



EARLY YEARS FOUNDATION STAGE (EYFS) CURRICULUM MAP

In Reception, we follow the Early Years Foundation Stage non-statutory curriculum, following the Development Matters document to guide our teaching and assessment, alongside teacher judgement. We are early adopters of the 2020 framework for the early year's foundation stage, and assess against the newly developed Early Learning Goals at the end of Reception. We offer a balance of adult-led and child-initiated learning to ensure each child makes good progress.

Characteristics of Effective Teaching and Learning

We aim to enable the children to learn through the three characteristics of effective teaching and learning:

- Playing and exploring: children investigate and experience things, and 'have a go'
- Active learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Areas of Learning and Development

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

Early Learning Goals

At the end of reception, we aim for children to meet the Early Learning Goals, and assess them against these:

Communication and Language:

By the end of Reception, we aim to give the children the skills they need to be able to communicate effectively. These skills are progressed across the KS1 National Curriculum later in school life.

Listening and Attention:

- 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

Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

We support the development of these skills in various ways including our daily story session – sharing engaging texts with children, whole class input sessions – stimulating children’s interests and supporting learning, whole class discussions – enabling children’s natural curiosity, talking with children – supporting children to build confidence in sharing their own stories, ideas and questions.

Physical Development

Children’s physical development is important in developing both their gross and fine motor skills. Gross motor skill development allows children to make large movements, which is facilitated through our outdoor areas and PE lessons in Spring and Summer term. Fine motor skills are developed through focused activities like threading and use of pegs and tweezers, and supports the small muscles in the hands to effectively use scissors, pencils and tools. We aim to give the children the physical skills they need to access learning in Key Stage 1, which is progressed during PE lessons following the National Curriculum.

Gross Motor Skills:

- 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

Fine Motor Skills:

- 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, paintbrushes and cutlery
- Begin to show accuracy and care when drawing

We support these areas by insuring each child has daily opportunities to explore our outdoor area: accessing our climbing equipment, floor equipment to shuffle, walk, jump around, using bats and balls to develop arm muscle strength and motion. To support children’s fine motor development we assess pencil grip in the autumn term and support the development of this to enable children to progress to writing recognisable letters. We incorporate opportunities and movements which will develop children’s hand muscle strength within other activities, for example a number matching activity may require children to practise their fine motor skills by picking up pom-poms with pegs and placing the correct amount onto the matching numeral.

Personal, Social and Emotional Development

Throughout the year, skills are embedded through daily activities to promote their personal, social and emotional development. We aim for children to be able to regulate their own emotions and begin to use communication learnt throughout the year to support relationships. This may be demonstrated through children’s ideas during play – deciding to share resources, through conversations – telling an adult how they are feeling and thinking about why. We also endeavour to facilitate an environment where the children are able to be confident in their own self; sharing ideas, beliefs and wishes with others. We aim to give the children a skill set which prepares them for real-life situations, and these skills are progressed through the teaching of PSHE in KS1.

Self-Regulation:

- 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

Managing Self:

- 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.
- 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 and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

Building Relationships:

- 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

We support these skills by teaching specific skills through our PATHS lessons, and develop circle times specific to the children's needs throughout the year. These skills are also developed through play, and modelled by adults. We also use questioning to develop children's confidence in their own beliefs and give them the skills to explain and reason, this is supported by our weekly 'THUNK' – a question that has no right or wrong answer and requires sharing and discussion of ideas.

Literacy

We wish for our children to acquire the skills needed to be able to communicate and write through a range of texts, be able to and want to read for pleasure, and understand stories read to them. Together, this gives children sound knowledge to take them to the next phase of their education, learning to read, write and communicate through the teaching of English in KS1.

Comprehension:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Anticipate (where appropriate) key events in stories
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play

Word Reading:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Writing:

- 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

The teaching of these skills are delivered through daily Read Write Inc. phonics lessons where our children are given an appropriate level of teaching and challenge to progress their reading and writing. This is taught in ability streamed groups and the scheme is followed through the school into KS1. Children are given multiple opportunities to make marks and write in the classroom, from making marks with chalk on the playground, to writing a shopping list in the role-play area, or a letter to our link with a local Care Home. We believe that giving writing meaning and purpose supports writing development. Children also have reading sessions weekly and are given appropriate picture and reading books at home to promote reading for pleasure, and have daily story sharing sessions where reading is delivered to support comprehension and enthusiasm for stories.

Maths

By the end of Reception, we wish for our children to become keen mathematicians by exploring, reasoning, problem-solving and never feeling fear of getting the 'wrong answer'. This prepares them for a future where number problems are a part of everyday life; working out how much money they may need to do a food shop, working out what time the next bus will be, and measuring out the correct amount of flour to make a cake. Having a sound knowledge of number at a young age supports this progression.

Number

- Have a deep understanding of number to 10, including the composition of each number.
- 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.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

We support the teaching and learning of Maths by giving daily input sessions to meet the children's needs, giving them opportunities for challenge and problem solving, and providing an environment for children to demonstrate number in concrete, pictorial and abstract ways. Children have access to number resources throughout the day and are given weekly tasks to complete with a member of staff, which may be a written answer, a verbal demonstration, or a display of resources.

Understanding the World

Understanding the World in Reception is an area of teaching and learning which encompasses skills which can be applied in many areas later in life. These areas are the basis of knowledge and understanding that support the teaching and learning of History, Geography, Science and Technology in KS1.

Past and Present:

- 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.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- 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 and changing states of matter.

We ensure these areas are taught by basing each term on a topic, which lends itself to an area of Understanding the World. Each year, the terms focus on 'Magical Me', Dinosaurs or Space, and Journeys. We use our weekly story focus to encourage curiosity around changes and processes, like discussing how our toys are different to those our grandparents had, how machines work in Space, or why animals have different habitats. Children have topic sessions to explore these areas, but also have access to explore these concepts in real life by providing them with a rich environment to be scientists, engineers, or historians.

Expressive Arts and Design

Expressive Arts and Design is split into dealing with materials, and being imaginative; we aim for children in Reception to be able to safely and confidently use a variety of tools and techniques to create a desired effect, but also to have the confidence and expression to engage in imaginative play. This gives children to skills to progress into KS1 in subjects including Music, PE, Art and Design and Design and Technology.

Creating with Materials:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move

The development of these skills are supported by both adult-led activities, and by providing access to a range of media and materials in the classroom. Children are encouraged to be expressive and confidence in imaginative play, which is modelled and reinforced by adults. We work towards larger projects as a class, like performing at Harvest Festival and the Christmas Production, as well as smaller projects like individuals designing their own decorations to create and reflect upon.

Please see our termly topic web which lays out more detailed progressions of learning throughout Autumn, Spring and Summer term.