



EYFS - Reception Curriculum Overview

In EYFS we follow the interests of the children's as a basis for our planning and topic work. The following skills will be taught throughout the year to fit in with the natural links each theme creates. Please find below the end of year expectations for Nursery and Reception.

Reception

At the end of the Reception year a child is expected to have a 'good level of development' (GLD) if they have achieved at least the expected level in twelve of the early learning goals (ELG). This covers the prime areas of learning (Communication and Language, Personal Social and Emotional Development and Physical Development) and the specific areas of learning (Literacy, Mathematics, Understanding of the world and Expressive arts and design.) Below is a list of statements for these areas so you know what we are teaching and how to support your child.

The statements are the expected levels your child should reach at **age 5**, usually at the end of the Reception year.

Personal, Social and Emotional Development - PRIME AREA		
Making relationships	Self confidence and self awareness	Managing feelings and behaviour
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.	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.	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.

Physical Development - PRIME**Moving and Handling**

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.

Health and Self Care

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.

Communication and language - PRIME AREA**Listening and Attention**

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.

Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking

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.

Literacy - SPECIFIC**Reading**

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.

Writing

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.

Mathematics - SPECIFIC**Numbers**

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.

Shape, Space and measures

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.

Understanding the World - SPECIFIC AREA**People and Communities**

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.

The World

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.

Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design - SPECIFIC**Media and Materials**

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.

Being Imaginative

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.

Numbers: Number and Place Value

Recognise some numerals of personal significance	Gives somebody up to 2 objects Recites some number names in sequence Recites numbers in order to 10 Knows that numbers identify how many objects are in a set Begins to make comparisons between quantities and use related language e.g. more, the same.	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	Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.	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	Children count reliably with nos from 1 to 20, place them in order and say which number is one more or one less than a given number.
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Numbers: Calculation

Steps, then ELG in bold	<p>Finds the total number of items in two groups by counting all of them</p> <p>Know that a group of things changes in quantity when something is added or taken away.</p> <p>Separating a small group of objects recognising the total is the same.</p>	<p>Says the number that is one more than a given number.</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects</p>	<p>In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting</p>	<p>Records, using marks that they can interpret and explain</p>	<p>Begins to identify own mathematical problems based on own interests and fascinations.</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>	<p>They solve problems, including doubling, halving and sharing</p>

Measurement

Steps, then ELG in bold	<p>Orders two or three items by length or height</p> <p>Beginning to use the language of size and shape</p>	<p>Orders two items by weight or capacity</p>	<p>Uses everyday language related to time</p>	<p>Beginning to use everyday language related to money</p>	<p>Orders and sequences familiar events</p>	<p>Measures short periods of time in simple ways</p>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>

Shape and space

Steps, then ELG in bold	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.</p> <p>Beginning to recognise objects according to properties such as shape or size.</p>	<p>Selects a particular named shape</p>	<p>Can describe their relative position such as 'behind' or 'next to'.</p>	<p>Uses familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>They recognise, create and describe patterns</p>	<p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them</p>

