



East Hunsbury Primary School Early Years' Reception Curriculum

[Intent](#)

[Implementation](#)

[Impact](#)

[East Hunsbury Primary School Reception Curriculum Progression Map](#)

Intent

Our intent is that children leave Reception with strong foundations ready to thrive in Year 1 with the skills, understanding and knowledge they need to

At East Hunsbury Primary School (EHPS), our Early Years curriculum is rooted in the principles of the EYFS Statutory Framework (2024): *A Unique Child, Positive Relationships and Enabling Environments*. These principles guide our intent to ensure every child flourishes from their very first day, developing the knowledge, skills and attitudes that build strong foundations for future learning.

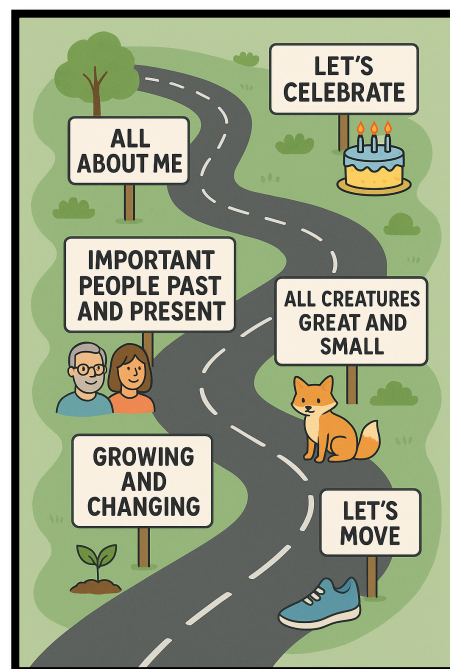
We are relentless in our focus on securing strong foundations so every child can *Work Hard, Be Kind and Believe* in themselves and others. Our curriculum is designed to ensure all children, including those with SEND, EAL or who are disadvantaged, make exceptional progress from their individual starting points.

Inclusion is central to our approach. We are proud of our Specialist Unit, *The Hive*, and our Enhanced Provision, *The Nest*, which both work closely with our mainstream Reception classes to ensure every child's needs are met. This inclusive model allows children to access specialist support where required while remaining an active part of the wider school community.

As EHPS does not have a nursery or pre-school attached, our children arrive from a wide range of early years settings. This means we must act swiftly to understand their starting points. We complete rigorous baseline assessments as soon as children start school to ensure teaching and provision are adapted quickly and effectively to meet each child's needs. This careful assessment allows us to provide the right support, challenge and nurture from the very beginning of their EHPS journey.

At EHPS, we follow the seven areas of learning as set out in the EYFS Development Matters (2021), ensuring a balance between child-led exploration and high-quality direct teaching. We know that learning begins with relationships; our practitioners prioritise knowing our children deeply, supporting wellbeing, confidence and belonging from day one.

Our curriculum entwines our school values (*Be Kind, Work Hard, Believe*) and our rules (*Be Ready, Be Respectful, Be Safe*), creating a nurturing environment where children feel valued, confident and ready to learn.





East Hunsbury Primary School Early Years' Reception Curriculum

Implementation

Our EYFS curriculum is carefully sequenced to ensure progression in knowledge, skills, and understanding across all seven areas of learning. It is enriched by our local community, outdoor learning and our '70 Things To Do Before You Leave EHPS' enrichment promise.

Teaching is delivered through a balance of adult-led and child-initiated learning. Skilled adults guide play, extend language and model high-quality communication through Voice 21 Oracy principles. Each term includes a focused provocation that connects learning to children's interests and their growing understanding of the world.

At EHPS we intentionally embed Blank's Language Levels across continuous provision to ensure every child receives high-quality oral language questioning. Adults move children through Levels 1–4 to develop vocabulary, reasoning, and inference. This approach is evidence-informed, recommended by NHS Speech & Language Services, and supports both SEND and EAL learners. It ensures strong foundations in the EYFS Communication & Language ELGs and secures readiness for reading comprehension and writing.

We teach systematic synthetic phonics through Sounds-Write, handwriting and transcriptional skills through Kinetic Letters and compositional writing through Talk for Writing. Mathematics is taught using the Teaching for Mastery approach, enabling children to develop strong number sense and ensure they have the strong foundations required for later mathematical work. Our bespoke music curriculum, Real PE, and a 12-week Forest School programme provide creative, physical and outdoor opportunities to embed skills and build character.

Practitioners embed the Characteristics of Effective Learning - playing and exploring, active learning and creating and thinking critically - across all provision. The seven features of effective practice (pedagogy, curriculum, assessment, self-regulation, communication, enabling environments and parental partnership) are central to our delivery.

Everything we do in EYFS is purposeful and designed to ensure that children meet the Early Learning Goals (ELG) and are well-prepared for the demands of the Year 1 curriculum.

Impact

We measure the impact of our curriculum from the moment children join EHPS. Baseline assessments identify individual needs and next steps, allowing us to provide early intervention and targeted support, particularly for children with SEND, EAL, or those who are disadvantaged.

Through ongoing formative assessment, practitioners monitor progress closely to ensure every child secures a strong foundation in all areas of learning. The impact of our provision is seen in children who are confident, articulate, independent and kind - ready to take on the next stage of their learning journey.



East Hunsbury Primary School Early Years' Reception Curriculum

Transition into Key Stage 1 is carefully supported. Where children have not yet reached a Good Level of Development (GLD), we continue targeted provision and collaboration between EYFS and KS1 teams to ensure seamless progression.



East Hunsbury Primary School Early Years' Reception Curriculum

East Hunsbury Primary School – Reception Curriculum Progression Map

Progression Pathway		AUTUMN <i>Settle, build belonging, early talk, and routines.</i>		SPRING <i>Deepen knowledge, broaden vocabulary, develop resilience.</i>		SUMMER <i>Consolidate independence, curiosity, reasoning and readiness for KS1.</i>		Early Learning Goal (ELG) <i>Children at the expected level of development will:</i>
Area of Learning	Link to KS1 and KS2 National Curriculum	All About Me	Let's Celebrate	Important People – Past and Present	All Creatures Great and Small	Growing and Changing	Let's Move! <i>(Transition to KS1, Physical Movement & Journeys/ transport)</i>	
School Value and Rule		Value: Be Kind Rule: Be Ready	Value: Work Hard Rule: Be Respectful	Value: Believe Rule: Be Safe	Value: Be Kind Rule: Be Ready	Value: Work Hard Rule: Be Respectful	Value: Believe Rule: Be Safe	
Community, Trips and Other seasonal links			Remembrance Day Christmas Diwali Nativity performance Bonfire Night Farm visit	Valentines' Day Pancake Day	Mothers' Day Easter	Fathers' Day	Class Assembly	
Books to read, share, learn and enjoy linked to theme		My Brother by Anthony Browne Series Love Makes a Family	The Christmas Story Stickman Dear Santa Little Robin Red Vest Penguin and Pinecone			Oliver's Vegetables Scarlett Beane A Seed in Need The Hungry Caterpillar Jasper's Beanstalk by Nick Butterworth?		
Communication & Language <i>Also see weekly words and talk tactic sentence stems</i>	Speaking, Listening and Drama	Build attention and listening; follow two-step instructions; develop vocabulary linked to self and school; use talk to share feelings. Role play: Interviews and homelife	Extend vocabulary around celebrations and emotions. Begin to understand humour, e.g. nonsense rhymes, jokes Role play: parties and celebration	Ask and answer questions about people and roles; use new vocabulary in context. Understand questions such as who; why; when; where and how Role play: People who help us and/or who are important to us e.g. teachers, doctors, fire brigade	Use descriptive language about growth and nature; join ideas with 'and' or 'because'. Talk about their ideas about what might happen next in stories, rhymes or poems and why they think that. Role play: Vets and pet shops	Retell stories with sequence and expression; use imaginative language. Follow a story without pictures or props Describe past events in a lot of detail for the listener. Continue conversations that run along the same theme with another child/ small group. Show that they are listening by giving ideas or can follow instructions, even though they may be moving around. Role play: Garden centre, flower shop and weather presenter	Take part in whole class discussions, offering ideas to questions or other ideas. Express ideas and feelings in full sentences, using conjunctions and tenses. Understand the importance of good listening and how to show someone that you are. Listen and respond to ideas expressed by others in conversation or discussion. Role play: Travel agent / ticket office / bus driver / piolet / café / shop	Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas and using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses, and making use of conjunctions, with modelling and support from their teacher. Listening, Attention & Understanding – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Work Hard. Be Kind. Believe.



East Hunsbury Primary School Early Years' Reception Curriculum

Personal, Social & Emotional Development	PSHE and RSE	<p>Learn rules (Be Ready, Be Respectful, Be Safe); build friendships; identify feelings and show kindness to others.</p> <p>Enjoy a sense of belonging e.g. doing daily tasks.</p>	<p>Show empathy by talking about the impact that their actions may have on another individual – link to value of kindness.</p> <p>Become flexible when sharing resources, mostly independently e.g. handing resources to others.</p> <p>Be proactive in seeking adult support and is able to articulate their wants and needs.</p>	<p>Demonstrate helpfulness; manage feelings when frustrated.</p> <p>Persevere with tasks.</p> <p>Recognise and identify the feelings of others. Feelings include scared, worried, excited.</p>	<p>Show care for living things; develop independence and confidence.</p> <p>Talk about what they can do well and things that they are getting better at.</p> <p>Talk with others about ways to solve conflicts e.g. you can have a turn in 5 minutes.</p> <p>Build up and extend play ideas with one other child, adding to each other's ideas.</p>	<p>Reflect on behaviour; take pride in learning; show belief in own abilities.</p> <p>Understand the feelings of others and begin to regulate their own behaviour to reflect other's feelings.</p> <p>Attempt to repair a relationship or situation where they have caused upset and understand how their actions impact other people</p>	<p>Establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain why this is important.</p> <p>Manage to dress self and know the importance of making healthy food choices.</p> <p>Describe physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad.</p> <p>Show some understanding that good practices with regards to exercise, eating, drinking water, sleeping and hygiene can contribute to good health.</p> <p>Turn and play cooperatively with others including adults and peers.</p> <p>Is more able to manage their feelings and tolerate situations in which their wishes cannot be met.</p> <p>Build friendships that are respectful and constructive with both adults and peers.</p> <p>Demonstrate confidence and self-esteem in taking risks and trying new things with peers or adult support</p> <p>Prepare for KS1</p>	<p>Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Building Relationships – cooperate and take turns.</p> <p>Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
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East Hunsbury Primary School Early Years' Reception Curriculum

Physical Development	PE	<p>Personal Cog</p> <p>Focus is following Instruction. Children are expected to enjoy working on simple tasks with help.</p> <p>Fundamental Movement Skills are Coordination and Static Balance.</p> <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p> <p><i>Children also attend Forest School throughout the academic year to develop their fine and gross motor skills and fundamental movement skills.</i></p>	<p>Social Cog</p> <p>Focus is learning to play with others, take turns and share with help.</p> <p>Fundamental Movement Skills are Dynamic Balance to Agility and Static Balance.</p> <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games.</p>	<p>Cognitive Cog</p> <p>Focus on learning simple rules by following simple instructions.</p> <p>Fundamental Movement Skills are Dynamic Balance and Static Balance.</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	<p>Creative Cog</p> <p>Focus is on observing and copying others.</p> <p>Fundamental Movement Skills are Coordination and Counterbalance.</p> <p>In this unit, the children will develop and apply their ball skills and counterbalance with a partner through focused thematic stories, songs and games.</p>	<p>Health and Fitness Cog</p> <p>Focus is on moving in different ways confidently.</p> <p>Fundamental Movement Skills are coordination and Agility.</p> <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	<p>Fitness cog</p> <p>Focus is on children becoming aware of the changes to the way they feel when they exercise.</p> <p>Fundamental Movement Skills are Agility and Static Balance.</p> <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>	<p>Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Literacy	Transcription By the end of the terms, children will typically...	<p>Early Mark Making and Pre-writing Skills</p> <p>Focus: fine-motor strength, gross-motor movements, early phonics, name writing, confidence.</p> <p>Engage in intentional mark-making using a range of tools.</p> <p>Develop increasing control over lines, circles and simple shapes.</p> <p>Use a comfortable pencil grip (with support).</p> <p>Recognise that marks carry meaning and talk about their intentions.</p> <p>Begin to recognise and write their name (initial letters secure).</p> <p>Hear and say initial sounds in words.</p>	<p>Letter Formation and Simple Word Building</p> <p>Focus: secure letter formation, applying early phonics, writing simple words.</p> <p>Form taught letters correctly with increased control and orientation.</p> <p>Use phoneme-grapheme correspondence to write simple CVC words with support.</p> <p>Write labels using initial and some final sounds.</p> <p>Write their first name accurately (correct capital + lower case).</p> <p>Understand finger spaces (with strong teacher modelling).</p>	<p>Independent CVC Writing & Early Captions</p> <p>Focus: phonics application, early captions, growing independence.</p> <p>Write CVC words independently using taught phonemes.</p> <p>Apply some digraphs (sh, ch, th, ng) in their writing.</p> <p>Begin to write short captions and simple phrases with adult scaffolding.</p> <p>Leave finger spaces inconsistently but increasingly independently.</p> <p>Form most lower-case letters correctly and start writing on the line.</p> <p>Re-read their writing with support.</p>	<p>Simple Sentence Writing</p> <p>Focus: sentence structure, early punctuation, fluency.</p> <p>Write simple sentences using phonetic attempts (e.g., "The dog is big").</p> <p>Use finger spaces more consistently.</p> <p>Apply taught digraphs/tricky words in context.</p> <p>Use capital letters for names and sometimes at sentence start.</p> <p>Begin to use full stops with modelling.</p> <p>Write on the line with more control and consistent letter sizes.</p>	<p>Increased Accuracy & Stamina</p> <p>Focus: independence, accuracy, stamina, early editing skills.</p> <p>Independently write at least one coherent sentence with correct letter formation.</p> <p>Use finger spaces consistently.</p> <p>Apply a wider range of phonemes and tricky words with growing accuracy.</p> <p>Begin to write two linked sentences with adult support.</p> <p>Show stamina by writing for sustained periods (5–10 minutes).</p> <p>Re-read and make simple improvements or corrections with guidance.</p>	<p>Confident, Independent Transcription Ready for Year 1</p> <p>Focus: readiness for Year 1 – fluent transcription, secure phonics application, independence, basic punctuation.</p> <p>Write two or more linked sentences independently.</p> <p>Show secure letter formation using correct size, orientation and line placement.</p> <p>Use capital letters and full stops more consistently.</p> <p>Spell many words phonetically and some common exception words correctly.</p> <p>Demonstrate re-reading for sense as part of the writing process.</p>	<p>Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write simple phrases and sentences that can be read by others.</p>

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		<p>Begin to form some taught letters correctly through daily modelling.</p> <p>Develop the core fine and gross motor strength needed.</p> <p>Learn how to grip and hold a pencil so that they can use it effectively.</p>					Write with sustained stamina and increasing fluency.	
	Word Reading Sounds-Write	<p>Skills To segment, blend and manipulate sounds in words with the CVC structure.</p> <p>Code a, i, m, s, t, n, o, p, b, c, g, h</p> <p>Conceptual Sounds can be represented by spellings with one letter.</p>	<p>Skills To segment, blend and manipulate sounds in words with the CVC structure.</p> <p>Code d, e, f, v, k, l, r, u, j, w, z</p> <p>Conceptual Sounds can be represented by spellings with one letter.</p>	<p>Skills To segment, blend and manipulate sounds in words with the CVC, VCC, CVCC and CCVC in structure.</p> <p>Code x, y, ff, ll, ss, zz</p> <p>Conceptual Sounds can be represented by spellings with one letter.</p> <p>Some spellings can be represented by a double consonant.</p>	<p>Skills To segment, blend and manipulate sounds in words with the CCVCC, CVCCC and CCCVC in structure.</p> <p>Code No new code knowledge - consolidation of previous code in more complex word structures.</p> <p>Conceptual Sounds can be represented by spellings with one letter.</p> <p>Some spellings can be represented by a double consonant.</p>	<p>Skills To segment, blend and manipulate sounds in three, four and five sound words.</p> <p>Code sh, ch, th, ck, wh, ng, <q>, <u>.</p> <p>Conceptual Some spellings are written with two different letters.</p> <p><q> and <u> represent the sounds /k/ and /w/.</p>	<p>Skills To segment, blend and manipulate sounds in three, four and five sound words.</p> <p>Code sh, ch, th, ck, wh, ng, <q>, <u>.</p> <p>Conceptual Some spellings are written with two different letters.</p> <p><q> and <u> represent the sounds /k/ and /w/.</p> <p>Year 1 bridging unit code /k/, /ch/, /w/ and /v/</p>	<p>Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Comprehension By the end of the terms, children will typically...	<p>Early Book Behaviours & Listening Skills</p> <p>Focus: book familiarity, attention, visual comprehension, early offer/point/comment responses.</p> <p>Handle books correctly (front cover, turning pages, following direction of print).</p> <p>Listen attentively to short stories, rhymes and songs.</p> <p>Respond to simple questions about what they can see in pictures.</p> <p>Begin to join in with repetitive refrains.</p>	<p>Understanding Story Events & Predicting from Pictures</p> <p>Focus: prediction, sequencing, emotional literacy, beginning inference.</p> <p>Understand and recall simple story events with adult support.</p> <p>Make early predictions from pictures ("I think he will run").</p> <p>Identify emotions shown in illustrations.</p> <p>Make simple story connections ("This is like when...").</p>	<p>Retrieving Key Information & Beginning Inference</p> <p>Retrieve simple information from text and pictures ("Who...?", "Where...?").</p> <p>Talk about characters, settings and actions with increasing detail.</p> <p>Begin to infer how a character feels using pictures and tone of voice.</p> <p>Explain simple cause and effect ("He is sad because...").</p> <p>Sequence the beginning/middle/end of familiar stories.</p>	<p>Retelling & Deeper Meaning Making</p> <p>Focus: retrieval, first inference steps, sequencing, evidence-based talk.</p> <p>Focus: narrative structure, vocabulary use, early comparisons, inferential talk.</p> <p>Retell a familiar story in order using their own words.</p> <p>Use vocabulary from stories in talk and play.</p> <p>Make simple comparisons between texts (e.g., characters, settings).</p>	<p>Explaining Thinking & Making Connections</p> <p>Focus: explanation, connections, evidence, story structure.</p> <p>Answer comprehension questions independently using evidence from the text/pictures.</p> <p>Explain their thinking ("I think...because...").</p> <p>Make text-to-self, text-to-text and text-to-world connections.</p> <p>Describe how characters change or learn something.</p>	<p>Confident, Independent Comprehension Ready for Year 1</p> <p>Focus: independence, inference, explanation, theme, discussion skills.</p> <p>Independently retell a story with clear structure and relevant detail.</p> <p>Make inferences about characters' feelings, motives and actions.</p> <p>Predict plausible story outcomes using evidence.</p>	<p>Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role-play.</p>	

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East Hunsbury Primary School Early Years' Reception Curriculum

		<p>Identify key characters and objects in picture books.</p> <p>Express simple likes/dislikes (“I liked the dog”).</p> <p>Participate in very early BookTalk:</p> <ul style="list-style-type: none">“What do you notice?”“Tell me what you see on this page.”	<p>Retell parts of a familiar story using pictures as prompts.</p> <p>Engage in BookTalk prompts:</p> <p>“What do you think will happen next?”</p> <p>“Why do you think they are feeling like that?”</p>	<p>Engage in BookTalk interactions:</p> <ul style="list-style-type: none">“What made you think that?”“How do you know?”“Which part did you like best?”“What made you think tha	<p>Draw on picture clues and story language to build meaning.</p> <p>Infer simple motives (“He did that because...”).</p> <p>Engage in structured BookTalk routines using stems like:</p> <p>“I noticed...”</p> <p>“I wondered...”</p> <p>“This reminds me of...”</p>	<p>Identify story problems and solutions.</p> <p>Participate ‘confidently’ in BookTalk discussions:</p> <p>“The important thing here is...”</p> <p>“I think the author wants us to know...”</p> <p>“This part is like...”</p>	<p>Use story vocabulary confidently in play and discussion.</p> <p>Discuss themes or messages at a simple level (friendship, kindness).</p> <p>Engage in fluent BookTalk conversations, offering opinions and listening to others:</p> <p>“I agree/disagree because...”</p> <p>“Another idea might be...”</p> <p>“The author makes us think...”</p>	
		<p>Things I like by Anthony Browne</p> <p>We’re Going on a Bear Hunt – Michael Rosen & Helen Oxenbury</p> <p>Whatever Next! – Jill Murphy</p> <p>Peck Peck Peck – Lucy Cousins</p> <p>Not Now Bernard – David McKee</p> <p>What makes a family? by Molly Potter</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: THE GINGERBREAD MAN</u></p>	<p>Unfortunately! by Alan Durant and Simon Rickerty</p> <p>Penguin – Polly Dunbar</p> <p>Billy’s Beetle by Mick Inkpen</p> <p>Hoot Owl, Master of Disguise – Sean Taylor & Jean Jullien</p> <p>Owl Babies – Martin Waddell</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: THE THREE LITTLE PIGS</u></p>	<p>Oh No George! – Chris Houghton</p> <p>The Something – Rebecca Cobb</p> <p>Wave by Suzy Lee</p> <p>On the Way Home by Jill Murphy</p> <p>Lost and Found – Oliver Jeffers</p> <p>I want my Hat Back by Jon Klassen</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: GOLDILOCKS AND THE THREE BEARS</u></p>	<p>SHHH! By Sally Grindley and peter Utton</p> <p>Tad - Benji Davis</p> <p>Tadpole’s Promise by Tony Ross and Jean Willis</p> <p>The Journey Home by Frann Preston-Gannon</p> <p>I Can Catch a Monster by Bethen Woolvin</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: LITTLE RED RIDINGHOOD</u></p>	<p>The Lion Inside – Rachel Bright & Jim Field</p> <p>How to heal a Broken Wing by Bob Graham</p> <p>Good Little Wolf by Nadia Shireen</p> <p>The Wolf’s Story</p> <p>Look up! by Nathan Byron</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: HANSEL AND GRETEL</u></p>	<p>The Day the Crayons Quit – Drew Daywalt & Oliver Jeffers</p> <p>Surprising Sharks by Nicola Davies</p> <p>Rose meets Mr Wintergarten by Bob Graham</p> <p>Be Wild Little One by Olivia Hope and Daniel Egneus</p> <p>Here we are by Oliver Jeffers</p> <p><u>TRADITIONAL TALE TO LISTEN TO AND ENJOY: THREE BILLY GOATS GRUFF</u></p>	
Talk for Writing	3 stories in 3 weeks <i>Retell familiar stories with support (CLL)</i>	The Gingerbread Man	The Baby Hedgehog	The Sleepy Bumblebee	Jack and the Beanstalk	Where the Wild Things Are	Farmer Duck	Write simple phrases and sentences that can be read by others.
	See individual planning for progression							Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.



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Mathematics	Maths	<p>Subitising Subitise within 3 and identify sub-groups in larger quantities. Create their own patterns for numbers within 4.</p> <p>Cardinality, ordinality and counting Relate the counting sequence to cardinality. Explore a range of strategies which support accurate counting. Develop their knowledge of 1:1 correspondence.</p> <p>Composition See that all numbers can be made of 1s Compose their own collections within 4.</p> <p>Comparison Understand that sets can be compared. Use of the language of comparison including 'more than' and 'fewer than'. Compare sets just by looking.</p> <p>Talk about measure and patterns Compare size Compare mass Compare capacity Explore simple patterns Copy and complete simple patterns Create simple patterns</p>	<p>Subitising Subitise within 5 and identify sub-groups in larger quantities.</p> <p>Cardinality, ordinality and counting Explore the cardinality of 5, linking this to dice patterns and 5 fingers on one hand. Begin to count beyond 5. Begin to recognise numerals and relate these to quantities they can subitise and count.</p> <p>Composition Explore the concept of 'wholes' and 'parts'. Explore the composition of numbers within 5.</p> <p>Comparison Compare sets using a variety of strategies, including 'just by looking', subitising and matching. Compare sets by matching, seeing that the sets contain the same number and are equal amounts.</p> <p>Shape and Space Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides Explore shapes in the environment My day and night</p>	<p>Subitising Explore patterns within 5, including structured and random arrangements. Explore patterns made by some numbers greater than 5. Experience patterns which show a small group and '1 more'.</p> <p>Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond. Continue to develop object counting skills and linking counting to cardinality, including using their fingers to represent quantities between 5 and 10. Order numbers, linking cardinal and ordinal representations of number.</p> <p>Composition Continue to explore the composition of 5 and recall 'hidden' parts for 5. Explore the composition of 6, linking this to familiar patterns. Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison Continue to compare sets using the language of comparison. Compare sets by matching, identifying when sets are equal. Explore ways of making unequal sets equal.</p> <p>Mass and Capacity Compare mass Find a balance Explore and compare capacity</p> <p>Length, Height and Time Explore and compare length Explore and compare height</p>	<p>Subitising Explore symmetrical pattern in which each side is a familiar pattern, linking this to doubles.</p> <p>Cardinality, ordinality and counting Consolidate their understanding of cardinality, working with larger numbers within 10. Become more familiar with the counting pattern beyond 20.</p> <p>Composition Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Order numbers, linking even numbers to doubles. Explore the composition of numbers within 10.</p> <p>Comparison Compare numbers, reasoning about which is more, using an awareness of its position in the number system and the 'howmany' of a number.</p> <p>Shape Recognise and name 3D shapes Find 2D shapes within 3D shapes Find 3D shapes in the environment</p> <p>Pattern Identify more complex patterns Copy and continue patterns Explore patterns in the environment</p>	<p>Subitising Subitise structured and unstructured patterns, including those which show numbers within 10.</p> <p>Cardinality, ordinality and counting Continue to develop verbal counting to 20 and beyond, including starting from different numbers. Continue to develop confidence in verbal and object counting.</p> <p>Composition Explore the composition of 10.</p> <p>Comparison Order sets of objects, linking this to their understanding of the ordinal number system.</p> <p>Shape Select shapes for a purpose Rotate and manipulate shapes Manipulate shapes Explain shape arrangements Compose and decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p>	<p>Consolidation Consolidate their understanding of the concepts taught previously through working in a variety of contexts and with different numbers.</p> <p>Patterns Identify units of repeating patterns Create own pattern rules Explore own pattern rules Patterns and relationships</p> <p>Position Describe positions</p>	<p>Number: Have a deep understanding of numbers to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>



East Hunsbury Primary School Early Years' Reception Curriculum

Understanding the World	Science	<p>Know some parts of the body – head, shoulder, knees, toes and parts of the face.</p> <p>Know that things turn on and off.</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p>	<p>Know that some materials can melt</p> <p>Know that some materials can be frozen.</p> <p>Know that chocolate changes when it is melted.</p> <p>Know that water changes when it is frozen.</p> <p>Know that materials can be hard or soft.</p> <p>Know that there is light and dark.</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p>	<p>Know that some materials sink and some materials float.</p> <p>Know that some materials stick to a magnet.</p> <p>Know that materials can be hard or soft.</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p>	<p>Know some ways that we care for animals.</p> <p>Know the names of some animals.</p> <p>Know some simple similarities and differences between animals.</p> <p>Know that animals live in different habitats and name some of these.</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p>	<p>Know that living things grow.</p> <p>Know and name some common vegetables.</p> <p>Know and name the stem, leaf and petal of a flowering plant.</p> <p>Know that we can eat some plants.</p> <p>Know that a seed can grow into a plant.</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p> <p>Talk about observations they have made about the changing natural world around them including seasons and plants.</p>	<p>Know that we need to stay healthy – food, exercise and sleep</p> <p>Know some different types of weather.</p> <p>Know that there are changes in the types of weather we have throughout the year.</p> <p>Know what clothes to wear in the different seasons.</p>	<p><u>The Natural World</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>



East Hunsbury Primary School Early Years' Reception Curriculum

	History	<p>Talk about photographs of themselves and other familiar people and objects.</p> <p>Know about the people in their family.</p> <p>Know some similarities and differences between toys in the past and toys in the present.</p> <p>Talk about their favourite toys and compare them to toys of the past e.g. their grandparents</p> <p>Begin to understand the concept of the 'past' already happening.</p> <p>Know some ways that they have changed since they were a baby.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p>	<p>Talk about past and present events in their own life and in the lives of family members e.g. a birthday or special event like a wedding.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p>	<p>Talk about a figure from the past and what they did.</p> <p>Discuss some similarities and difference between events in the past and now.</p> <p>Explore community roles and significant people.</p> <p>Know and talk about the life of significant individuals in the past and some ways that they have impacted society.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p>	<p>Develop an understanding of changes that can occur over time.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p>	<p>Know some ways that they have changed since they were a baby.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p> <p>Know some story characters from their past reading / learning.</p>	<p>Know some simple differences between life in the past and life today.</p> <p>Know and recall some past events in their own lives e.g. recounting a holiday.</p>	<p><u>Past and Present</u></p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
	Geography	<p>Explore home, family and school; local area; similarities and differences.</p> <p>Know some key features of their school environment</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Enjoy looking at stories or photographs from different places around the world and ask some simple questions – e.g. linked to environment or a celebration.</p>	<p>Know some similarities and differences between life in their own country and life in other countries.</p>	<p>Know some similarities and differences between locations.</p> <p>Know some similarities and differences between life in their own country and life in other countries.</p>	<p>Know some key features of their local environment.</p>	<p>Learn about journeys and transport.</p> <p>Know what a map is and can talk about some basic features e.g. a road or river</p> <p>Use simple directions e.g. forwards, backwards.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><u>People, Culture and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>



East Hunsbury Primary School Early Years' Reception Curriculum

	Computing and online safety	<p>Take a selfie and talk about the difference between a hand drawn portrait and a selfie.</p> <p>Use toys with levers to dig or to make noises etc.</p> <p>Use and play instructional-based games.</p>	<p>Talk about ways that they can find things out using the internet e.g. voice activation/ Google e.g. use search engines to find things out about cultures and celebrations around the world.</p> <p>Recognise different types of technology found in their school environment.</p>	<p>Follow instructions with more than two parts with minimal non-verbal communication.</p> <p>Interact with a touch screen on an iPad or an interactive whiteboard.</p> <p>Scan a barcode.</p> <p>Use appropriate technology to take photographs.</p> <p>Make appropriate selections for their profile and image on a screen.</p> <p>Upload images.</p>	<p>Create content of a picture/ video on an iPad.</p> <p>Know how to add a voice recording to an image on Class Dojo.</p> <p>Use letter keys to type their name.</p>	<p>Complete a simple program on electronic devices e.g. iPad or computers.</p> <p>Use problem-solving games to evaluate what works well and what doesn't e.g. use a sieve for digging.</p>	<p>Create content, draw a picture on the screen and view it.</p> <p>Talk about rules that help to keep us safe in and beyond the home when using technology.</p> <p>Programme a Beebot using one basic instruction.</p>	
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East Hunsbury Primary School Early Years' Reception Curriculum

Expressive Arts & Design	Religion and Worldviews	<p>Talk about places that are special to them and their families e.g. church or the beach.</p> <p>Know that other children do not always enjoy the same things as them and are sensitive to this.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Know, talk about and enjoy family routines and traditions.</p>	<p>Enjoy joining in with family customs and routines.</p> <p>Understand that people have different beliefs and celebrate special times differently. E.g. Chinese New Year vs our New Year.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> <p>Know, talk about and enjoy family routines and traditions.</p> <p>Know some differences between religious and cultural communities.</p>	<p>Know some similarities and differences between themselves and people of other cultures.</p>	<p>Know some similarities and differences between themselves and people of other cultures.</p>	<p>Understand what a worldview is and that people may have different views on something but that we need to be respectful and tolerant.</p> <p>Know some similarities and differences between a tradition or religious event. E.g. Eid-al-Fitr and Easter.</p>	<p>Know some similarities and differences between people with different worldviews.</p>	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p>
	D&T Expressive Art	<p>D&T: Structures: Junk Modelling</p> <p>Know how to join materials in a variety of ways.</p> <p>Know how to select an appropriate material.</p> <p>Develop fine motor/scissor skills with a variety of materials.</p> <p>Expressive Art</p> <p>Draw self-portraits</p> <p>Begin to understand how to mix colours.</p> <p>Create drawings, paintings, models etc which begin to have details added to them to help them to represent their ideas.</p> <p>Explore an artist and replicate a piece of their work thinking about shape.</p>	<p>D&T: Structures – Hibernation Boxes</p> <p>Know how to join different materials together.</p> <p>Develop fine motor/scissor skills with a variety of materials.</p> <p>Know how to describe their favourite and least favourite part of their model.</p> <p>Expressive Art</p> <p>Explore art around the world or that which is linked to specific communities e.g. rangoli patterns or stained-glass windows.</p> <p>Select resources required for their own imaginative purpose, e.g. materials and media</p>	<p>D&T: Structures - Boats</p> <p>Know some different parts of a boat.</p> <p>Know that the shape and structure of a boat affect the way it moves.</p> <p>Look at work from artists and talk about what they see.</p> <p>Expressive Art</p> <p>Respond imaginatively to art works and objects. E.g. use work of artists as inspiration for their own creations and looks at ways to improve their work e.g. Matisse Snail (use to create a bee)</p> <p>Make use of props and materials when role-playing characters in narratives and stories e.g. an important character from the past.</p>	<p>D&T: Textiles – Sewing</p> <p>Know what a good design looks like.</p> <p>Know how to select an appropriate material.</p> <p>Develop fine motor/cutting skills with scissors and threading.</p> <p>Expressive Art</p> <p>Create nature art e.g. models of plants and animals.</p> <p>Develop ideas through experimentation with diverse materials e.g. light, projected images and loose parts.</p> <p>Express and communicate the discoveries found through experimentation.</p>	<p>D&T: Cooking and Nutrition - Soup</p> <p>Know how to chop vegetables with support.</p> <p>Know how to use their senses when tasting food.</p> <p>Know that soup is ingredients blended.</p> <p>Expressive Art</p> <p>Perform through puppets and masks (Wild Things).</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p> <p>Use a combination of art forms, e.g. moving and singing, making and dramatic</p>	<p>D&T: Structures: Junk Modelling</p> <p>Know how to join materials in a variety of ways.</p> <p>Know how to select an appropriate material.</p> <p>Develop fine motor/scissor skills with a variety of materials.</p> <p>Expressive Art</p> <p>Perform songs, rhymes, poems and stories and perform to others.</p> <p>Move in time to the music.</p> <p>Use a range of small tools, including saws, hammers and screwdrivers, and various construction materials e.g. wood.</p>	<p>Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>

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East Hunsbury Primary School Early Years' Reception Curriculum

			Continue to explore colours and how colours can be changed. Perform songs, rhymes, poems and stories linked to the Christmas story. Begin to move in time to the music.			play, drawing and talking, constructing and mapping. Use a range of small tools, including saws, hammers and screwdrivers, and various construction materials e.g. wood.		
	Music	Explore the different sounds made by the voice, hands, found objects and classroom instruments. Begin to develop an awareness of pitch and begin to pitch match over a small range of notes (soh-me).	Explore higher and lower sounds (pitch). Explore louder and quieter sounds (dynamics). Sing festive songs, performing for peers and adults.	Explore faster and slower sounds (tempo/pulse). Develop their singing voices working on pitch match over a small range of notes. Sing songs about wintry weather.	Explore longer and shorter sounds (duration). Sing songs about the woods and woodland creatures. Respond to music through movement.	Explore sound and meaning, making changes to their voices to express different moods/feelings. Story tell through music. Sing and play to songs about growth in plants and people.	Revisit and consolidate the three comparatives of higher/lower, faster/slower and louder/quieter. Sing and perform songs about minibeasts and sea creatures. Take turns singing. Listen to music and respond through movement. Class Assembly Performance	Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and — when appropriate — try to move in time with music.
Characteristics of Effective Learning		Playing and Exploring: curiosity, trying new things. Active Learning: persistence. Thinking Critically: talking about ideas.	Plan, review, and adapt play; collaborate with peers.	Persevere; reflect; support others.	Make independent choices; reflect on success.	Plan, adapt, and improve.	Self-direct, reflect, and transfer learning.	
Oracy (Voice 21) Progression		Focus: Speak in Full Sentence "Please may I have..." "I need..." "I think it's ___ because ___." "My favourite thing is ___."	Taking turns and listening "I agree with ___ because ___." "I would like to add ___."	Asking questions "Why do you think ___?" "How does that help us?"	Describing and explaining "It changed because ___." "We noticed that ___."	Retelling and performing "Once upon a time..." "Then, after that..."	Giving reasons and opinions "I think ___ because ___." "My reason is ___."	Speaking – express ideas effectively, showing awareness of listener. Listening, Attention & Understanding – listen and respond appropriately.
70 Things To Do		Make a mud pie, do a jigsaw, listen to a story	Visit a farm, jump in a puddle	Visit a library, make snow angels	Make friends with a bug	Paddle in a stream, make a dam	Make a bubble wand, blow bubbles	



East Hunsbury Primary School Early Years' Reception Curriculum

Weekly words to be taught:

Week	Theme	Words
1	People at school	teacher, child's name, friend, you, me
2	My things	coat, bag, shoes, lunchbox, book, my
3	My body	head, hand, feet, eyes, mouth
4	Feelings	happy, sad, angry, hurt, tired
5	Around school	toilet, playground, hall, classroom, outside, inside
6	Classroom objects	chair, table, pencil, carpet, board, the, a
7	Classroom	glue, scissors, carpet, whiteboard, pack
8	Instructions	look, hands-up, stand, listen, help
9	Instructions	stop , run, walk, line-up, follow, be quiet
10	Daily routine	morning, lunch, afternoon, home, next
11	School objects	computer, paper, bookcase, Headteacher
12	Clothes	jumper, hat, trousers, socks, shoes, dress, skirt
13	Home/House	house, bed, car, family, pet, garden
14	Food & drink	drink, snack, tray, plate, bottle, knife, fork
15	Movement	run, jump, walk, stop, go
16	Play actions	build, draw, cut, stick, share
17	Routine actions	eat, drink, wash, sit, stand, pack-away
18	Learning actions	read, write, count, colour, try
19	Colours	red, blue, yellow, green, brown

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East Hunsbury Primary School Early Years' Reception Curriculum

20	Size & shape	big, small, long, circle, square
21	Counting & quantity	one, two, more , many, all
22	Toys & play	the, a , blocks, doll, car, puzzle, paint
23	Days & school	Monday, Friday, today, tomorrow, week
24	Classroom talk	yes, no, finished, help , wait
25	Outside play	sand, water, bikes, ball, outside, inside
26	Weather & nature	rain, sun, wind, leaf, sky
27	Where things are	here , there, on, in , under
28	Movement directions	up, down, back, forward, around
29	Space & distance	near, far, next to, behind, front
30	Classroom directions	come , bring, put, take, show, work hard
31	Playground directions	wait, safe, share, join, is
32	Toys & play	blocks, doll, car, puzzle, paint (<i>adapt to age of child</i>)
33	Social words	kind, help , talk, turn, listen, me
34	Problem-solving	safe, sorry, gentle, careful, believe
35	Praise & behaviour	good, try, ready, busy, quiet, to
36	Celebrations	party, song, card, cake, candle
37	Celebrations	birthday, party, gift, sing, card
38	Trips & outside	bus, teacher, line, pack, bag
39	Review & consolidation	my , your, we , they, because, I