EYFS Curriculum Overview - Reception

		Autumn Term		Spring Term		Summer Term	
		Term 1 – Who am I?	**Term 2 – What do different families celebrate?**	**Term 3 – Where do we live?**	**Term 4 – What stories do we know?**	**Term 5 – How does it move?**	**Term 6 – What changes do we notice?**
Additional questions		**Who is in my family?** **Who is in my class?** **What adults are important to me at school?** **What happens at school?** **How have I changed?** **How do I feel?** **How can I be a good friend?** **How can I look after myself?** **What am I good at?** **How do we feel?**	**How can I keep safe with fireworks and the dark?** **What is Diwali? – this may fall in Term 1** **What special places do people visit? (religious)** **How do people celebrate their birthday?** **What special places are in our community?** **Why do we wear poppies?** **How is Christmas celebrated around the world?**	**Where do I live?** **How do I get to school?** **How do children live/get to school in different parts of the world?** **Who is in my community?** **How are communities different?** **What is a map?**	**Can I re-tell a familiar story?** **What stories do we read at home?** **What happened to the Gingerbread man?** **What material is best for a boat?** **How can I decorate the Gingerbread man's waistcoat?** **Can we role play a story?** **What patterns can we create?** **Can we count to 20?** **How many seeds did Jack have?** **Where does Jack live/** **What is the land at the top of the beanstalk like?** **How do I feel about classical music?**	**How have bikes changed?** **How have cars changed?** **How has public transport changed?** **What is different about emergency vehicles now?** **What can we do with different shapes?** **How can we give instructions?**	**What were dinosaurs like?** **How do flowers grow?** **How do we know different animals/insects?** **What are the different places we have visited like?** **How can I make patterns with nature?**
Experiences and Visitors		**School tours** **Key staff visit** **Mary to talk to children?** **Key staff at school to visit to speak to children/read to them**	**Visitor for Diwali or objects?** **Church visit** **Christmas Play**	**Community Walk** **Chinese New Year** **Visits from people who work nearby**	**Picnic** **Planting seeds** **Easter** **Cooking** **Post a letter**	**Farm trip** **Chicks** **The Snail- henri Matisse**	**New teacher** **Reflections on farm trip**
Seasonal Change Observation- place to be decided		**Autumn**		**Winter**	**Spring-** **Pictures** **Photos** **Writing** **How does it make us feel?**		**Summer**
Planned Observations-		**Baselines** **Autumn Observations – 6 focus children a week.**	**Autumn Observations (completd)**	**Spring Observations – 6 focus children a week. Think about children's next steps.**	**Spring Observations (completed)**	**Summer Observations – 6 focus children a week. Think about any gaps in children's learning for GLD.**	**Summer Observations (completed)** **Target children needed for GLD.**
Age 3-4	**Communication and Language** **Assess in Term 1 and adapt to meet need**	1. Enjoys listening to longer stories and can remember much of what happens. 2. Pays attention to more than one thing at a time, which can be difficult. 3. Uses a wider range of vocabulary. 4. Understand a question or instruction that has two parts, such as: "get your coat and wait at the door". 5. Understands 'why' questions like: "why do you think the caterpillar got to fat?". 6. Sings a large repertoire of songs. 7. Knows many rhymes, is able to talk about familiar books and is able to tell a long story. 8. Develops their communication but may continue to have problems with irregular tenses and plurals, such as runned for ran and swimmed for swam. 9. Develops their pronunciation but may have problems saying: • Some sounds: r, j, sh, ch and th • Multisyllabic words such as pterodactyl, planetarium or hippopotamus. 10. Uses longer sentences of four to six words. 11. Is able to express a point of view and can debate when they disagree with an adult or a friend using words as well as actions. 12. Starts a conversation with an adult or a friend and continues it for many turns. 13. Uses talk to organise themselves and their play: "let's go on a bus… you sit there… I'll be the driver".					
Age 4-5		14. Understands how to listen carefully and why listening is important. 15. Learns new vocabulary. 16. Uses new vocabulary through the day. 17. Asks questions to find out more and to check they understand what has been said to them. 18. Articulates their ideas and thoughts in well-formed sentences. 19. Connects one idea or action to another using a range of connectives. 20. Describes events in some detail. 21. Uses talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 22. Develops social phrases. 23. Engages in story times. 24. Listens to and talks about stories to build familiarity and understanding. 25. Retells the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. 26. Uses new vocabulary in different contexts. 27. Listens carefully to rhymes and songs, paying attention to how they sound. 28. Learns rhymes, poems and songs. 29. Engages in non-fiction books. 30. Listens to and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.					
Age 3-4	**Personal, social and emotional development** **Assess in Term 1 and adapt to meet need**	1. Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. 2. Develops their sense of responsibility and membership of a community. 3. Becomes more outgoing with unfamiliar people, in the safe context of their setting. 4. Shows more confidence in new social situations. 5. Plays with one or more other children, extending and elaborating play ideas. 6. Finds solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider Man in the game, and suggesting other ideas. 7. Increasingly follows rules, understanding why they are important. 8. Remembers rules without needing an adult to remind them. 9. Develops appropriate ways of being assertive. 10. Talks with others to solve conflicts. 11. Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. 12. Understands gradually how others might be feeling.					

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Age 4-5		13. Sees themselves as a valuable individual. 14. Builds constructive and respectful relationships. 15. Expresses their feelings and considers the feelings of others. 16. Shows resilience and perseverance in the face of challenge. 17. Identifies and moderates their own feelings socially and emotionally. 18. Thinks about the perspectives of others. 19. Manages their own needs. Personal hygiene 20. Knows and talks 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 and being a safe pedestrian).					
Age 3-4	**Physical Development** **See also Real P.E.** **Assess in Term 1 and plan to meet need**	1. Continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. 2. Goes up steps and stairs, or climbs up apparatus, using alternate feet. 3. Skips, hops, stands on leg or holds a pose for a game like musical statues. 4. Uses large muscle movements to wave flags and streamers, paint and make marks. 5. Starts taking part in some group activities which they make up for themselves, or in teams. 6. Is increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm. 7. Matches their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. 8. Chooses the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. 9. Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. 10. Uses one-handed tools and equipment, for example, making snips in paper with scissors. 11. Uses a comfortable grip with good control when holding pens and pencils. 12. Starts eating independently and is learning how to use a knife and fork. 13. Shows a preference for a dominant hand. 14. Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 15. Is increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying hands thoroughly. 16. Makes healthy choices about food, drink, activity and toothbrushing.					
Age 4-5		17. Revises and refines the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing. 18. Progresses towards a more fluent style of moving with developing control and grace. 19. Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. 20. Develops 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. 21. Uses their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 22. Combines different movements with ease and fluency. 23. Confidently and safely uses a range of large and small apparatus indoors and outside, alone and in a group. 24. Develops overall body-strength, balance, co-ordination and agility. 25. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. 26. Develops the foundations of a handwriting style which is fast, accurate and efficient. 27. Knows and talks 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 and being a safe pedestrian). 28. Further develops the skills they need to manage the school day successfully (lining up and queuing, meal times and personal hygiene.					
	Literacy **Reading** – core text linked to enquiry question (s)	Harry & his bucketful of dinosaurs go to school Splat the cat Peepo The Great Big book of families I am me Be Kind Rama & Sita- the Story of Diwali	The Christmas Blessing The Colour Monster Joy to the world- Christmas around the globe Not now Noori Our Favourite day of the year The Christmas Pine	Six Dinner Sid Rosie's Walk Tidy Someone Swallowed Stanley The way to school	The Gingerbread Man The Big Pancake The three little pigs Jack & the beanstalk Goldilocks The Ugly Duckling	Mrs Armitage on wheels The Naughty Bus The Way back home The magic of flight Last stop on market street	My many coloured days Tap the magic tree The tiny seed Geoffrey gets the jitters P is for passport
	Phonics (ULS)- inc when write & read for end	Phase 2 begins no later than week 3. Phase 1 continues alongside	Phase 3	Phase 3 continue and Phase 3 mastery	Continue Phase 3 mastery	Phase 4 Write a sentence every day at a point in the day (if didn't write for phonics)	Phase 4 mastery and NC requirements Write a sentence every day at a point in the day (if didn't write for phonics)
	Parental Engagement Opps	October Curriculum meeting Parents Evening	Invite parents into Phonics lesson Stay/Play Christmas Themed Christmas Nativity	Reading meeting Parents Evening Mystery Reader	Mystery Reader Stay/Play Phonics update	Mystery Reader Parents to talk about jobs	Celebration of learning Mystery Reader
	Writing	On entry: •Gives meaning to their marks •Differentiates between marks for writing and marks for drawing •Writes some letter shapes •Shows some awareness of sounds e.g. knows first sound of name or notices when words start with the same sound				**ELG** - 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.	**Y1** Sit correctly at a table, holding a pencil comfortably and correctly using tripod grip. • Begin to form lowercase letters in the correct direction, starting and finishing in the correct place • To use a range of materials creatively and develop a wide range of art and D&T techniques. • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination.
	CLF Writing progression	End of term: •Forms recognisable letters, writes some letters accurately •Uses phonic knowledge to represent some phonemes correctly •Hears and writes first sounds and starting to write some further sounds e.g. first and last sounds in a simple CVC word. •Starting to write own name. (This might be some letters or all the letters) •Locates known sounds on Phase 2 GPC/sound mat •Uses a comfortable finger grip (no longer using a cylindrical grip)	•Writes in left to right direction •Writes sounds in the order that they occur •Segments CVC words independently •Writes CVC words with known alphabet sounds •Locates known sounds on Phase 2&3 GPC/sound mat •Starting to re-read own written words to check e.g. j-e-t…jet •Some awareness of finger spaces, but might not be using them yet •Confident to have a go at writing and attempts/explores some writing during child led learning e.g. writing labels for a model.	•Orally rehearses captions with some support •Writes simple captions •Uses some finger spaces between words, but not consistent •Begins to form letters correctly •Spells phase 2 CEWs •Locates known phonemes on Phase 2&3 GPC/sound mat •Starting to use phase 3 knowledge and skills	•Can orally rehearse simple sentences and is starting to retain them in their working memory •Writes simple sentences, sometimes with support •Able to reread own writing when prompted •Some awareness of capital letters and full stops and starting to use some in their writing •Uses phase 3 knowledge with some independence •Spells early phase 3 CEWs e.g. *he, she, we, me*	•Can orally rehearse and retain sentences independently •Writes sentences more independently, adult stepping back •Clear finger spaces used between words •Can reread own writing to check it makes sense •More consistent use of capital letters and full stops •Writing can mostly be read by others •Spells Phase 3 CEWs •Starting to hear and write adjacent consonant sounds in words (phase 4) •Most letters are correctly formed	**ELG** •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.

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					•Writes own name independently •Use of modified tripod or tripod grip	•Mostly uses tripod grip	
	Writing genre/opportunities	• Initial sound work • Children finding given sound on sound mat • Beginning to form learnt letters • Writing name • Early handwriting • Name on everything • Lists • Cards (birthday card idea) Morning work- write their name on whiteboard (Velcro on board and name card to copy- remove when we can)	• CVC words • Sound mats • Re-read work • Writing in provision • Drawing club?? • Handwriting lower case (linked to phonics) • Name on everything • Invites • Letters to Father Christmas • lists Morning work- write their name on whiteboard (Velcro on board and name card to copy- remove when we can) I can see… initial sounds to write (or more if they can)	• Writes captions • Name on everything • Maps and labels • Wishes • Sound hunts Morning work- write their name on whiteboard (Velcro on board and name card to copy- remove when we can) I can see… initial sounds to write (or more if they can) I can see- writing using phonic knowledge	• Name on everything • Persuasion • Recipe • Zig zag book • Word hunts Morning work- I can see… initial sounds to write (or more if they can) I can see- writing using phonic knowledge	• Name on everything • Fact file • Recount • Story comprehension • Thank-you letters • Word hunts Morning work- I can see- writing using phonic knowledge (using scenes)	• Name on everything • Postcards • Books (non-fiction) • Invitations • Word hunts Morning work- I can see- writing using phonic knowledge (using scences)
	Mastering Number	*perceptually subitise within 3 *identify sub-groups in larger arrangements *create their own patterns for numbers within 4 *practise using their fingers to represent quantities which they can subitise *experience subitising in a range of contexts, including temporal patterns made by sounds. *relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set *have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song *have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting *have opportunities to develop an understanding that anything can be counted, including actions and sounds *explore a range of strategies which support accurate counting. *see that all numbers can be made of 1s *compose their own collections within 4 *understand that sets can be compared according to a range of attributes, including by their numerosity *use the language of comparison, including 'more than' and 'fewer than' *compare sets 'just by looking'.	*continue from first half-term *subitise within 5, perceptually and conceptually, depending on the arrangements. *continue to develop their counting skills *explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand *begin to count beyond 5 *begin to recognise numerals, relating these to quantities they can subitise and count. *explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot *explore the composition of numbers within 5. *compare sets using a variety of strategies, including 'just by looking', by subitising and by matching *compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	*increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements *explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part *experience patterns which show a small group and '1 more' *continue to match arrangements to finger patterns. *continue to develop verbal counting to 20 and beyond *continue to develop object counting skills, using a range of strategies to develop accuracy *continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 *order numbers, linking cardinal and ordinal representations of number. *continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 *explore the composition of 6, linking this to familiar patterns, including symmetrical patterns *begin to see that numbers within 10 can be composed of '5 and a bit'. *continue to compare sets using the language of comparison, and play games which involve comparing sets *continue to compare sets by matching, identifying when sets are equal *explore ways of making unequal sets equal.	*explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. *continue to consolidate their understanding of cardinality, working with larger numbers within 10 *become more familiar with the counting pattern beyond 20. *explore the composition of odd and even numbers, looking at the 'shape' of these numbers *begin to link even numbers to doubles *begin to explore the composition of numbers within 10. *compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	*continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns *use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number *subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 *be encouraged to identify when it is appropriate to count and when groups can be subitised. *continue to develop verbal counting to 20 and beyond, including counting from different starting numbers *continue to develop confidence and accuracy in both verbal and object counting. *explore the composition of 10. *order sets of objects, linking this to their understanding of the ordinal number system.	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
	Maths	10.Talks about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. 11. Understands position through words alone – for example, "the bag is under the table," – with no pointing. 12. Describes a familiar route. 13. Discuss routes and locations using words like 'in front of' and 'behind'. 14. Make comparisons between objects relating to size, length, weight and capacity. 15. Selects shape appropriately: flat surfaces for building, a triangular prism for a roof etc. 16. Combines shapes to make new ones – an arch, a bigger triangle etc. 17. Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs' etc. 18. Extends and creates ABAB patterns – stick, leaf, stick, leaf. 19. Notices and corrects an error in a repeating pattern. 20. Begins to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	10.Talks about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat' and 'round'. 11. Understands position through words alone – for example, "the bag is under the table," – with no pointing. 12. Describes a familiar route. 13. Discuss routes and locations using words like 'in front of' and 'behind'. 14. Make comparisons between objects relating to size, length, weight and capacity. 15. Selects shape appropriately: flat surfaces for building, a triangular prism for a roof etc. 16. Combines shapes to make new ones – an arch, a bigger triangle etc. 17. Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Uses informal language like 'pointy', 'spotty', 'blobs' etc. 18. Extends and creates ABAB patterns – stick, leaf, stick, leaf. 19. 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		28. Automatically recalls number bonds for numbers 0-5 and some to 10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.	28. Automatically recalls number bonds for numbers 0-10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.	28. Automatically recalls number bonds for numbers 0-10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.	28. Automatically recalls number bonds for numbers 0-10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.	28. Automatically recalls number bonds for numbers 0-10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.	28. Automatically recalls number bonds for numbers 0-10. 29. Selects, rotates and manipulates shapes in order to develop special reasoning skills. 30. Composes and decomposes shapes so that children recognise a shape can have other shapes *within* it, just as numbers can. 31. Continues, copies and creates repeating patterns. 32. Compares length, weight and capacity.

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	White Rose (SSM) Plan		Match, sort & compare Talk about measure & pattern	Circles & triangles Shapes with 4 sides	Mass & capacity Length, height & time	Explore 3D shape Manipulate, compose & decompose	Visualise, build & map Make connections
	Adult Led Activity- group size/subject/amount	1:1/1:2 Mark making Copying their name 1 piece recorded in books	1:1/1:2/1:4 Writing name 1-2 pieces recorded in books	1:2/1:4 2 pieces recorded in books	Handwriting ½ class Group work D=6 2 pieces recorded in books	Handwriting ½ class Group work D=6 Group work OOY=6 2 pieces recorded in books	Handwriting ½ class Group work in groups of 6 2 pieces recorded in books
	Star Challenges		Begin star challenges- children to do 1 a week		Children to do 2 star challenges a week		Children to do more than 2 star challenges
	Understanding the world	14. Talks about members of their immediate family and community. 15. Names and describes people who are familiar to them. 16. Comments on images of familiar situations in the past. 17. Compares and contrasts characters from stories, including figures from the past. 18. Draws information from a simple map. 19. Understands that some places are special to members of their community. 20. Recognises that people have different beliefs and celebrates special times in different ways. 21. Recognises some similarities and differences between life in this country and life in other countries. 22. Explores the natural world around them. 23. Describes what they see, hear and feel whilst outside. 24. Recognise some environments that are different to the one in which they live. 25. Understands the effect of changing seasons on the natural world around them.	14. Talks about members of their immediate family and community. 15. 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	Seasonal study	22. Explores the natural world around them. 23. Describes what they see, hear and feel whilst outside. 25. Understands the effect of changing seasons on the natural world around them. Learners to visit the same location on site regularly to observe seasonal changes					
Age 3-4	**Expressive Arts & Design**	1.Takes part in simple pretend play, using an object to represent something else even though they are not similar. 2. Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses. 3. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 4. Explores different materials freely in order to develop their ideas about how to use them and what to make. 5. Develops their own ideas and then decides which materials to use to express them. 6. Joins different materials and explores different textures. 7. Creates closed shapes with continuous lines and begin to use these shapes to represent objects. 8. Draws with increasing complexity and detail, such as representing a face with a circle and including details. 9. Uses drawing to represent ideas like movement or loud noises. 10. Shows different emotions in their drawing or paintings, like happiness, sadness, fear etc. 11. Explores colour and colour-mixing. 12. Listens with increasing attention to sounds. 13. Responds to what they have heard, expressing their thoughts and feelings. 14. Remembers and sings entire songs. 15. Sings the pitch of a tone sung by another person (pitch match). 16. Sing the melodic shape (moving melody such as up and down, down and up). 17. Creates their own songs or improvises a song around one they know. 18. Plays instruments with increasing control to express their feelings and ideas.	1.Takes part in simple pretend play, using an object to represent something else even though they are not similar. 2. Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses. 3. Makes imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 4. 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Age 4-5		19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.	19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.	19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.	19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.	19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.	19. Explores, uses and refines a variety of artistic effects to express their ideas and feelings. 20. Returns to and builds on their previous learning, refining ideas and developing their ability to represent them. 21. Creates collaboratively, sharing ideas, resources and skills. 22. Listens attentively, moves to and talks about music, expressing their feelings and responses. 23. Watches and talks about dance and performance arts, expressing their feelings and responses. 24. Sings in a group or on their own, increasingly matching the pitch and following the melody. 25. Develops story lines in their pretend play. 26. Explores and engages in music making and dance, performing solo or in groups.

EYFS Curriculum Overview - Reception

	Skills Progression	PVA glue Scissors Sellotape Junk modelling	Colour mixing Hole punches Watercolours Make a ball and sausage shape (dough) Paint brushes Playdough tools Joining items	String Ribbon Masking tape Cutting- card Folding Sponging stencils	Printing Joining using tabs, ties, braces, slots, split pins Chalks Charcoal	Sewing Drawing Sketching Tissue paper Collage	Glue guns weaving
	Artists		Georgia O'Keefe	Kandinsky		Street art Henry Matisse	Paul Klee Sculpture (Andy Goldsworthy?)
	Fine Motor Skills	I can begin to use tripod grip when using mark making tools. I can use cutlery appropriately. I can show a preference for a dominant hand. I can use scissors to cut straight lines.	I can show good pencil control when mark-making and drawing. I can begin to use one-handed equipment carefully and effectively (cutting, chopping) I can use scissors to cut curved lines.	I can accurately draw lines, circles and shapes to draw pictures. I can handle scissors, pencil and glue effectively. I can use scissors to cut complex lines and shapes.	I can sit at a table using the correct posture to write. I can use a wide range of tools correctly.	I can hold scissors correctly and cut accurately.	I can use a tripod grip to hold and control my pencil to form letters correctly.
	Real P.E.	**Real PE Unit :** Coordination and Footwork Personal Develop Gross Motor Skills and learn to move with control. Develop core muscles to enable them to sit on the floor or at a table	**Real PE Unit:** Dynamic balance to agility Static balance Social Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Refining Gross Motor skills and developing fine motor skills in preparation for writing.	**Real PE Unit:** Dynamic balance Static balance Cognitive Refining Gross Motor skills and developing fine motor skills in preparation for writing.	**Real PE Unit:** Coordination – ball skills Counter balance – with a partner Creative Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	**Real PE- Dance** Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry. real dance Children will start to combine different movements with fluency and ease. They will have the core strength and finger control to sit at a table and write with developing control	**Real PE Unit:** Agility – ball chasing Static balance – floor work Health and Fitness Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Home	See possible progression plan C:\Users\Donna.Harris.HMA\Cabot Learning Federation\HMA Staff Shared Files - O365 Group - Documents\Staff Documents\EYFS\RECEPTION\Planning\Resources					
	Assembly-when shall we join?	None	Friday Celebration	Monday or Thursday and Friday	Monday or Thursday and Friday	Monday or Thursday and Friday	Monday or Thursday and Friday
	Lunchtimes	Back playground (2 weeks) Front playground with Y1 area	Front playground with Y1 option	Front Playground with Y1 area	Front playground with Y1 area	Front & field	Front & field