools (e.g., brushes, scissors) with guidance, improving their control and coordination.</p> <p>Children may experiment with different methods of application, such as finger painting or sponge painting.</p> <p>Children explore patterns and textures in their artwork, using stamps or natural materials (e.g., leaves) to create prints and patterns.</p> <p>Children start to use their art to tell simple stories, creating visual narratives that reflect their experiences and imagination.</p> <p>Children create cards and decorations for celebrations and festivals</p> <p>Children explore colour and colour changing through mixing.</p> <p>Children create closed shapes and continuous lines and begin to use shapes to represent objects and patterns-Rangoli and Mehndi patterns.</p> <p>Children use materials freely to develop their ideas about how to use them and what to make</p> <p>Children start to introduce narrative to role play and small world play.</p> <p>Children refine their techniques for using tools to create more detailed artwork, such as painting, drawing, and crafting.</p> <p>Children create artworks that involve patterns and textures, experimenting with different techniques to achieve desired effects.</p> <p>Children use their art to tell more complex stories, integrating characters, settings, and events into their creations.</p>	<p>Children demonstrate improved control when using tools and materials, such as cutting shapes or using brushes more effectively.</p> <p>Children explore layering techniques in their artwork (e.g., adding layers of colour or texture).</p> <p>Children engage in group art projects, learning to share materials and ideas, and developing social skills through collaboration.</p> <p>Children may work together to create large-scale artworks or installations, fostering a sense of community.</p> <p>Children use art as a means of expressing emotions, discussing how colours or shapes make them feel, and reflecting on their mood through their creations.</p> <p>Children join different materials together to develop own idea (construction, loose parts play, junk modelling, natural materials).</p> <p>Children respond to what they have heard, expressing their thoughts and feelings.</p> <p>Children create props to support role play.</p> <p>Children remember and sing entire songs.</p> <p>Children demonstrate improved control when using various tools and materials, showing greater confidence in their artistic abilities.</p> <p>Children engage in collaborative art projects, learning to negotiate, share ideas, and work together to create shared pieces of art.</p>	<p>Children engage in more complex imaginative play scenarios, incorporating stories, characters, and themes into their art and role-play.</p> <p>Children create props or backdrops for their imaginative play, demonstrating creativity and resourcefulness- make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Children explore mixed media in their artwork, combining different materials (e.g., paper, fabric, natural items) to create textured and layered pieces.</p> <p>Children begin to understand how different materials can enhance their artistic expression.</p> <p>Children start to build with natural materials- dens and shelters.</p> <p>Children draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children sing the pitch of a tone sung by another person ('pitch match').</p> <p>Children use drawing to represent ideas like movement or loud noises.</p> <p>Children engage in imaginative play that is rich in detail and complexity, using their artistic skills to create props and settings.</p> <p>Children explore mixed media in their artwork, combining various materials to create unique and textured pieces.</p> <p>Children sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Children listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Children demonstrate the ability to make independent artistic choices, selecting materials and techniques that align with their vision.</p> <p>Children may create more detailed and intentional pieces of art, drawing objects by using lines and enclosing spaces.</p> <p>Children start to understand basic artistic concepts, such as symmetry, contrast, and balance, and may apply these concepts in their artwork.</p> <p>Children express pride in their work, presenting their creations to peers and discussing their artistic process and inspiration.</p> <p>Children show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Children sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Children play instruments with increasing control to express their feelings and ideas.</p> <p>Children demonstrate independence in their artistic choices, showcasing their unique styles and preferences in their work.</p> <p>Children apply basic artistic concepts such as symmetry, contrast, and balance in their creations, reflecting a deeper understanding of art.</p> <p>Children present their artwork to peers, discussing their inspiration and artistic process with confidence.</p>	<p>Children undertake independent creative projects, applying their skills to create meaningful art that reflects their interests and experiences.</p> <p>Children explore themes that resonate with them personally, such as family, nature, or favourite stories.</p> <p>Children learn to give and receive feedback on their work, discussing what they like about their art and what they might change.</p> <p>Children demonstrate the ability to reflect on their artistic journey and articulate their growth as creators.</p> <p>Children play instruments and use them to represent sounds such as cars, trains, planes etc.</p> <p>Children create their own songs or improvise a song around one they know.</p> <p>Children create habitats for animals they have learnt about using a variety of materials.</p> <p>Children learn dances and songs from different countries and cultures.</p> <p>Children undertake independent creative projects that reflect their interests, applying their skills to create meaningful art.</p> <p>Children engage in constructive feedback sessions with peers, discussing the strengths and areas for improvement in their work.</p> <p>Children show the ability to reflect on their artistic journey and articulate what they have learned throughout the year.</p>
---	---	--	---	---	---	---

Reception EYFS Overview

	<p>creating themed projects or seasonal crafts. Children engage in imaginative play that incorporates elements of storytelling, beginning to create more complex narratives through their art, using resources available for props. Children take part in call-and-response songs- echo phrases of songs you sing. Children build models using construction equipment. Children exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>Children explore and engage in music making and dance, performing solo or in groups. Children create collaboratively, sharing ideas, resources and skills. Children use story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p>	<p>Children use art to express a range of emotions and experiences, discussing their feelings and thoughts as they create. Children return to and build on their previous learning, refining ideas and developing their ability to represent them Children understand shading by adding black or white, colour mixing Children take on different roles through roleplay doctor / police officer etc. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children replicate dances such as pop songs and dances from around the world. Children keep a steady beat as well as making their own music.</p>	<p>Children select tools and techniques they need to assemble materials that they are using e.g., creating animal masks. Children use different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Children explore different artist and recreate their work: still life drawings, creating pictures with food. Children watch and talk about dance and performance art, expressing their feelings and responses. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Children explore music from around the globe and compare it to music they may hear on the radio in the UK.</p>
--	--	---	--	--	---	---