



Early Years Curriculum Overview: Reception

| AREAS OF LEARNING | Autumn Term 1 TOPIC Traditional Tales | Autumn Term 2 TOPIC: When I Grow Up | Spring Term 1 TOPIC: Down in the Jungle | Spring Term 2 TOPIC: Stepping Into Spring | Summer Term 1 TOPIC: Under the Sea | Summer Term 2 TOPIC: Around the World |
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| <p>CL 1 Listening & Attention</p> <p>COMMUNICATION & LANGUAGE</p> | <p>30-50</p> <ul style="list-style-type: none"> - Listens when conversation interests them - Joins in with rhymes and stories - Listens to stories with attention/recall - Follows direction - Focusing attention | <p>40-60</p> <ul style="list-style-type: none"> - Maintains attention and concentrates - Two channelled attention | <p>40-60</p> <ul style="list-style-type: none"> - Maintains attention and concentrates - Two channelled attention <p>All statements apply.</p> | <p>ELG:</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> | | |
| <p>CL 2 Understanding</p> <p>COMMUNICATION & LANGUAGE</p> | <p>30-50</p> <ul style="list-style-type: none"> - Understands use of objects - Understands prepositions - Responds to simple instructions - Understands why/how | <p>40-60</p> <ul style="list-style-type: none"> - Responds to two part instructions - Listens/responds to ideas expressed by others | <p>40-60</p> <ul style="list-style-type: none"> - Understands humour - Follows a story without pictures/props <p>All statements apply.</p> | <p>ELG:</p> <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> | | |
| <p>CL 3 Speaking</p> <p>COMMUNICATION & LANGUAGE</p> | <p>30-50</p> <ul style="list-style-type: none"> - Uses 'and'/'because' - Uses talk to connect ideas - Questions: why/what/when/how - Uses a range of tenses - Uses intonation/rhythm/phrasing - Uses vocabulary reflecting their experiences/importance - Uses talk in pretend | <p>40-60</p> <ul style="list-style-type: none"> - Extends vocabulary: grouping/naming/meaning - Uses language to imagine roles in play - Links statements, sticks to a theme - Uses talk to organize & clarify thinking | <p>40-60</p> <ul style="list-style-type: none"> - Introduced storyline/narrative to play <p>All statements apply.</p> | <p>ELG:</p> <p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> | | |

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| <p>PD 1 Moving & Handling</p> <p>PHYSICAL DEVELOPMENT</p> | <p>30-50</p> <ul style="list-style-type: none"> - Holds pencil between thumb/two fingers - Draws lines/circles - Copies some letters - Uses one-handed tools - Moves freely/negotiates space | <p>40-60</p> <ul style="list-style-type: none"> - Negotiates space successfully when playing - Experiments with ways of moving - Jump off, lands appropriately - Shows increase over object: patting, throwing, catching, pushing, kicking | <p>40-60</p> <ul style="list-style-type: none"> - Travels over, under & through climbing equipment - Use simple tools to effect changes - Handles tools safely and with control - Shows preference for dominant hand - Uses anticlock wise moments/retrace vertical lines - Form recognisable letters - Holds pencil effectively to correctly form letters | <p>ELG:</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> |
| <p>PD Health & Self-Care</p> <p>PHYSICAL DEVELOPMENT</p> | <p>30-50</p> <ul style="list-style-type: none"> - Observes the effect of activity on body - Understands tools to be used safely - Independently uses toilet/wash hands/dress self | <p>40-60</p> <ul style="list-style-type: none"> - Eats healthy food/understands why - Usually dry/clean - Understanding of exercise/health/hygiene - Understanding need for safety, manages some risks - Understands how to transport/store equipment safely | <p>40-60</p> <ul style="list-style-type: none"> - Practices appropriate safety measures without supervision <p>All statements apply.</p> | <p>ELG:</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> |
| <p>PSED 1 Making Relationships</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p> | <p>30-50</p> <ul style="list-style-type: none"> -Play in a group, extending and elaborating play ideas. -Initiates play. -Keeps play going by responding to others. -Demonstrates friendly behavior, forming good relationships with adults and peers. | <p>40-60</p> <ul style="list-style-type: none"> -Initiates conversations, attends to and takes account of what others say. -Explains own knowledge and understanding, and asks appropriate questions of others. -Takes steps to resolve conflicts with other children, e.g. finding a compromise. | <p>40-60</p> <p>All statements apply.</p> | <p>ELG:</p> <p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> |

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| <p>PSED 2 Self-confidence & Self Awareness</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p> | <p>30-50</p> <ul style="list-style-type: none"> -Selects and uses activities and resources. -Welcomes/values praise. - Enjoys responsibility for small tasks. -More outgoing towards unfamiliar people and in new situations. -Confident to talk to others when playing and will communicate about own home/community. -Confident to ask adults for help. | <p>40-60</p> <ul style="list-style-type: none"> -Speaks to others about own needs, wants, interests, opinions. -Describes self in positive terms and talk about abilities. | <p>40-60</p> <p>All statements apply.</p> | <p>ELG:</p> <p>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> |
| <p>PSED 3 Managing Feelings & Behaviour</p> <p>PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT</p> | <p>30-50</p> <ul style="list-style-type: none"> -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. -Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. -Can usually adapt behaviour to different events, social situations and changes in routine. | <p>40-60</p> <ul style="list-style-type: none"> -Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. -Aware of the boundaries set, and of behavioural expectations in the setting. -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | <p>40-60</p> <p>All statements apply.</p> | <p>ELG:</p> <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> |

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| <p style="text-align: center;">L 1 Reading</p> <p style="text-align: center;">LITERACY</p> | <p style="text-align: center;">30-50</p> <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Listens to stories with increasing attention and recall. • Describes main story settings, events and principal characters. • Shows interest in illustrations and print in books and print in the environment. • Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. • Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. • Knows that print carries meaning and, | <p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> -Hears and says initial sounds in words. -Links sounds to letters, naming and sounding letters from alphabet. -Knows info can be retrieved from books and computers. | <p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> -Uses vocab and forms of speech that are increasingly influenced by experience of books. -Enjoys a variety of books. | <p style="text-align: center;">40-60</p> <ul style="list-style-type: none"> -Segment sounds in words and blend them, knows which letters represent them. -Begins to read words and simple sentences. -Creates a rhyming string. | <p style="text-align: center;">ELG:</p> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> |
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| <p>L 2 Writing</p> <p>LITERACY</p> | <p>30-50</p> <ul style="list-style-type: none"> -Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. | <p>40-60</p> <ul style="list-style-type: none"> -Gives meanings to marks as they draw, write and paint. -Hears and says initial sounds in words. -Links sounds to letters, naming and sounding letters from the alphabet. -Writes own name. | <p>40-60</p> <ul style="list-style-type: none"> -Writes labels and captions. -Segments and blends sounds in words. -Uses clearly identifiable letters to communicate meaning, representing some sounds correctly in sequence. | <p>40-60</p> <ul style="list-style-type: none"> -Writes sort sentences in meaningful contexts. -Creates a rhyming string. | <p>ELG:</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> | |
| <p>M 1 Numbers</p> <p>MATHEMATICS</p> | <p>30-50</p> <ul style="list-style-type: none"> - Use number names/number language - Recite numbers to 10. - Identifies number of objects in a set. - Represent numbers using fingers/marks/pictures. - Match numeral/quantity correctly. - Show curiosity about numbers. - Compare two groups of objects, saying when they are - Shows interest in number problems. - Separates a group of objects and finds total. - Show interest in numerals in the environment. - Show interest in representing numbers. - Realises anything can be counted | <p>40-60</p> <ul style="list-style-type: none"> - Recognises numerals 1 to 5. - Counts up to three or four objects by saying one number name for each item. - Counts actions or objects which cannot be moved. - Counts objects to 10, and beginning to count beyond 10. - Counts out up to six objects from a larger group | <p>40-60</p> <ul style="list-style-type: none"> - Counts an irregular arrangement of up to ten objects. - Estimates how many objects they can see and checks by counting them. - Uses the language of 'more' and 'fewer' to compare two sets of objects. - Finds the total number of items in two groups by counting all of them. - Says the number that is one more than a given number. - Finds one more/less from a group of up to five objects, then ten objects. | <p>40-60</p> <ul style="list-style-type: none"> - Says the number that is one more/less than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - Solve problems including doubling, having and sharing. | <p>40-60</p> <ul style="list-style-type: none"> - Says the number that is one more/less than a given number. - Finds one more or one less from a group of up to five objects, then ten objects. - Solve problems including doubling, having and sharing. | <p>ELG:</p> <ul style="list-style-type: none"> - Early Learning Goal Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. |

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| <p>M 1 Shape, Space & Measure</p> <p>MATHEMATICS</p> | <p>30-50</p> <ul style="list-style-type: none"> - Shows an interest in shape and space by playing with shapes or making arrangements with objects. - Shows awareness of similarities of shapes in the environment. - Shows interest in shapes in the environment. - Uses shapes appropriately for tasks. - Beginning to talk about the shapes of objects | <p>40-60</p> <ul style="list-style-type: none"> - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. - Selects a particular named shape. - Uses familiar objects and common shapes to create and recreate patterns and build models | <p>40-60</p> <ul style="list-style-type: none"> - Orders and sequences familiar events. - Measures short periods of time in simple ways. - Uses everyday language related to time. | <p>40-60</p> <ul style="list-style-type: none"> - Can describe their relative position such as 'behind' or 'next to'. - Orders two or three items by length or height. - Orders two items by weight or capacity. | <p>ELG:</p> <p>Early Learning Goal Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> |
| <p>UW 1 People & Communities</p> <p>UNDERSTANDING THE WORLD</p> | <p>30-50</p> <ul style="list-style-type: none"> -Shows interest in lives of people who are familiar. -Talks about significant events from own experience. -Describe special times/events. -Knows things make them unique and can talk about similarities/differences. | <p>40-60</p> <ul style="list-style-type: none"> -Enjoys joining in with family customs and routines. | <p>40-60</p> <p>All statements apply.</p> | | <p>ELG:</p> <p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> |
| <p>UW 2 The World</p> <p>UNDERSTANDING THE WORLD</p> | <p>30-50</p> <ul style="list-style-type: none"> -Comments/questions about familiar/natural world. -Talks about what they have observed. -Talks about why things happen/how they work. -Develops an understanding of growth,decay and changes over time. -Shows care and concer for living things/ environment. | <p>40-60</p> <ul style="list-style-type: none"> -Looks at similarities/ differences/ patterns and change. | <p>40-60</p> <p>All statements apply.</p> | | <p>ELG:</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> |

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| <p>UW 3 Technology</p> <p>UNDERSTANDING THE WORLD</p> | <p>30-50</p> <ul style="list-style-type: none"> -Operates simple equipment. -Shows interest in technological toys or real objects. -Shows skill in making toys work to achieve effects. -Knows info can be retrieved from computers. | <p>40-60</p> <ul style="list-style-type: none"> -Completes a simple program on a computer. -Uses ICT hardware to interact with age-appropriate software. | <p>40-60</p> <p>All statements apply.</p> | | <p>ELG:</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> |
| <p>EAD 1 Exploring & Using Media & Materials</p> <p>EXPRESSIVE ARTS & DESIGN</p> | <p>30-50</p> <ul style="list-style-type: none"> -Joins in with dancing/ring games. -Sings familiar songs. -Moves rhythmically. Imitates movement to music. -Taps out repeated rhythms. -Explores colour/colour change. -Explores how sounds can change. -Uses lines to enclose a space and shape to represent objects. -Describes texture. -Uses construction materials. -Constructs stacking blocks vertically/horizontally, makes enclosures/spaces. -Joins construction pieces to build/balance. -Uses tools for a purpose. | <p>40-60</p> <ul style="list-style-type: none"> -Builds up a repertoire of songs/dances. -Explores different sounds of instruments. -Experiments to create different textures. | <p>40-60</p> <ul style="list-style-type: none"> -Explores what happens when they mix colours. -Understands different media can be combined to create new effects. -Constructs with purpose in mind. -Selects appropriate resources and adapts where necessary. | <p>40-60</p> <ul style="list-style-type: none"> -Manipulates materials to achieve a planned effect. -Uses simple tools/techniques competently. -Selects tools/techniques to shape, assemble and join materials. | <p>ELG:</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |

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| <p>EAD 2 Being imaginative</p> <p>EXPRESSIVE ARTS & DESIGN</p> | <p>30-50</p> <ul style="list-style-type: none"> -Sings to self/makes up songs and rhythms. -Imitates adults spontaneously. -Builds stories around toys. -Role plays based on experiences. -Uses props to support role play. -Captures experiences with a range of media. | <p>40-60</p> <ul style="list-style-type: none"> -Creates simple representations of events, people and objects. -Chooses a colour for a purpose. -Initiates new combinations of movements and gestures to express/respond to feelings, ideas and experiences. | <p>40-60</p> <ul style="list-style-type: none"> -Introduces a storyline/ narrative into play. -Plays alongside other children. -Plays as part of a group to act out a narrative. | <p>40-60</p> <p>All statements apply.</p> | <p>ELG:</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |
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