Montalbo Nursery and Primary School

Long Term EYFS Curriculum Map - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All About Me	Light and Dark	People Who Help Us	What Can We Grow?	Traditional Tales	What a Wonderful World
Possible Core Texts *(these are adapted and added to depending on different lines interest during the half term)*	'What I Like About Me', 'My Body', 'Ruby's Worry', 'My Funny Family', 'Home', 'The Jolly Postman', 'The Busy Little Squirrel', 'Room on the Broom', 'The Witch with a Twitch'.	"Little Glow', 'Superhero Hotel', 'Beegu', 'Oliver's Wood', 'The Emperor Penguin', 'Lost and Found', 'The Jolly Christmas Postman', 'The Christmas Story'.	'Zog and the Flying Doctors', 'Hairy Mclary's Rumpus at the Vets', 'Dinosaur Firefighters', 'I'm Afraid your Teddy is in Trouble', The Great Race'.	'Oi, Frog', 'The Hungry Caterpillar', 'Jack and the Beanstalk', 'Mr MacGregor's Breakfast Egg'.	'The Three Little Pigs',, 'The Gingerbread Man', 'The Three Billy Goats Gruff', 'Little Red Riding Hood', 'Goldilocks and the Three Bears', 'Robin Hood'.	'Rumble in the Jungle', 'Lost and Found', 'Sharing a Shell', 'Milly the Meerkat', 'What the Ladybird Heard'.
Key Experiences	Transition Trip to town Autumn Walk	EYFS Nativity Christmas Celebrations	Visit from our local Vet, Police Force, Fire Service	Grow own plants Release Butterflies	Visit to the Library	Visits to different environments.
Career Opportunities	Post Office/Postal Worker	Military	Police	Gardener	Librarian	Tractor Driver
Seasonal Learning Opportunities	Harvest Autumn Halloween	Bonfire Night Remembrance Day Diwali Winter Christmas	Chinese New Year / Celebrations Valentines	Spring Time Easter	Sun Safety	Summer Time Transition to Year 1
Whole School Events	Barney Pink Run Halloween Day	Children in Need Dance Off Christmas Celebrations	Chinese New Year Celebrations	World Book Day Mother's Day	Meet Parade	Father's Day Sports Day

Within Reception the children are taught using a combination of focused teaching and child-initiated play. The areas of learning are mapped out below showing the progression of skills and the sequence in which individual skills are taught. Although some skills are specifically focused upon in a particular term, as shown, many of these skills are embedded throughout the year and are built upon throughout the year.

Personal, Social and Emotional Development (PSED)

Our intent for PSED:

By the time our children leave Reception at Montalbo they will be happy, confident, resilient and independent. Our Reception pupils will have an understanding of self-worth and will have built relationships with those around them. They will be able to show and discuss their feelings and the feelings of others, and will show an awareness of their emotions in different situations. Reception children will have an understanding that other people may have different opinions or preferences to them and will show an awareness of this. The children will know how to look after their own personal hygiene and will be able to discuss how to keep themselves healthy overall.

DfE Statutory EYFS Framework states that...

"Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life."

Throughout Reception the children will be learning to:

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs (personal hygiene).
- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organize belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.

One Life

A whole school PSHE scheme we use in school, including in Reception is OneLife. OneLife supports children to develop the knowledge, understanding and skills they need to look after themselves, build positive relationships and make healthy, safe choices. In Reception, children explore themes including feelings and emotions, friendships and relationships, families, personal hygiene, healthy

lifestyles, keeping safe, growing and changing, respect and diversity, and caring for the world around them. The programme is embedded within the wider Reception curriculum and has strong links to many areas of learning.

ELGs

Self-Regulation

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
Explain the reasons for rules, know right from wrong and try to behave accordingly;
Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships

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.

Communication and Language (C&L)

Our intent for Communication and Language:

By the time our pupils leave Reception at Montalbo they will be able to listen carefully to and respond to others, and understand the importance of listening. They will be able to ask questions, explain their ideas and recall and describe events and stories in detail. Children will be able to problem solve and organise through talking and will use full sentences to explain their ideas. They will have a growing love of books, will listen to and discuss a range of stories, will re-tell stories with some detail and will develop their vocabulary. Children will listen to and learn rhymes, poems and songs.

DfE Statutory EYFS Framework states that...	Throughout Reception the children will be learning to:
"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, story-telling 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."	• Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organize thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • 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. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ***(DfE Development Matters 2021)***

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults.

	adults and continue for many turns. Develop social phrases		familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.		Use conjunctions to extend and articulate their ideas

Oracy

Our intent for oracy:

By the time our pupils leave Reception at Montalbo they will be able to communicate clearly with others, using speech and gestures. They will understand how to listen and speak to others using physical prompts and will know how to engage in a conversation by taking turns. The children will be able to learn and apply new vocabulary in different scenarios, such as when playing, having conversations and telling stories. They will use specific vocabulary that is relevant and will use their speech to organise their play and ideas. The children will develop their understanding and speech by asking questions and will solve their own problems by talking and communicating. The skills outlined below have been categorised and are taught and embedded throughout the year using a range of activities, including; re-tells, 'Show and Tell', 'Helicopter stories', Explorify and different games.

Physical	Linguistic	Cognitive	Social and Emotional
● Speak clearly with appropriate volume ● Look at who is talking and who they are talking to ● Use gestures to support delivery meaning e.g. pointing at parts of a plant they are discussing	● Learn new vocabulary ● Use talk in play, throughout the day and in different contexts, to practice new vocabulary e.g. lighter, heavier ● Articulate their ideas and thoughts in sentences. ● Begin to speak in sentences joining phrases with words such as 'if, because, so, could, but'	● Ask simple questions to find out more. ● Describe events that have happened to them in detail. ● Use talk to help work out problems and organise thinking and activities. ● Explain how things work and why they might happen e.g. because. ● Re-tell and recall stories, events and scenarios that are familiar, in their own words.	● Look at someone who is speaking to them ● Wait for a turn. Taking turns to speak, when working in a group ● Understand how to listen carefully and why listening is important.

ELGs

Listening and Attention

- 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

Speaking

- 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.

Physical Development (PD)

Our intent for Physical Development:

By the time our pupils leave Reception at Montalbo they will be able to move with fluency, confidence and an element of control. They will have developing strength and co-ordination which they can apply to different forms of sport. The children will use a range of small and large tools and equipment safely and confidently, including a ball and will be able to develop a handwriting style.

DfE Statutory EYFS Framework states that...

"Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. 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."

Throughout Reception the children will be learning to:

- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, 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.
- 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, co-ordination 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.
- Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

	hopping, skipping, climbing.				

ELGs

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Mathematics

Our intent for Mathematics:

In Reception, we follow White Rose Maths as well as providing maths opportunities in all areas of learning. By the time our pupils leave Reception they will be able to count past 10 and will understand the amounts that each number represents. They will be able to recognise some amounts without counting them and know the amount each number represents. The children will be able to problem solve and explain their reasoning and understanding. They will recognise and name shapes and will be able to make their own patterns and continue them. They will be able to compare amounts and will have an interest in counting that they can apply to different areas of their learning.

DfE Statutory EYFS Framework states that...

"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."

Throughout Reception the children will be learning to:

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number value.
- Count beyond ten.
- Compare numbers.
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Automatically recall number bonds for numbers 0-5 and some to 10.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

(DfE Development Matters 2021)

As a school we follow White Rose and therefore our learning challenges collaborate with those listed by White Rose.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Represent, compare and explore the composition of numbers to 5 Subitise Understand the difference between circles, triangles and 4-sided shapes. Use positional language Find one more and one less	Subitise Begin to understand time: Night and day Compare numbers to 5 Composition of 4 and 5 Compare mass and capacity Composition of 6, 7 and 8 Make pairs Combine 2 groups	Subitise Length and Height Time Composition of 9 and 10 Compare numbers to 10 Number bonds to 10	Subitise 3D shapes PatternS Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning Adding more	Subitise Taking away Doubling Sharing and grouping Even and odd Spatial reasoning Deepening understanding Patterns and relationships

ELGs

Number

- 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

Numerical Patterns

- 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.

Literacy

Our Intent for Literacy:

By the time our pupils leave Reception they will have a love of reading. They will enjoy listening to and discussing a range of stories and will understand what they have listened to. They will be able to read letters, words and simple texts and will understand what they have read. The children will be able to write letters, their name and simple sentences that can be read by themselves and others, using capital letters and full stops. They will be able to use their letter knowledge and love of reading to incorporate writing and reading into their play.

DfE Statutory EYFS Framework states that...	Throughout Reception the children will be learning to:
"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)."	• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Word Reading: Hear general sound discrimination and read single letter set 1 sounds. **Emergent writing:** Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it	**Word Reading:** Read all set 1 sounds and blend sounds into words orally. Read a few common exception words matched to RWI. **Emergent writing:** Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.	**Word Reading:** Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI and begin to read short ditty stories. **Emergent writing:** Use appropriate letters for initial sounds.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read red storybooks linked to RWI. **Emergent writing:** Build words using letter sounds in writing.	**Word Reading:** Read some letter groups that each represent one sound and say sounds for them (set 2 sounds). Read simple phrases and sentences made up of words with known letter-sound correspondences in green storybooks. **Emergent writing:** Continue to build on knowledge of letter sounds to build words in writing. Use writing in	**Word Reading:** Re-read what they have written to check that it makes sense and read green or purple storybooks from RWI. **Emergent writing:** Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop **Composition:** Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.

from a name card or try to write it from memory. **Composition:** Use talk to organise describe events and experiences. **Spelling:** Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. **Handwriting:** Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	**Composition:** Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. **Spelling:** Orally spell VC and CVC words by identifying the sounds. Write own name. **Handwriting:** Form letters from their name correctly. Recognise that after a word there is a space.	**Composition:** Orally compose a sentence and hold it in memory before attempting to write it. **Spelling:** Spell to write VC and CVC words independently using Phase 2 graphemes. **Handwriting:** Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	**Composition:** Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. **Spelling:** Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. **Handwriting:** Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	play. Use familiar words in their writing. **Composition:** Write a simple sentence with a full stop. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. **Handwriting:** Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written. **Spelling:** Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently. **Handwriting:** Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)

ELGs

Comprehension

- 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.

Word Reading

- 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

Writing

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

Understanding the World

Our intent for Understanding the World:

By the time our pupils leave Reception they will be able to discuss their local area, surroundings, environment, family and friends. They will understand what is in the 'past', when discussing things and people that are relevant and familiar to them. They will be able to understand and use a simple map. The children will enjoy taking part in different traditions and celebrations and will understand that not everyone celebrates in the same way and will show an understanding of the differences of life in different countries and environments. The children will enjoy exploring and describing the outside world and will be able to describe and discuss the seasons.

DfE Statutory EYFS Framework states that...

"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."

Throughout Reception the children will be learning to:

- 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.
- 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.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them. Discuss where they live and the local area.	Chronology: use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.	Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Enquiry: Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.	Chronology: Talk about and understand changes in their own lifetime, by creating a personal timeline. Enquiry: Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	Chronology: Recount an event, orally, pictorial and/or with captions. Enquiry: Talk about key roles people have in society both in the present and past.	Chronology: Order experiences in relation to themselves and others, including stories. Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.

Additionally, follow the PLAN Science matrices for EYFS.

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.

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

Expressive Arts and Design

Our Intent for Expressive Art and Design:

By the time our pupils leave Reception they will be able to use their imagination and a range of artistic techniques to create unique pieces. They will be able to use their previous knowledge to improve their work and will be able to share ideas and resources and work with others. The children will enjoy a range of songs and music, which they will listen to carefully and discuss. They will use music and dance to express themselves and will be able to discuss what they have seen and heard. The children will use their imagination in their play to create their own stories.

DfE Statutory EYFS Framework states that...

"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."

Throughout Reception the children will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, 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.
- Explore and engage in music making and dance, performing solo or in groups.

(DfE Development Matters 2021)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Explore and engage in music making and dance, performing solo or in groups. Follow Singup EYFS plans for music throughout the year.					
ELGs Creating with Materials • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					