



No Barriers to Excellence

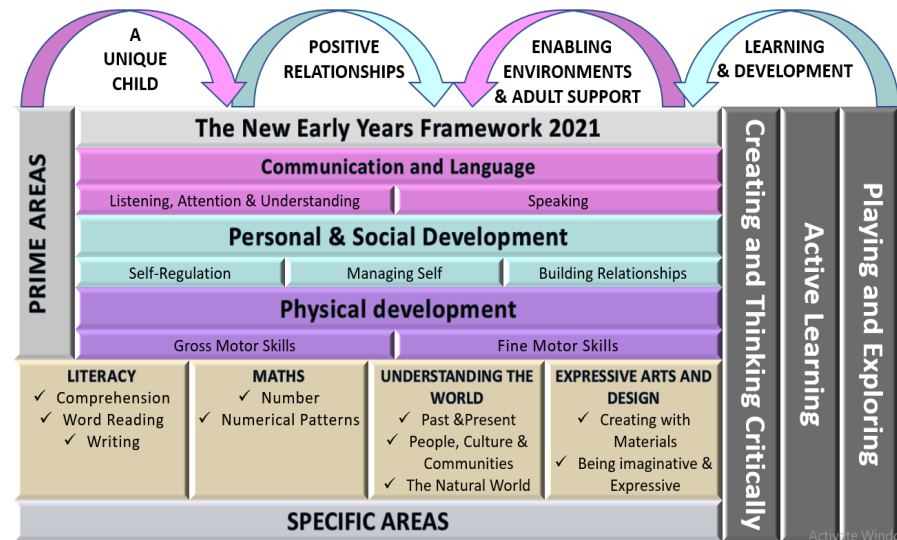
Reception Curriculum Overview

Curriculum Purpose and Implementation Summary

This curriculum map provides a systematically sequenced, high-quality framework explicitly designed to secure robust progression in children's knowledge and skills across the Reception year. Fully aligned with the statutory **Early Years Foundation Stage (EYFS) Framework** and informed by the trajectories within **Development Matters**, it outlines a clear, ambitious pathway toward the Early Learning Goals (ELGs). This curriculum prioritises the vital foundations of communication, language, literacy, and mathematical mastery.

By breaking learning down into detailed "Know..." and "Able to..." milestones, the framework ensures a rigorous approach to vocabulary acquisition and systematic phonics progression. Furthermore, it structures explicit support for executive functioning and self-regulation, ensuring children build the cognitive control needed to avoid cognitive overload. This coherent, cumulative approach guarantees that all children, including those from disadvantaged backgrounds or with SEND, acquire the essential cultural capital and foundational knowledge required to transition seamlessly and successfully into Year one.

The 'Early Years Statutory Framework' (EYFS, Sept 2025) sets out the education and care standards that all early years providers must meet to ensure that children, from birth to five, learn and develop well and are kept healthy and safe. The Statutory document does not set out the curriculum, it sets out 'the what', the broad endpoints and overarching standards. Therefore, the curriculum we offer must be responsive to children's individual interests and needs. Best practice in early years is through the provision of a curriculum being rooted in child development, providing each child with what they need in the here and now, helping them to build their learning for the future. There are two non-statutory documents which have been used as a guide in developing our Reception curriculum: Development Matters (revised in September 2023) and Birth to 5 Matters.



Characteristics of Effective Learning:

Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

4 Overarching Principles:

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

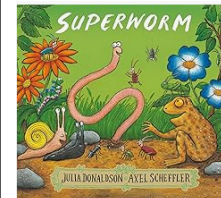
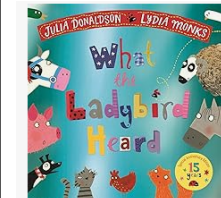
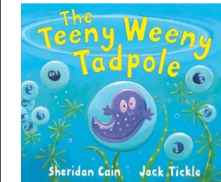
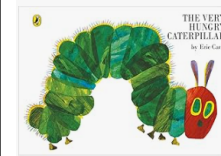
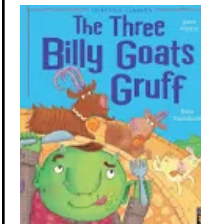
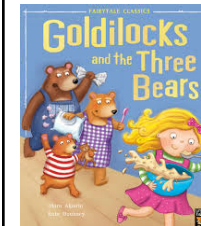
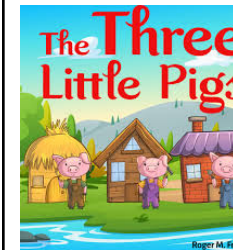
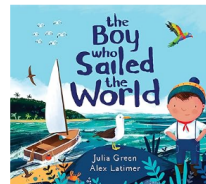
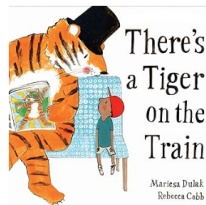
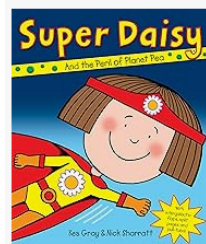
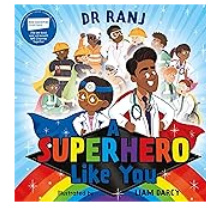
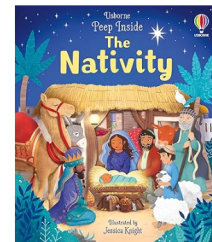
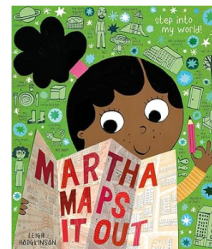
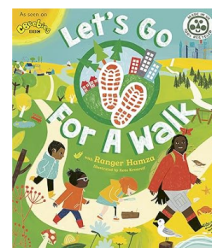
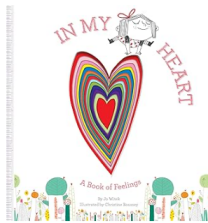
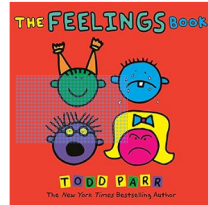
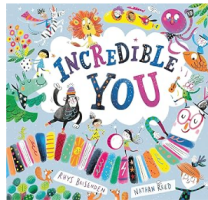
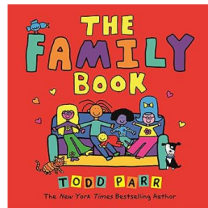
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

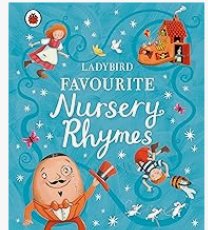
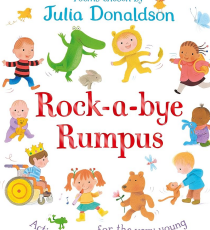
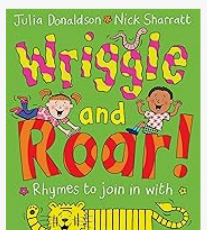
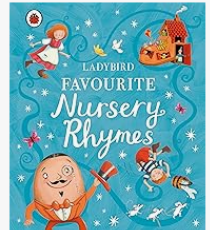
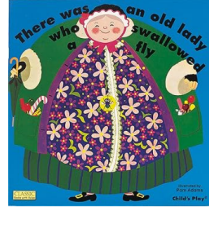
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

Characteristics of Effective Learning <u>Playing and exploring</u> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <u>Active learning</u> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <u>Creating and thinking critically</u> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which hel							
Reception Long Term Planning Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Marvelous Me	My World and celebrations	Heroes	Journeys	Traditional Tales	Animals and Minibeasts	Children at the expected level of development wil:
Key themes	Gaining self awareness. Making friends. Regulation skills. Independence. Diversity and inclusivity. Starting school - schools values and rules Making friends Getting to know new adults Being kind	Developing understanding of where I live and my local area and beyond. Living on planet Earth and how we can take care of our planet. Celebrations including Diwali, Hanukkah and Christmas Being kind and inclusive to others. Increasing independence. Developing confidence with speaking. Road Safety	Promoting Local Heroes / People who help us. Exploring characteristics of a hero in fact and fiction. Being determined and brave to solve problems. Asking questions to support understanding.	Exploring transport from now and in the past. Experience of using maps. Developing understanding of journeys including exploring beyond their local community. Road safely Know how we can make healthy choices including screen time limits, healthy eating, hygiene, sleep and exercise.	Sharing traditional tales including those from other cultures and alternative traditional tales. Story sequencing. Settings and characters. Describe events in detail with the correct tense. Developing new friendships and strengthening cooperation skills in current friendships.	Promoting animal and food knowledge. Talk about stages of development in humans and animals. Describe the features of living things and their habitats. Transition to Year 1 - regulation of emotions Getting to know new adults and spaces. Celebrating achievements and sharing worries about the change	

Key Texts

Class Teachers will select linked books inline with pupils interests and attainment including Non-fiction texts and diversity. The amount of time spent on each book will be cohort dependent.



Seasonal Changes - linked to Forestry							
Rhymes and Poems							
Vocabulary	See Vocabulary Table below						

Communication and Language	Listening and Understanding	Know how to and is able to listen attentively.	Know why it is important and be able to listen attentively.	Know how to listen and respond appropriately with a comment and is able to show this.	Know how to listen and respond appropriately with a question and is able to show.	Know how to listen and respond appropriately with a question to clarify and is able to show this.	Know how to and is able to show attentive listening in a variety of settings and respond.	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 conversations when engaged in back-and-forth exchanges with their teacher and peers
		Know what key questions words mean, such as: who, what and where.	Know what key questions words mean, such as why.			Know what question to ask to check understanding.	Know what question to ask to find out more information	
		Know and understand time words such as first, next, after, now, later, today and end.	Know and understand time words such as, last, then, after that and tomorrow.	Know and understand time words and use them to retell an experience. Eg; weekend news, class trip	Know and understand time words such as past and future.		Know and use time words to explain how something or someone has changed over time.	
		Know the rules and routines.	Know traditions that are special to my family.	Know rules that keep us safe.	Know some road safety rules.	Know some traditional tales.	Know rules to keep animals/minibeasts safe.	
		Know the meaning of key new vocabulary linked to my family and body.	Know the meaning of key new vocabulary linked to our world and celebrations.	Know the meaning of key new vocabulary linked to people who help us.	Know the meaning of key new vocabulary linked to journeys and transport.	Know the meaning of key new vocabulary linked to story descriptions.	Know the meaning of key new vocabulary linked to Animals, minibeasts and lifecycles	
		Able to follow simple instructions. Including the classroom expectations, rules and routines.	Able to follow a 2 step instruction from a known adult.	Able to follow a 2 step instruction from a school adult.	Able to follow a longer list of instructions within contexts (wash hands, get your lunch box and line up for lunch behind Emma.)	Able to follow instructions in a range of contexts, some may be unfamiliar	Able to follow instructions in a range of contexts, some may be unfamiliar	
		Able to build and extend attention skills.	Able to look at the person talking.	Able to look at the person talking and respond.	Able to listen and clarify what someone has said.	Able to listen and build on what someone has said.	Able to have a conversation with a familiar person.	
		Able to listen attentively to a rhyme, poem or short story.	Able to listen attentively to a rhyme, poem or story to learn them.					

Communication and Language	Speaking	Know social phrases and be able to use them such as; Good Morning, please, thank you and ask can I questions such as; Can I play?	Know and use new vocabulary throughout the day, becoming a word collector.	Know and use new vocabulary to create deep familiarity with new vocabulary for knowledge.				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
		Able to talk about stories that are familiar to them.	Able to talk about stories and retell familiar stories.	Able to create their own stories based on familiar stories.	Able to discuss stories in well formed sentences, articulating their ideas clearly.	Able to create their own stories.	Able to answer questions about familiar stories in clear sentences.	
		Able to talk about lived experiences and share with a group.	Able to respond to questions about lived experiences.	Able to connect ideas using and in a spoken sentence to add detail.	Able to use the correct tense when talking about past, present or future experiences.	Able to connect ideas using because or but in a spoken sentence to add details and reasoning.	Able to connect ideas in spoken sentences using a range of conjunctions to add clarity.	
		Able to ask and answer who, what and where questions.	Able to ask and answer why questions.	Able to give explanations to why questions with facts and contextual vocabulary.	Able to ask questions of interest to gain a better understanding.	Able to use questioning as part of problem solving.	Able to ask and answer questions as part of an ongoing discussion.	
		Able to talk about their family, homes and local area.	Able to talk about their birthdays, celebrations they celebrate and celebrations for others.	Able to talk about people who help us and what makes a hero.	Able to talk about journeys and transport in the past.	Able to talk about favourite stories and compare traditional tales from other cultures.	Able to talk about how animals develop and change.	
		Able to discuss how we have changed since we were born and name body parts.	Able to discuss and answer questions about how we can take care of the world around us.	Able to use talk to solve problems..	Able to use talk in imaginative play.	Able to make predictions in sentences and discuss them.	Able to talk about how they are feeling about moving to Year 1, talking about changes.	
		Able to join in with simple rhymes, poems and songs	Able to describe how rhymes, songs and poems sound.	Able to share a rhyme, poem or song.				

Personal, Social and Emotional Development	PSED Topics	<u>Who we are and how we belong</u> Focus on building friendships and how to play safely and happily. Understand that we are not all the same but we are all unique. Understand feelings and how we can be kind to others.	<u>Everyone belongs</u> Focus on accepting that people are all different in our world. Kindness is helping and including others.	<u>My Future, My Journey</u> Focus on challenges and perseverance towards achieving goals. Explore jobs for the future..	<u>Health Habits, Health Life</u> Focus on body parts and how to take care of ourselves. How we stay healthy including the importance of sleep and limited screen time.	<u>Connecting with others</u> Focus on differences people have and how we all can all work together. Know what makes a good friendship. Know how to manage anger.	<u>Growing and Changing</u> Focus on growing and changes that take place. Able to share feelings around transition as well as celebrating.	
	Self Regulation	Know that they are unique and share information about them.	Know how to help themselves and others.	Know how to make the right choice and understand and accept consequences if the wrong choice is made.	Know that their behavior (words and actions) affect others around them.	Know how to manage their feelings and regulate when needed.	Know how to overcome and challenge with resilience and perseverance.	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 an activity, and show an ability to follow instructions involving several ideas or actions.
		Know a wide range of emotions.	Know what makes them feel different emotions and start to develop regulation strategies.	Knows ways to self manage different feelings and emotions.	Know that other people may feel differently to them and adapt behaviour as needed.	Know that all feelings are accepted, it's how we manage them that matters. (Zone of Regulation)	Know that all feelings are accepted, it's how we manage them that matters. (Zone of Regulation)	
		Able to say what they are good at and what their goals are.	Able to manage themselves while waiting for something they want.	Able to talk about what skills they have and what job they may like.	Able to work towards a goal and show patience and perseverance.	Able to manage frustrations when a goal is not achieved quickly.	Able to celebrate when goals are achieved and set new ones.	
		Able to take part in adult led small group challenges.	Able to give focussed attention to an adult led group which may include problem solving or recording.	Able to give focussed attention about following instructions during an adult led group.	Able to take part in group play sustaining focussed attention.	Able to take part in group play but adapt and follow others ideas and instructions.	Able to take part in group play with increasing resilience and self management.	
		Able to say how they feel and identify what is making them feel that way.	Able to recognise unpleasant feelings and situations and set boundaries while also respecting others boundaries.	Able to manage their feelings through a range of strategies.	Able to manage their feelings tolerates situations.	Able to manage their feelings and be aware of the people around them.	Able to manage their feelings and tolerate adult instruction to adapt or stop an activity.	

	Managing Self	Know the rules and routines and why we have them.	Knows the rules and routines in the setting and is able to independently follow them in the provision.	Know the difference between right and wrong and is able to behave accordingly.		Know that we can ask for help and talk to an adult we trust about worries.		Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
		Know and is able to meet basic care needs: toileting, hand washing, clothing and feeding.	Know how to persevere or be able to wait for adult support.	Know how we keep ourselves healthy including screen time, sleep, hygiene and healthy foods.	Know and able to talk about factors that support their overall health and well being.	Know how to and be able to organise and take care of their belongings.	Know that we all have challenges and understand how to be resilient.	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.
		Know what foods they like and dislike and know that some foods are less healthy than others.		Know that it is good to try different foods and eat a range of healthy foods.		Know that it is important to make healthy food choices.		
	Relationships	Able to work and play with others to build friendships with adults and peers.	Able to take turns when playing a game with peers.	Able to share ideas to solve problems cooperatively.	Able to use negotiation and compromise skills.	Able to resolve conflicts through discussion with the other person.	Able to gain adult support when needed and explain to problem clearly.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers.
		Knows that we all have different feelings and need different things..	Knows how to be understanding of their own needs and feelings.	Knows that we all experience different feelings and is able to be sensitive to others.	Knows that sharing and being flexible with friends is important.	Knows and is able to respond sensitively and kindly to friends.	Knows and is able to respond sensitively and kindly to all class members.	Show sensitivity to their own and others' needs.

Physical Development	Gross Motor	Able to show coordination when using equipment.	Able to climb over, under and through obstacles.	Able to pull themselves up on monkey bars / climbing frame.	Able to safely get on and off equipment, including jumping, sliding and climbing.	Able to perform sequences of movements on equipment.	Able to work with a partner to support each other when using equipment.	Negotiate space and obstacles safely, with consideration for themselves and others.
		Able to balance on equipment.	Able to balance and climb over, under and through obstacles.	Able to balance on wheeled toys (Balance bike, scooter and peddle bike)	Able to balance while moving on equipment and still on the floor.	Able to use a range of small and large apparatus.	Able to use a range of small and large apparatus within a group.	Demonstrate strength, balance and coordination when playing.
		Able to use range of movements eg: jumping, bunny hopping and sliding.	Able to use core muscle strength for good posture and movements to support movements that cross the midline of the body.	Able to climb forward to go up and backwards down a ladder.	Able to jump safely from one equipment piece to another.	Able to combine different movements with confidence. (Big, small, high and low)	Able to combine and use different movements on equipment.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
		Able to use large loose parts and building blocks to construct.	Able to use large loose parts and building blocks to construct.	Able to use small sized bricks and loose parts to construct.	Able to use a range of loose parts and building blocks to construct.	Able to select the best resource and be able to use it confidently within construction.	Able to select the best resource and be able to use it confidently within construction.	
		Able to catch and throw a large ball, beanbag from a close distance.	Able to catch and throw a large ball, beanbag from further away.	Able to catch and throw a small ball from further away.	Able to kick and pass a small ball from further away.	Able to throw / kick a ball at a target is accurate.	Able to move to catch / receive an item.	
	Fine Motor	Able to hold a pencil with fingers. (Know which is their dominant hand.)	Able to use a tripod grip with increasing consistency.	Able to consistently use a tripod grip.	Able to consistently use a tripod grip with increasing control of marks made.	Able to use a tripod grip with accuracy of marks made.	Able to use a tripod grip with accuracy of marks made.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
		Able to use small implements for intended purpose. (Eg: Tweezers, pinch spoons, threading and rolling pin with playdough)	Able to use two hole scissors to snip and cut lines.	Able to use a range of small tools eg: pens, pencils, scissors, paint brushes and cutlery with confidence.	Able to use a range of small tools eg: pens, pencils, scissors, paint brushes and cutlery with confidence.	Able to use a range of small tools with the correct grip and accuracy.	Able to accurately cut around various shapes.	Use a range of small tools, including scissors, paint brushes and cutlery.

	Fine Motor	Know the letters in their name and be able to write them with increasing accuracy.	Know the handwriting saying for the taught Read, Write Inc stage and be able to copy and form letters with increasing confidence.	Know the handwriting saying for the taught Read, Write Inc stage and be able to copy and form letters with increasing confidence, including in phonic word writing.	Know the handwriting saying for the taught Read, Write Inc stage and be able to copy and form letters with increasing confidence, including in phonic word writing.	Know the handwriting saying for the taught Read, Write Inc stage and be able to copy and form letters with increasing confidence, including in phonic word writing.	Know the handwriting saying for the taught Read, Write Inc stage and be able to copy and form letters with increasing confidence, including in phonic word writing.	Begin to show accuracy and care when drawing.
		Following Letter Join Able to form a range of patterns accurately in an appropriate size. Following Letter Join Able to form long ladder letters (i l t u j y) Following Letter Join Able to form curly letters (a d c o f e s g q) Following Letter Join Able to form one armed letters (b h k m n p r) Following Letter Join Able to form zig zag letters (v w x z)				Able to form letters in phonetic words and phrases.	Able to form letters accurately with some evidence of capital letters. Some accurate size / placement of writing.	
Literacy	Comprehension	Able to retell a known story.	Able to respond to what they hear with relevant comments and reactions.	Able to answer retrieval questions about a known book.	Able to identify and understand new vocabulary.	Able to use newly learnt vocabulary when retelling and role play.	Able to use newly learnt vocabulary within other conversations.	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, nonfiction, rhymes and poems and during role-play
		Able to join in with repeated words and phrases within a rhyme or story or complete missing parts.	Able to explore both fiction and non fiction books.	Able to talk in detail about characters and events within the story.	Able to make predictions about what might happen next.	Able to ask questions to find out more and check understanding.	Able to use evidence from the text to support answers or challenge another person's thinking.	
		Know how to handle books, the key features of a book and what information we can get. (Cover, Title, Blurb, Author and contents)	Know how to handle books, the key features of a book and what information we can get. (Cover, Title, Blurb, Author and contents)	Know the difference between Fiction and Non - Fiction books and their features and purpose.	Know how to access a range of books independently.	Know that re-reading and checking for understanding is important.	Know how to include features of non fiction books when creating own.	

Literacy	Word Reading	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Able to read individual letters by saying the sounds for them. (Following Read Write Inc progression)	Say a sound for each letter in the alphabet and at least 10 digraphs.
		Able to hear the initial sound in words. Able to read own name.	Able to point to the sounds in words knowing that print is left to right.	Able to read sounds speedily and blend sounds into words.	Able to read set 1 special friends.	Able to read words containing learnt special friends.	Able to read first 10 set 2 sounds.	Read words consistent with their phonic knowledge by sound blending.
		Able to orally blend CVC words.	Able to blend sounds into words so they can read short words made up of known letters	Able to read simple phrases made up of words with known letter sounds. (Ditty Sheets)	Able to read red story books	Able to read green story books.	Able to read green / purple story books.	Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
		Read Write Inc Strong Start - Picture cards, whole class routine and first sounds.	Read Write Inc - Set 1 and 2 streamed into targeted focus groups. Daily pinny time within class. Whole class phonic learning application in morning work or carpet focus. Red Word Teaching					Read green or purple storybooks Read first 10 set 2 sounds
	Writing	Able to write their name	Able to write their name with increasing accuracy including a capital letter.	Able to accurately write their name including a capital letter.	Able to write captions with support.	Able to write red words learnt within a caption / sentence.	Able to try words needed for their sentence using their phonic knowledge.	Write recognisable letters, most of which are correctly formed.
		Able to write sounds they hear in words. Getting the initial sound right.	Able to use Fred fingers to pinch sounds to segment for spelling and writing CVC words.	Able to independently write CVC words and apply this in their play.	Able to segment sounds in words containing special friends and write the word.	Able to write a dictated phrase / sentence containing learnt sounds independently.	Able to write their own sentence containing learnt sounds.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
		Following Letter Join Able to write a range of patterns accurately in an appropriate size.	Following Letter Join Able to write long ladder letters (i l t u j y) in words	Following Letter Join Able to write curly letters (a d c o f e s g q) in words	Following Letter Join Able to write one armed letters (b h k m n p r) in words	Following Letter Join Able to write zig zag letters (v w x z) in words	Able to accurately write letters in captions and sentences, using some upper case letters correctly.	Write simple phrases and sentences that can be read by others.
		Knows what they want to write.	Knows writing has different purposes and features such as lists, letters and stories etc.	Knows how to articulate ideas clearly, structuring them in speech before writing.	Knows how to include new vocabulary and ideas from texts into writing.	Knows how to transfer ideas to paper and is able to create texts to communicate meaning.	Knows that re reading and checking is important to make sure writing is correct and clear.	

Mathematics	Number	Able to subitise to 3 and able to match the number name to the numeral and quantity. Know that zero is one less than one and a place holder	Able to subitise to 5 and able to match the number name to the numeral and quantity.	Able to compare quantities to 10 objects of different sizes, using the language more and less.	Identify different representations of number 6 - 10, matching the number name, numeral and quantity.		Able to identify numbers to 20 and beyond.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5.
		Able to compose numbers to 3. (Part whole model and five frames) Including addition and subtraction.	Able to compose numbers to 5.. (Part whole model and five frames) Including addition and subtraction.	Able to compose numbers to 8. (Part whole model and ten frames) Including addition and subtraction.	Able to compose numbers to 10. (Part whole model and ten frames) Including addition and subtraction.	Able to explore different compositions of number to 10 independently.	Able to double numbers within 10.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5
		Able to identify 1 more / less to 3.	Able to identify 1 more / less to 5.	Able to identify 1 more / less to 8.	Able to identify 1 more / less to 10.	Able to count to 20.	Able to count to 20 and beyond.	(including subtraction facts) and some number bonds to 10, including double facts.
		Know that addition is the combining of two sets of objects	Know that subtraction is the removal of objects	Know that doubling is adding the same again	Know that halving is sharing an amount equally in two	Know some number facts to 10.		
	Numerical Patterns	Able to compare amounts and use the language of more and less.	Able to compare amounts and use the language of more and less.	Able to identify when amounts have the same, less than. more than or equal.	Able to identify when amounts have the same, less than. more than or equal.	Able to count to 20.	Able to count to 20 and beyond.	Verbally count beyond 20, recognising the pattern of the counting system.
		Able to order numbers and amounts to 3.	Able to order numbers and amounts to 5.	Able to order numbers and amounts to 8.	Able to order numbers and amounts to 10.	Able to begin to see patterns in numbers such as odd and even.	Able to begin to see patterns in numbers such as odd and even.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
	Shape, Space and Measure	Able to use correct language to talk about and compare size and shape. Including their names.	Able to use positional language.	Able to sort 2D and 3D shapes.	Able to explore length, height and time. Including ordering 3 things.	Able to compare capacity and mass. Including ordering 3 things.	Able to solve problems involving measures.	Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.
		Able to see AB patterns.	Able to extend and create AB patterns.	Able to see ABB/AAB patterns.	Able to extend and create ABB / AAB patterns.	Able to match patterns.	Able to identify what is missing in a pattern.	

Understanding the World	Past and Present	Know then and now concepts - know how they have changed since birth.	Know what Remembrance Day is and why people wear poppies.	Know that the past is anything that happened before the current day and the present is now.	Know how transport has changed over time and how it is different from today.	Know that books have changed over time.	Know that some animals are now extinct.	Talk about the lives of the people around them and their roles in society.
		Know information about their family and community.	Know the days of the week and months of the year.	Know there are people who help us - what they do and how to contact them.		Know that stories were written in the past.		Know some similarities and differences between things in the past and now, drawing on their own 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	Know names and places in the local area.	Know where we live and where that is in The World.	Know what people who help us do. (Doctor, Nurse, Police, Fire etc)	Know how to stay safe on the street and cross roads.		Know that animals have habitats in different countries.	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.
		Know what is special to them and their family.	Know how we can take care of the environment, including recycling.		Know symbols on a basic map and how to use one.			Know some similarities 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, nonfiction texts and - when appropriate - maps.
		Discovery RE Special People What makes people special? Christianity & Judaism	Discovery RE Christmas What is Christmas Christianity & Incarnation	Discovery RE Celebrations How do people celebrate? Hinduism	Discovery RE Easter What is Easter? Christianity & Salvation	Discovery RE Story Time What can we learn from stories? Christianity, Islam, Hinduism & Sikhism	Discovery RE Special Places What makes places special? Christianity, Islam & Judaism	

	The Natural World	Know the names of body parts.	Know different materials and that some are better for The World than others.	Know that that heat melts and cold freezes things.	Know that places in the world look different and record them as drawings.	Know what a plant needs to grow.	Know that animals have different habitats.	Explore the natural world around them, making observations and drawing pictures of animals and plants.
		Know and explore their 5 senses			Know that some things float and some things sink	Know the life cycle of a plant.	Know the life cycle of a butterfly.	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.
		Know that the seasons change and be able to discuss Autumn. Describing what they see, hear and feel outside.	Know that the seasons change and be able to discuss Winter. Describing what they see, hear and feel outside.		Know that the seasons change and be able to discuss Spring. Describing what they see, hear and feel outside.	Know that the seasons change and be able to discuss Summer. Describing what they see, hear and feel outside.	Know that the seasons have changed through the year and are able to describe the changes.	
								Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and Design	Creating with Materials	Able to name primary colours	Able to hold and control a paint brush	Able to mix colours to make new colours	Able to use a variety of tools to paint	Able to paint an accurate picture	Able to print using paint and a variety of objects.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
		Able to draw basic features of people.	Able to use a variety of drawing tools	Able to draw patterns	Able to draw to tell a story	Able to draw a flower with a focus on lines and shapes.	Able to draw simple symmetry	
		Able to build and construct with junk modelling.	Able to manipulate clay / dough.	Able to shape clay / dough.	Able to represent ideas with a collage	Able to select the best media for 3d creations.	Able to select the best media for 3d creations.	Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories

	Imaginative and Expressive	Able to join in with Nursery rhymes and songs.	Able to follow a beat with movements and sounds.	Able to describe similarities and differences with musical instruments.	Able to create their own performance	Able to copy a rhythm	Able to create a rhythm.	Invent, adapt and recount narrative and stories with peers and their teachers 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
			Able to learn new songs and perform.	Able to play musical instruments		Able to match a pitch.		

What We Will Do (Implementation & Learning Experiences):

Communication and Language

We will learn how to sit and listen attentively, follow a simple instruction and look at the speaker. We will learn to understand questions and answer the. We will use time related phrases and new vocabulary linked to bodies and families. We will have conversations about our family, home, local environment, body parts and how they have grown and changed since birth. We will share nursery rhymes, poems, songs, fiction and Non-fiction books. We will talk about what names us special, our similarities and differences. We will use the correct tense when we share pictures of us as a baby. We will talk in sentences.

Physical Development

We will climb over, under and through obstacles safely. We will practice balancing on equipment to develop core muscle strength. We will use large loose parts to build and construct. We will practice throwing and catching. We will learn to hold a pencil with a tripod grip and dominant hand. We will practice using small tools eg; tweezers, pinch spoons, and threading to build finger strength. We will create with playdough using tools and hands. We will use scissors to snip and cut straight lines. We will explore sensory trays to make patterns. We will have good personal hygiene and learn to get changed for PE.

Mathematics

We will learn to subitise quantities initially up to 3 objects by learning what an amount looks like. We will do this with flash plates, five frames and dice. We will learn to show an amount on our fingers and number fans. We will investigate zero and learn that it represents there are none. We will count amounts during provision learning. We will explore and create patterns.

Personal, Social and Emotional Development

We will explore the classroom provision and learn how to use it. We will learn the rules and routines and learn how to follow these. We will learn different emotions and how we can manage these safely in school. We will start to understand the Zones of Regulation. We will practice regulation activities. We will build relationships within the classroom We will teach social phrases. We will explore who we are and what is special about us. We explore and accept differences between each other. .



Understanding the World

We will learn the meaning of past and present by comparing ourselves as babies and now. We will discuss changes over time. We will understand where school is and where we live, exploring the local area. We will use small world play to construct the local area. We will learn about maps and create our own. We will talk about who lives in our houses and people who are special to us. We will celebrate our similarities and differences. We will learn and explore our five senses. We will learn the names of body parts including joints. We will explore seasonal changes. We will celebrate Harvest.

Literacy

We will learn how to handle and explore books, learning about the Title, Author and Blurb. We will discuss books and make predictions. We will share stories together and reread books. We will take part in daily Read, Write Inc Phonic sessions to learn phonic sounds, hearing the initial sound as well as segmenting and blending CVC words. We will learn to write our names. We will use our dominant hand and tripod grip when writing. We will have daily handwriting practice with a focus on patterning. We will share poems, songs and rhymes together.

Focus on transition and getting to know each other. Sharing facts about family and living.
Exploring Autumn with local walks. Celebrating Harvest Festival.

Expressive Arts and Design

We will learn and join in with songs and rhythmic movement eg: Head, Shoulders, Knees and Toes. We will use percussion instruments to keep a beat and make different sounds / volume. We will use domestic role play as a family home environment, including multicultural features to develop dialogue. We will explore emotion music.

Expressive Arts and Design

We will create self portraits with different media and mirrors to explore features. We will explore colour mixing. We will share and present art work with children giving reason for their choices. We will take part in sensory play to make our fingers strong. We will create with loose parts and collage. We will use junk modelling to create houses and features in the local area. We will sculpt 3D models of people with different expressions and buildings.

Foundational Knowledge

The research report 'Strong foundations in the first years of school' published by Ofsted (October 2024) emphasised how children need to secure strong foundational knowledge across Reception and KEy Stage 1 to give them the best chance of educational success.

By the end of Key Stage 1, all children need foundational knowledge: how to communicate, read, write and calculate. This includes the general knowledge that will help them to understand the world around them. Their physical, emotional and social development are also important. Finally, developing executive function is crucial for both learning and well-being.

What is foundational knowledge?



We ensure that we don't introduce complex tasks before the child is ready. We keep the focus of provision on what children are learning and high engagement. We ensure that we build on previous learning and not overload children's working memory.

Executive Function

Working Memory
Remember and follow multi-step instructions involving three or more steps
Recalls and apply the rules of games independently
Focuses on the right topic when contributing to discussions
Emotional Control
Waits their turn without showing impatience
Sustains focus on an activity for an extended period
Reflects and strategises before responding or reacting
Expresses feelings without acting out emotions
Cognitive Flexibility
Thinks of more than one way to solve a problem or complete a task
Participates in activities which require listening to others and contributing at the right time (such as singing rounds)
Adapts to unexpected changes in their daily routine
Ability to assess their own individual strengths and next steps

Early Reading

Word Reading
Apply phonic knowledge and skills as the route to decode words
Respond speedily with the correct sound/grapheme for learnt phonemes
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
Read aloud accurately and with increasing fluency books that are consistent with developing phonic knowledge

Read common exception words without needing to blend
Comprehension
Show understanding of what has been read
Re-tell familiar stories with increasing detail
Predict what might happen on the basis of what has been read so far
Make simple inferences about why a character might feel a certain way
Discuss word meaning and link those meanings to words already known
Understand that non-fiction texts give factual information.

Early Writing

Transcription
Holds a pencil correctly using the tripod grip
Forms lower-case letters in the correct direction, starting and finishing in the right place
Forms some capital letters correctly
Segments spoken words into phonemes and represent these by graphemes, spelling some correctly
Leaves a space between words
Says out loud what they are going to write about
Composes a phrase / sentence orally before writing it
Reads back what they have written
Writes phrases / sentences dictated by an adult that include the phonics sounds and common exception words taught so far

Communication and Language

Physical
Can control the speed and volume of their voice when talking aloud
Beginning to use gestures and expression to help make their point
Uses eye contact and faces the speaker when listening
Linguistic
Uses sentence stems to link others' ideas
Uses new and appropriate (taught) vocabulary about a topic
Cognitive
Organises clearly what they want to say
Asks relevant questions of others
Gives reasons / justifies what or why they are saying something
Social and Emotional
Take turns to talk and listen
Begins to think about their audience when communicating
Can retell and repeat a response

Early Mathematics

Place Value and Number System
Count reliably with numbers from 1- 20
Understand the composition of numbers to 10
Say which is one more or one less than a given number
Operations
Know number bonds to 5
Double numbers from 1-10
Subitise quantities without counting
Language and Vocabulary
Use everyday language to talk about size, weight, capacity, position and distance
Recognise and describe patterns
Uses mathematical language and sentence stems taught
Transcription
Forms numbers correctly

Thematic & Core Vocabulary Map

These tables focus on high-impact Tier 2 (transferable academic language) and Tier 3 (subject-specific) words that children are expected to *know* and be *able to use* in sentences by the end of each term.

Pedagogical Recommendation for School Staff:

1. The 4-Word Rule: Introduce no more than 4 focus vocabulary words per week in continuous provision.
2. Action Prompts: Pair words with physical actions (e.g., making binoculars with hands for "*Observe*", or rolling hands over each other for "*Metamorphosis*"). This allows non-verbal or EAL (English as an Additional Language) children to access the same rich curriculum.
3. Word Collectors: Encourage staff to actively look for children acting as "word collectors" in continuous provision, rewarding them when they use terms like *unique* in Autumn 1 or *persevere* in Spring 1.
4. Displays Aligned to Themes: Ensure the vocabulary from your planning documents corresponds directly with your current working walls or book corner displays for each specific half term.

1. Autumn Term: Identity, Community & Spatial Awareness

Term / Theme	"Know..." (Core Knowledge & Vocabulary)	"Able to..." (Disciplinary Application & Sentence Stems)
Autumn 1 Theme: Marvelous Me <i>(Self-awareness, family, starting school)</i>	Thematic & Core (Tier 3 / Tier 2): • Unique: Every child is unique and special . • Belong: Feeling welcome in their new school family and rules . • Body Parts / Senses: Structural labels (e.g., <i>elbow, knee</i>) and the 5 senses . • Time / Routines: <i>First, next, after, now, today, later</i> . • Mathematics: <i>Subitise (to 3) , Numeral, Zero</i> . • Phonics & Literacy: <i>Cover, Title, Author, Blurb, Initial Sound</i>.	• State personal traits using target oracy stems: * <i>"I am unique because..."</i> • Isolate and state the initial sound at the start of a word . • Answer explicit who, what, and where questions . • Automatically subitise small sets up to 3 objects . • Talk about their lived experiences using time connectives.

Autumn 2 Theme: My Word and celebrations <i>(Our local area, planet Earth, Diwali, Christmas)</i>	Thematic & Core (Tier 3 / Tier 2): • Celebration / Festival: A special, joyful day (e.g., <i>Diwali, Hanukkah, Christmas</i>) . • Tradition: Customs special to a family or community . • Similar / Different: Comparing details of events . • Season / Weather: Natural cycles linked to <i>Autumn</i> and <i>Winter</i> . • Mathematics: <i>Subitise (to 5) , Composition , Positional words (behind, next to, underneath, between) .</i> • Phonics: <i>Fred Talk</i> (segmenting sounds), <i>Blending</i>.	• Compare two cultural events to describe how they are alike: <i>* “They are similar because they both use light, but...”</i> • Notice and describe natural seasonal changes outside . • Follow precise positional language instructions . • Describe a number’s composition up to 5: <i>* “I know 4 is made of 3 and 1.”</i> • Use Fred Talk to segment and blend CVC words aloud.
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2. Spring Term: Local Systems, Geography & Narrative Reasoning

Term / Theme	"Know..." (Core Knowledge & Vocabulary)	"Able to..." (Disciplinary Application & Sentence Stems)
Spring 1 Theme: Heroes <i>(Local heroes, people who help us, determination, bravery)</i>	Thematic & Core (Tier 3 / Tier 2): • Community Role: The specific duties of people who help us . • Persevere / Persist: To keep trying when encountering difficulty . • Bravery / Determined: Facing problems with resilience . • Rules: Understanding the reasons behind safety rules . • Mathematics: Comparing groups using <i>more</i> and <i>less</i> , <i>Number bonds to 5</i> . • Oracy / Reasoning: Using <i>because</i> and <i>but</i> to justify ideas.	• Name different people who help us and explain what they do . • Use resilient self-talk sentence stems during multi-step tasks : * <i>"This is tricky, but I will persevere."</i> • Answer <i>why</i> questions using context-rich vocabulary . • Contrast two quantities to state which has more or less . • Demonstrate automatic recall of number bonds to 5.

Spring 2 Theme: Journeys <i>(Transport past/present, maps, healthy choices, road safety)</i>	Thematic & Core (Tier 3 / Tier 2): • Vehicle: Machine used for travel across land, air, or sea. • Map / Route: A path or drawing used to navigate spaces . • Past / Present: Concept of <i>then and now</i> (how travel has changed over time) . • Distance: Language of location (<i>near, far, closer, further</i>) . • Mathematics: Identifying numbers to 10 and 20 , <i>Numerical patterns</i> . • Phonics: <i>Digraph</i> (two letters, one sound), <i>Trigraph</i>.	• Use a simple grid or map to describe a travel route . • Point out similarities and differences between old and modern vehicles . • Explain choices clearly using complex sentence connections: * <i>“I think walking is healthy because...”</i> • Follow a longer list of context-based instructions accurately . • Read simple words containing newly taught digraphs.
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3. Summer Term: Advanced Narratives, Systems & Transition

Term / Theme	"Know..." (Core Knowledge & Vocabulary)	"Able to..." (Disciplinary Application & Sentence Stems)
Summer 1 Theme: Traditional Tales <i>(Stories from other cultures, alternative tales, sequencing)</i>	Thematic & Core (Tier 3 / Tier 2): • Setting: The physical place where a story narrative happens . • Character: A person or animal inside a text or illustration . • Predict: Making a rational guess about upcoming plot details . • Sequence Words: Chronological order marks (<i>last, tomorrow, finally</i>) . • Mathematics: <i>Double facts</i> up to 10 , <i>Composition to 10</i> . • Literacy: <i>Fiction</i> vs. <i>Non-fiction</i> features and purposes.	• Formulate a narrative plot prediction during shared reading: * <i>"My prediction is... because..."</i> • Retell a familiar traditional tale in the correct structural sequence . • Use specific descriptive words to explain a character's actions or motives . • Recite mathematical double facts up to 10 instantly . • Distinguish whether a text is a fairytale (fiction) or factual information.

Summer 2 Theme: Animals and Minibeasts <i>(Habitats, lifecycles, animal development, Y1 transition)</i>	Thematic & Core (Tier 3 / Tier 2): • Habitat: The natural home or environment of a living creature . • Lifecycle / Observe: Development stages (e.g., butterfly, plant) watched over time . • Transition: The process of moving and adapting to a new Year 1 space . • Safety Rules: Guidelines to keep animals and minibeasts safe . • Mathematics: Automatically recalling <i>Number bonds to 10</i> . • Writing / Oracy: <i>Audience , Sentence planning</i> (saying phrases aloud before writing).	• Document an observation of a minibeast lifecycle through accurate drawings . • Categorise varied creatures based on their natural global habitat . • Actively discuss and share thoughts or feelings regarding their upcoming transition . • Demonstrate automatic recall of basic number bonds to 10 . • Orally plan and compose a sentence before independent transcript writing.
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