# Reception Curriculum Outline

## Our Vision for our EYFS:

In our Early Years Foundation Stage, we are committed to providing a rich, nurturing environment where children are:

- **Engaged** in meaningful learning experiences that spark curiosity and deepen understanding
- Supported by **positive, trusting relationships** with adults and peers, forming the foundation for emotional security
- **Happy, secure, and confident**, with a strong sense of well-being and belonging
- Encouraged to be **independent learners**, making genuine choices and taking ownership of their learning journey
- Empowered to **take risks**, embrace new challenges, and develop resilience through exploration
- **Social and collaborative**, learning to co-operate, communicate, and build positive relationships with others

We believe that through high-quality interactions, responsive teaching, and a developmentally appropriate environment, children flourish—both as individuals and members of a wider community. Our vision is to ensure every child feels valued, capable, and ready for the next stage of their learning.

In Early Years we follow a **planning in the moment** approach offering a highly individualised, developmentally appropriate curriculum for our young learners. We recognise that young children experience learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest – the 'teachable moment' – that the skillful adult makes a difference. By using this cycle on a moment-by-moment basis, the adult will be always alert to individual children (observation), always thinking about what it tells us about the child's thinking (assessment), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (planning for the next moment). This leads to bespoke curriculum which is wholly supportive of the development of language and relationships through play. Play is the mode in which children meaningfully develop characteristics of effective learning.

This document informs a variety of adult led times which children in Reception class participate in. We recognise that in order for children to achieve school success and make a smooth transition into Key Stage 1 there is an 'essential body of knowledge' children should know and a range of 'lived experiences' which are vital for later learning; in addition to the achievement of the Early Learning Goals at the end of their Reception year. This is in addition to the highly personalised teaching children receive during their child led times of the day.

## What planning the moment looks like in our EYFS:

Planning in the moment is a child centered approach that relies on skilled practitioners recognising:
The Child's Spark – this is defined as the starting point when a child first shows an interest in something. They should be fascinated and truly captivated by what they are doing or the new object they have discovered.
The Teachable Moment – the teacher notices this interest and approaches the child. This gives the teacher the opportunity to extend the child's interest by asking open ended questions and thinking of ways this interest can be applied to other areas of teaching.
The Documentation – at future date, you can document the observation and include details of the spark, the teachable moment and the steps you took next. This helps monitor each child's interests so you can tailor the environment.

| The long term plan below sets out the teaching and learning opportunities for Reception children during 'adult led' times of the day. : | | | | | | | |
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| **Year** | | **Autumn** | | **Spring** | | **Summer** | |
| | | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Overarching topic** | | **All about me** | | | **Me in my world** | | |
| **Cultural Capital of essential experiences** | | o Cook or bake something from scratch<br>o Visit a farm<br>o Perform a Nativity | | | o Walk around local area<br>o Observe a life cycle<br>O Grow a plant from seed | | |
| **English text type** | **Fiction** | Autumn texts:<br>Farmer Duck – Martin Waddell<br>Goldilocks and the Three Bears<br>Whatever Next – Jill Murphy<br>Izzy Gizmo – Pip Jones<br>I Am Henry Finch – Alexis Deacon<br>Billy's Bucket – Kes Gray<br>Invisible String – Patrice Karst<br>Kissing Hand – Audrey Penn | | Spring Texts:<br>Jack and the Beanstalk<br>The Three Little Pigs<br>Oi Frog – Kes Gray<br>The Magic Paintbrush – Julia Donaldson<br>Ruby's Worry – Tom Percival<br>Jabari Jumps – Gaia Cornwall<br>The Tiny Seed – Eric Carle<br>Clean Up – Nathan Bryon | | Summer Texts:<br>The Three Billy Goats Gruff<br>The Amazing Life Cycle of Butterflies – Kay Barham<br>Tadpole to Frog – Camilla de la Bedoyere<br>Paper dolls – Julia Donaldson<br>How Many Legs – Jim Field and Kes Grey<br>The Lion Inside – Rachel Bright<br>Naughty Bus – Jan & Jerry Oke | |
| | **Poetry** | **Poetry:**<br>Wriggle and Roar – Julia Donaldson<br>The Sound Collector – Roger McGough<br>Rhyming rabbit – Julia Donaldson | | | | | |
| **Reading – Texts related to topic** | | You Choose – Pippa Goodhart and Nik Sharratt<br>Super Duper You! - Sophy Henn<br>Can I build Another me? Shimsuke Yoshitake<br>The Growing Story – Ruth Krass and Helen Oxenbury<br>Titch- Pat Hutchins<br>Only One You – Linda Kranz<br>Alfie gets in first – Shirley Hughes<br>Your fantastic, Elastic Brain – Joann Deak and Sarah Ackerley<br>Hello World – Jonathan Litton<br>The Avocado Baby – John Burningham<br>The Incredible You – Rhys Brisenden<br>Peace at Last – Jill Murphy<br>There's a Boy just like me – Frasier Cox | | | The Snail and the Whale – Julia Donaldson<br>Lost and Found – Oliver Jeffers<br>Burglar Bill – Janet and Allan Ahlberg<br>Journey – Aaron Becker<br>Diary of a wombat – Jackie French<br>My world, your world – Melanie Walsh<br>The Elephant and the Bad Baby – Elfrida Vipoint<br>Ramadan Moon – Na'ima B Robert<br>Dogger – Shirley Hughes<br>What the Ladybird Heard – Julia Donaldson<br>Five Minutes Peace – Jill Murphy<br>Handa's Hen – Eileen Browne<br>Nonfiction text about lifecycles | | |
| **Communication and Language** | | Listen to stories with interest in small groups of up to 15 children. Joining in with repeated refrains of 'read a lot' stories and anticipating key events and phrases.<br><br>Can follow 1 step instructions<br><br>Ask why, who what, where, when question | | Can follow 2 step instructions<br><br>Use some range of tenses some of which are accurate<br><br>Retell simple past event in correct order<br><br>Can follow a story without props | | ELG: 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. | |

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| *Listening, Attention & Understanding*<br><br>*Speaking* | Can retell simple past event<br><br>Begin to understand how and why Use complex sentences including 'because and' Use a range of tenses | | Two-channelled attention<br><br>Can respond to how and why questions<br><br>Express themselves effectively sticking to main theme or intention | | | ELG: Make comments about what they have heard and ask questions to clarify their understanding.<br><br>ELG: Hold conversation when engaged in back-and-forth exchanges with their teacher and peers |
| **Music** | Opportunities for children to sing, play to and perform songs which develop their feelings of pulse and rhythm support their communication skills. Through these experiences, children develop not only their musical ear but also their listening and attention skills.<br><br>Children use body percussion and untuned instruments such as claves and maracas to explore simple rhythms and beats.<br><br>Children explore the emotion of beat of music as they freely move to music with scarves. | | | | | |
| **Read Write Inc. Phonics**<br><br>**Reading Progression** | Read single-letter Set 1 sounds (first 16)<br><br>Expected number of sounds: 16 sounds (first 16 Set 1 single-letter sounds | Read all Set 1 singleletter sounds Blend sounds into words orally<br><br>Expected number of sounds: 25 sounds (all Set 1 single-letter sounds) | Blend sounds to read words Read short Ditty stories<br><br>Expected number of sounds: 25 sounds | Read Red Storybooks Read Set 1 Special Friends<br><br>Expected number of sounds: 31 sounds (Set 1 Special Friends | Read Green Storybooks Read 4 double consonants<br><br>Expected number of sounds: 35 sounds (4 double consonants) | Read Green Storybooks Read first 6 Set 2 sounds<br><br>Expected number of sounds: 41 sounds (first 6 Set 2 sounds) |
| **Read Write Inc. Phonics**<br><br>**Writing Progression** | Children are able to hear, say and write the initial sound in a CVC word. | Children are taught to use RWI phonics skills to segment and say the sounds in a CVC word.<br><br>Children are given real life opportunities to write a list. For example, buying ingredients from the shop. | Use phonic knowledge to write very simple sentences including finger spaces e.g. big red bus. | Children are taught to orally rehearse sentences which they will write through RWI strategy 'hold a sentence'.<br><br>Through hold a sentence they will write a simple description of a character, object or environments. | Children are taught to use capital letters and full stops.<br><br>Children are taught to read their writing back to themselves to check it makes sense.<br><br>Children have the opportunity to learn the spelling of high frequency red words I, the, me, my, a, of | ELG: Write recognisable letters, most of which are correctly formed.<br><br>ELG: Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br><br>ELG: Write simple phrases and sentences that can be read by others. |
| | | | Children have opportunities across the curriculum to learn to write labels, simple captions and short, phonetic sentences. | | | |
| **Writing EMT** | Name writing | CVC, CCVC and CVCC phoneme frames | | | Phonetic sentence writing | |
| **Maths**<br><br>*Mastering Number* | Children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.<br><br>• identify when a set can be subitised and when counting is needed.<br>• subitise different arrangements, both | | Children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals<br><br>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals. | | Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.<br><br>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds<br>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be | |

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| | unstructured and structured, including using the Hungarian number frame<br>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills<br>• spot smaller numbers 'hiding' inside larger numbers.<br>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.<br>• hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number.<br>• develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds<br>• compare sets of objects by matching<br>• begin to develop the language of 'whole' when talking about objects which have part | | • begin to identify missing parts for numbers within 5.<br>• explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame<br>• focus on equal and unequal groups when comparing numbers<br>• understand that two equal groups can be called a 'double' and connect this to finger patterns<br>• sort odd and even numbers according to their 'shape'<br>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern •<br>• order numbers and play track games<br>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | | arranged in a 10-frame<br>• compare quantities and numbers, including sets of objects which have different attributes<br>• continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2<br>• begin to generalise about 'one more than' and 'one less than' numbers within 10<br>• continue to identify when sets can be subitised and when counting is necessary<br>• develop conceptual subitising skills including when using a rekenrek | |
| *Shape, Space and Measure* | With a purpose in mind, recognises and selects simple geometric shapes in their construction and blockplay. Uses everyday vocabulary to describe and compare measures (size, weight, capacity and time). | Uses everyday language to recreate and describe patterns in nature or urban environments. Understands position through words. For example: under, next to, behind.<br>Uses comparative language to describe and compare measures (size, weight, capacity and time). | Creates patterns by lining, placing, building and arranging. Extend and create ABAB patterns.<br>Orders three or more measures (size, weightand capacity) whilst playing,for example with sand, water or in the mud kitchen. | In everyday contexts children are able to demonstrate through talk orwhen responding to questions an understanding of the number sequence, values, greater and less than, odd and even. Use of measures (size, weight and capacity) when comparing and combining quantities. | Can talk about the properties of shape and patterns, using vocabulary to describe position, direction and movement. Notice and correct an error in a repeating pattern. Estimates, measures, weighs, and can compare and order objects. Talks about properties, position and the sequence of time. | Maths ELG:<br>**Number**<br>Have a deep understanding of number to 10, including the composition of each number.<br>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.<br><br>**Numerical Patterns**<br>Verbally count beyond 20, recognising the pattern of the counting system.<br>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the |

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| | | | | | | other quantity.<br>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Science** *The Natural World* | **Skilled practitioners will highlight the changes within the natural world**.<br><br>Children know the names of basic body parts.<br><br>Children will be encouraged to use their five senses to explore.<br><br>Children observe changes in the local environment throughout autumn and winter.<br><br>Children name the four seasons and discuss weather features of each. | | Observe, comment on and make recordings of a lifecycle which can be seen first hand. E.g. chicks or butterflies.<br><br>Guided enquiry - Changing of state -Children know that some things can change, e.g. water into ice, chocolate can be melted. Children make predictions about what they think might happen. Children will be able to explain and describe these changes. | | Guided exploration: Planting and growing a seed, observing and recording the changes over time.<br><br>Children know how plants grow from seed, that plants need water, soil and sun to grow. | ELG:<br>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 |

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| **History**<br>*Understanding the world*<br>*Past and Present* | Children are encouraged to think about how they themselves have grown and changed in their own personal timeline. Children create a timeline from 0 – 4/5 years old. Children areencouraged to think ahead to the immediate future and what they may choose to do whenthey are older.<br><br>Able to talk with increasing awareness about the similarities of themselves and otherfamilies, their roles and routines. Beginning to develop an awareness of some of the differences between these.<br><br>Children share information about their lives they may share about their achievements,holiday events, family, religion or interests. Children are encouraged to think about similarities between themselves and their peers. | | Children are encouraged to think about history around us inour immediate environment (for example our school building, transport, technology) developing an understanding that lives were different in the past. | ELG: 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; |
| **Geography** | Can talk about the features of their own immediate environment including their home. Where do they live? How do they get to school?<br><br>Go on a local walk along the Oxford Road.<br><br>Create a simple map of the local area. | Can talk about features ofthe farm<br><br>Compare the farm to wherewe live.<br><br>Can talk about animals andplants which grow on the farm. | Through the use of a variety of books, links to other schoolsand the children's own experience the children are encouraged to look at similarities and differences. | ELG: 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.<br><br>ELG: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter<br><br>ELG: 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. |
| | Observe the changes across the four seasons. Observe and describe weather associated with the seasons. Compare weather from different places – see science | | | |
| **Technology** | **<u>Creating art using technology (Drawing Skills unit)</u>**<br>• Select colours when painting on the computer<br>• Create pictures using different technology<br>• Experiment with different tools and software | **<u>Beebots (Robots unit)</u>**<br>• Describe the route taken by a Beebot<br>• Plan a route for a Beebot<br>• Make the Beebot move<br>• Control the forwards, backwards and rotation of a Beebot<br>• Begin to create a sequence for the Beebot | **<u>Using Laptops (Mouse/Trackpad and Keyboard Units)</u>**<br>• Use a mouse/trackpad to make the curser move around the screen<br>• Click the correct mouse button to click and drag items around the screen<br>• Find and use the letters of the alphabet, numbers and spacebar on a keyboard | Children recognise a range of technology, Recognise technology used for home and school, Can select and use technology for purpose, Interact with age appropriate programs |

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| **RSE** *PSED*<br><br>*Self Regulation*<br>*Managing Self*<br>*Building Relationships* | Children are taught emotional vocabulary for feelings | Children are able to talk about themselves, their talents and strengths<br>Children are able to talk about expectations which keep us safe and happy. | Children have opportunities within their play to develop strategies which enable them to take turns. E.g. learning how to write a list of names and use a timer to make a queue. | Texts explore feelings for children which can be challenging including loneliness and anger and frustration.<br><br>Children are able to explain the reasons for expectations which keep us safe and happy. E.g. why we walk inside. | Transition: Thinking, talking about and preparing for year 1 including opportunities for pro-social activities which support me making a relationship with my new teacher(s). | ELG: 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.<br><br>ELG: 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<br><br>ELG: 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. |
| | Children have a short mindfulness and relaxation session at the end of each lunch time. During this children learn skills to develop their regulation strategies including breathing to calm and settle. | | | | | |
| **RE** | Christianity and Judaism<br>What makes people special?<br><br>Children can talk about their own family and belief system. They talk about celebrations and festivals they partake in and are able to talk about food, dress and any special details.<br><br>Children are able to listen to their peers talk about and share photos of their beliefs.Children may notice similarities between different faiths. | Islam<br>How do people celebrate? What can we learn from stories?<br><br>Children learn about Ramadan and Eid. | | | Christianity and Islam<br>What makes places special? | ELG: 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. |
| **Art**<br>*Creating with materials* | Continuous provision inside and outside: encourage and provide children opportunities to express ideas and feelings through exploration.<br><br>Introduce and provide opportunities to explore and create using different materials: crayons, pencils, chalk, felt tip pens, scissors etc.<br><br>Have junk modelling resources such as: cardboard boxes, fabric scraps, foil, empty bottles or cartons, lolly sticks, corks etc.. | | | | | ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with |

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| | Provide coloured paper, white paper, board paper and craft card.<br><br>Allow opportunities for joining materials: string, ribbon, glue sticks and PVA glue. Glue spreaders and pots.<br><br>Ask open ended questions/prompts to encourage a deep level of thinking/exploring<br>"I wonder why...?" "I wonder how...?" "Tell me about..." “What if...?” "What do you think?" "What might happen if...?" “How can we find out about…?” “How could we…?” "What can you. | colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materialswhen role playing characters in narratives and stories. |

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| **D+T** | Children are encouraged to talk about and share their models and creations during sharing carpet times. For example with lego, explaining verbally the features and functions of the various parts. E.g. if a child builds a house, they may explain the door, windows, furniture features and function etc. | | ELG: Share their creations, explaining the process they have used. |
| **P.E**<br><br>Gross motor Balance, Agility,<br><br>StrengthFine motor<br><br>skill<br><br>Independence Lookingafter ourselves | Children explore various large movements from the shoulder using scarves which develop the key movements for writing – clockwise circles, anti-clockwise circles, up and down.<br><br>Child have opportunities to collaborate in creating large pictures on rolls of paper on the floor, propping themselves upon their elbows in a tummy time position.<br><br>Children are taught to use one handed tools and equipment with safety. E.g. walking whilst holding scissors using the scissors in a grasped hand way. | Children are taught simple skills through a multi skills format – Running- Travelling with confidence and skill around, under, over and jumping through balancing and climbing equipment<br><br>Children are growing in independence in their ability to change for PE, understanding why this is a healthy habit. Can distinguish between healthy and unhealthy life style choices and give an explanation<br><br>Children are able to talk about habits which keep them healthy - exercise, eating, sleeping, relaxation and hygiene (including dental hygiene).<br><br>Opportunities for mindfulness and yoga teach children the benefits of slow movement, breathing and relaxation.<br><br>Children talk about the effect physical activity has on their body including their heart rate and breathing. | ELG: 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.<br><br>Can talk about ways to keep healthy and safe<br><br>Can dress and toilet independently |