

## BUSHEY HEATH PRIMARY SCHOOL RECEPTION CURRICULUM 2025-2026

*To inspire a thirst and love for learning through an exciting and stimulating environment supporting all children to achieve.*

### The Characteristics of Effective Learning

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

### The Seven Areas of Learning

#### Prime Areas

<b>Personal, Social and Emotional Development</b> Is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure	<b>Communication and language</b> The development of children's spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively and providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Support and modelling from their teacher, and sensitive questioning that	<b>Physical Development</b> Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
--	---	---

platform from which children can achieve at school and in later life.	invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.	
---	--	--

Specific Areas			
<b>Literacy</b> , It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.	<b>Mathematics</b> , looks at numbers, counting, shape, space and measure.	<b>Understanding the World</b> , is about people and communities and helps children understand about the world they live in, including ICT.	<b>Expressive Arts and Design</b> , which develops different forms of expression, exploring music, dance and song, encouraging children to be creative in all respects. It also focuses on media and materials and imaginative/pretend play.

The Four Themes			
The four themes of the Revised EYFS describe the features of practice on which the EYFS is based.			
<b>A Unique Child</b> – every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.	<b>Positive Relationships</b> – children learn to be strong and independent through positive relationships.	<b>Enabling Environments</b> – children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners, parents and carers.	<b>Learning and Development</b> – children develop and learn in different ways. The Framework covers the education and care of all the children in early years provision, including children with special educational needs and disabilities. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

# RECEPTION

## Curriculum Framework 2025 - 2026

### Autumn

#### Vocabulary

Rules, on the spot, curiosity, nonfiction, fiction, story, Christmas , ideas, , Harvest, autumn, winter, seasons, Guy Fawkes, Diwali, Fireworks, onomatopoeia – pop, bang, whizz, boom scissors, paint brush, brush stroke, playdough, clay, pinch, stretch, pull, press, drag, elastic bands, pencil, instruction, flag, streamer, hammer, screwdriver, woodwork area, pins/nails, kindness, friendship, empathy, numbers 1- 10, under, behind, in front of, behind, 2D/3D, square, circle, triangle, rectangle, straight, sides, corners, cube, cone, pattern, day and night, before, after, during, later, length, height, long, short, mass, heavy, light, capacity, facial and body features, computer, blend, segment, letter, alphabet, digraph, phoneme, grapheme, fruit vegetables, snack, ice snow, South Pole, hibernation. Names of secondary and primary colours. ARTIST: A1 Kusama, A2 -Giuseppe Arcimboldo rolling • crawling • walking • jumping • running • hopping • skipping • climbing queue Labelled healthy food, Examples of phonic blends, Adverbs of sequence - First, Next, Then, after that, finally, days of the week, weather, ordinal numbers 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

#### Books

**Super Duper You** - (Myself and my family) **Rainbow Fish** (PSED friendship and feelings) Oliver's **Vegetables** (Harvest) *Plants/ Science* **Bear Snores on/Don't Hog the Hedgehog** (Hibernation) *Animals/Seasons/ Science* **Supertato** (Healthy eating) Science/ plants **Jolly Postman** - Geography local areas **Rama and Sita/Bonfire night** Diwali/Fireworks - RE/History/PSED

#### Trips

Walk to local post box

#### Communication and Language

#### Knowledge

- To know what a rule is.
- To understand what an idea is.
- To understand the word vocabulary.
- To know what a question is.
- To know what an explanation is.
- To know what greetings/ social phrases are.
- To know what a song is.
- To know what a rhyme is.
- To know what a poem is.

<ul style="list-style-type: none"> <li>To know what story time is.</li> </ul>	
Skills	
ELG: Listening, Attention and Understanding  ELG: Speaking	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Begin to follow carpet rules e.g. listening, sitting in a spot.</li> <li>Begin to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Learn new vocabulary – linked daily to topics and children's interests / conversations. Link to curiosity cube: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”</li> <li>Ask and answer Who and where questions: Where is my water bottle? Who is that? Who did you come to school with? Where is the glue stick?</li> <li>Share their ideas and thoughts in short sentences.</li> <li>Offer explanations for why things might happen.</li> <li>Using some connections e.g. I wore my wellies because it was raining.</li> <li>Give simple description of event e.g. After school I’m going to the park.</li> <li>Use talk to ask for support when trying to solve: ‘so that’, ‘because’ ‘I think it’s...’, ‘you could...’, ‘it might be...’</li> <li>Develop social phrases: “Good morning, how are you?”</li> <li>Link events in a story to own.</li> <li>Listen carefully to rhymes and songs and learn a few familiar ones. Notice how some words sound: “That poem was about a frog on a log; those words sound a bit the same at the end don’t they? They rhyme.”</li> <li>Sing simple familiar Christmas songs Poems.</li> <li>Listen and relate to nonfiction books within their lives e.g. transport, “I’ve been on a plane”.</li> <li>maintaining focus during a short activity I.e. story time.</li> </ul>
Personal, Social and Emotional Development	
Knowledge	
<ul style="list-style-type: none"> <li>To know what family is.</li> <li>To know an adult can help.</li> <li>To know what sharing means.</li> <li>To know what the word feelings means.</li> <li>To know what happy, sad, angry, confused means.</li> </ul>	

- To know what opinion means.
- To know what kindness means.
- To know what friendships/ friends means.

#### Skills

ELG: Self-Regulation	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• share information about themselves, their family, likes, dislikes and culture.</li> <li>• Children follow classroom rules.</li> <li>• Explain the reasons for rules.</li> <li>• To ask for help.</li> <li>• Give focused attention to what the teacher says.</li> <li>• show an ability to follow instructions.</li> <li>• begin to be able to wait for what they want.</li> <li>• begin to control their immediate impulses when appropriate.</li> <li>• begin to take turns.</li> <li>• begin to talk about their feelings and their opinions.</li> <li>• to talk about their work / play (self-reflection).</li> <li>• confident to try new activities.</li> <li>• to begin to be aware of challenges through stories- beginning to understand how to overcome the challenges.</li> <li>• know where and how to wash their hands within the classroom.</li> <li>• Begin to understand the importance of healthy food choices.</li> <li>• Manage to go to the toilet independently.</li> <li>• Begin to dress independently.</li> <li>• Begin to form positive attachments to adults and friendships with peers.</li> <li>• Begin to show kindness to peers.</li> <li>• Begin to show sensitivity to others' needs.</li> </ul>
ELG: Managing Self	
ELG: Building Relationships	

#### Physical Development

#### Knowledge

- To know what a pencil is used for.
- To know what letters are.
- To know the movements for: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing.
- To know what a plan is.
- To know what balance means.

<ul style="list-style-type: none"> <li>• To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.</li> <li>• To understand the word safely.</li> <li>• To know what a queue is.</li> </ul>	
<b>Skills</b>	
ELG: Gross Motor Skills  ELG: Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Begin to hold a pencil correctly with prompting from an adult.</li> <li>• Can form some letters from name.</li> <li>• practise movement skills: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing.</li> <li>• use fine motor skills e.g. finger strengthening exercises i.e. playdough/ elastic bands.</li> <li>• select the correct resource to carry out a plan.</li> <li>• develop their movement, balancing riding and ball skills.</li> <li>• Use one-handed tools and equipment.</li> <li>• Begin to use a range of tools, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• begin to manage the school day successfully: lining up and queuing for mealtimes with self-control.</li> </ul>
<b>Literacy</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what retelling means.</li> <li>• To understand what anticipate/ predict means.</li> <li>• To know the sound of the letters of the alphabet.</li> <li>• To know what robot arms are.</li> <li>• To know what sounding out means.</li> <li>• To know what blending means.</li> <li>• To understand what nonfiction is.</li> <li>• To understand what a story is (fiction).</li> <li>• To know what writing means.</li> <li>• To know what materials to use to write with.</li> <li>• To know what harder to read words mean.</li> <li>• To know what a full stop is and its job.</li> </ul>	
<b>Skills</b>	

<p>ELG: Comprehension</p> <p>ELG: Word Reading</p> <p>ELG: Writing</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Begin to demonstrate understanding of what has been read to them by retelling stories in their own words.</li> <li>• Begin to anticipate – where appropriate – key events in stories.</li> <li>• to use story language to tell a story (black level).</li> <li>• Say a sound for each letter in the alphabet.</li> <li>• Oral blending.</li> <li>• Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs).</li> <li>• 12 new harder to read and spell words (common exception words).</li> <li>• to use robot arm technique to support blending and to sound out words.</li> <li>• to say a sentence out loud. Begin to label with a full stop (1-3 words).</li> <li>• Re read label by blending letter sounds they have written e.g. "s-e-t, oh no It's s-a-t" and self-correct.</li> <li>• Write some letters accurately.</li> </ul>
<b>Mathematics</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what numbers are.</li> <li>• To know the numerals for numbers to 5.</li> <li>• To know what is greater than, less than or the same as means.</li> <li>• To know what a whole is.</li> <li>• To begin to understand the 'one more than/ one less than' relationship between consecutive numbers.</li> <li>• To know what a 2-D shape is.</li> <li>• To know the names of 2-D shapes.</li> <li>• To begin to know what a 3-D shape is.</li> <li>• To know what matching means.</li> <li>• To know what sorting means.</li> <li>• To know what double means.</li> <li>• To know what odd and even means.</li> <li>• To know what compare means.</li> <li>• To know what length, weight, capacity and time means.</li> </ul>	
<b>Skills</b>	

<p>ELG: Number</p> <p>ELG: Numerical Patterns</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Count objects, actions and sounds to 5.</li> <li>Subitise to 3 (recognise quantities without counting).</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 3.</li> <li>Have a deep understanding of number to 3, including the composition of each number.</li> <li>Understand the parts within the whole up to 3.</li> <li>Link the number symbol (numeral) with its cardinal number value to 5.</li> <li>Begin to explore the composition of numbers to 5.</li> <li>Begin to compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Begin to understand and use 'fewer', 'the same as', 'equal to'.</li> <li>Begin to identify even and odd (up to 5).</li> <li>Begin to identify doubles (0-5).</li> <li>Match and sort objects.</li> <li>Select, rotate and manipulate shape- 2D.</li> <li>Continue, copy and create repeating patterns. ABAB patterns.</li> <li>Verbally count to 10.</li> <li>Explore length, weight and capacity.</li> <li>Time - Night and day.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> </ul>
<p><b>Understanding the World</b></p>	
<p><b>Knowledge</b></p>	
<ul style="list-style-type: none"> <li>To know what family means.</li> <li>To know what community is.</li> <li>To what / the job of members of the community (doctor, nurse, mechanic, police, fire services, teacher, hairdressers etc.).</li> <li>To know where the members of our community work (doctor/ nurse- hospital/ surgery).</li> <li>To know what bonfire, Diwali, Hanukkah and Christmas is.</li> <li>To know what a tradition/ custom is.</li> <li>To know what a religion is.</li> <li>To know what autumn and winter is.</li> <li>To know what a season is.</li> </ul>	



- To know what a place of worship is and that there are different places of worship.
- To know what environment means.
- To understand the animals in the surrounding natural environment.
- To know what 'changing materials' means.
- To know what ice is. To know how water becomes ice.
- To know what melting means.
- Enrichment: knowledge of car parts.

### Skills

ELG: Past and Present

ELG: People, Culture and Communities

ELG: The Natural World

Children at the expected level of development will:

- Talk about their immediate family.
- Name and describe people who are familiar to them: family, friends, members of the community e.g. doctor, shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.
- Begin to understand the past through settings, characters and events encountered in books read in class and storytelling.
- Begin to understand similarities and differences from the past through photos, artefacts, stories.
- Begin to know some similarities and differences between different religious and cultural communities in this country.
- To begin to understand the traditions of bonfire night, Diwali, Hanukkah and Christmas.
- Talk about customs at home with their family.
- Understand the season of autumn and winter.
- Begin to describe their immediate environment using knowledge from observation (changing seasons).
- To know the differences between the south pole and where we live. Ice, snow, penguins, etc.
- Begin to understand what a map is/ job of a map.
- Explore the plants in the surrounding natural environment (what happens to plants, trees).
- Understand plants and animals in a contrasting natural environment (south pole).
- Make objects from different materials, including natural materials.
- Understand by observing how materials change when heated and cooled (ice/ chocolate).
- To use the interactive WB independently (move objects, tap etc).
- Hold an iPad correctly, home button, take photos.
- Enrichment: To use the language of car parts within role play.

### Expressive Arts and Design

#### Knowledge

- To know what a musical instrument is and its purpose.
- To know what sketching means.

- To know what texture is.
- To know what a primary colour is.
- To know what a secondary colour is.
- To know what colour mixing means.
- To know what connecting means.
- To know what the beat of the music is.
- To know what performance means.

### Skills

ELG: Creating with  
Materials

ELG: Creating with  
Materials  
ELG: Being  
Imaginative and  
Expressive

Children at the expected level of development will:

- Explore instruments independently.
- Using simple tools.
- Focus on sketching (human form).
- Experimenting to create different textures
- Begin to use the language of primary and secondary colours.
- Begin to colour mix with blue, red, yellow.
- Begin to connect using glue and tape.
- Begin to work together to build with the large construction.
- Construct with a purpose in mind.
- Enjoy listening to music and making movements.
- Copy some dance movements.
- Begin to move to the beat of music (marching to a banging drum).
- Begin to talk about music, expressing their feelings and responses.
- Sing as whole class on the carpet daily and for Christmas performance.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others.
- Engage in roleplay activities, e.g. house, shop, small world.
- Use props and materials when role playing characters in narratives and stories.

Spring
<p><b>Vocabulary</b></p> <p>Winter, Cinderella (kings and queens, castles), Chinese New Year, China, People who help us ,Spring, Chinese Dragon dance, New Year, Shrove Tuesday, Valentine’s day, St David’s day, St Patricks day, Easter, egg, chick, hatch, rhyming couplets, plants, travel, kindness, empathy, numbers 1- 10, under, behind, square, circle, triangle, pattern, Behaviour, Problem solving, Culture, Likes/dislikes, challenge, Naming resources inside and out , naming physical actions – jump, hop, skip, Prepositions-in, on, under, in front, behind, next to, over, High, low, open, close, on and off, Subitise , Counting, Less than, More than, Composition, Recall, Length, Weight, capacity, Green screen , Edit, Special effects, Cut, Add, Shot</p> <p>Spring- First - Piet Mondrian, second Wassily Kandinsky</p> <p><b>Books</b></p> <p><b>Secrets of Winter</b> (Carron Brown &amp; Georgina Tee) <i>Seasons / Animals/ Science</i> <b>Can’t you sleep Little Bear</b> (Martin Waddell) Maths –size Geography / Science / History –travel <b>RSPB- BIG Schools Bird Watch</b> – Science/DT <b>Gruffalo &amp; Gruffalos Child</b> (Julia Donaldson) Poetry: Vocabulary Building / Rhyming Couplets <b>Cinderella History kings and Queens Jack and the Beanstalk-</b> (Spring) <i>Plants/Science</i> <b>Out and About: A First Book of Poems</b> (Shirley Hughes) Poetry: Vocabulary Building</p> <p><b>Trips</b></p> <p>Visit to local library / Early Years Theatre Trip</p>
Communication and Language
Knowledge
<ul style="list-style-type: none"> <li>• To understand the word vocabulary.</li> <li>• To know what a question is.</li> <li>• To know what an explanation is.</li> <li>• To know what greetings/ social phrases are.</li> <li>• To know what a rhyme is.</li> <li>• To know what a poem is.</li> <li>• To know what story time is.</li> <li>• To know what ‘Who where and when’ questions are.</li> <li>• To know what ‘main character’ means.</li> <li>• To know what problem-solving means.</li> </ul>
Skills

<p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Concentrating and maintaining focus during a short activity.</li> <li>• practise listening to children i.e. show using stage.</li> <li>• Following instructions.</li> <li>• Begin to talk in front of the class to build confidence (sticking to a main theme).</li> <li>• Negotiating skills (using our words).</li> <li>• Using language in play to recreate experiences and introducing storylines into play.</li> <li>• Extending vocabulary with our topics.</li> <li>• Listening to stories and responding using questions/ actions or relevant comments.</li> <li>• Using language for problem solving.</li> <li>• to discuss in peer groups during activities how to solve a problem together using language such as <i>‘so that’, ‘because’, ‘I think it’s...’, ‘you could...’, ‘it might be...’</i>.</li> <li>• Ask and answer Who where and when questions.</li> <li>• To use longer sentences with some use of new vocab and beginning to use irregular grammar correctly.</li> <li>• Give description of event in more detail eg After school I’m going to the park with my cousin and we are getting an ice cream.</li> <li>• Develop social phrases: use some talk routines through the day independently to others. For example, arriving in school: “Good morning, how are you?”</li> <li>• Identify the main characters in the story, and talk about their feelings, actions and motives.</li> <li>• Practise possible conversations between characters.</li> <li>• In play use story language from familiar story and using new vocabulary learnt.</li> <li>• Have fun with rhyme, even if suggestions don’t make sense.</li> <li>• looking at books independently.</li> <li>• Listen to and make links with own experience.</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	
<p><b>Knowledge</b></p>	
<ul style="list-style-type: none"> <li>• To know an adult can help.</li> <li>• To know who to ask for help.</li> <li>• To know what happy, sad, angry, confused means.</li> <li>• To know what kindness means.</li> <li>• To know what a goal is.</li> <li>• To know what being responsible means.</li> </ul>	

- To know what membership of community means.
- To know what an idea is.
- To know how to suggest ideas.
- To know what it means to be assertive.

### Skills

ELG: Self-Regulation

ELG: Managing Self

ELG: Building Relationships

Children at the expected level of development will:

- Ask for help.
- Show kindness and empathy.
- Resolve conflicts.
- Building confidence, initiating conversations with peers and adults.
- Taking turns e.g. games in groups.
- Challenging themselves to achieve goals.
- Confidence to try new things and have a go.
- Select resources and complete activities independently Children to access all resources in the setting, sometimes with help. Children know where things belong, can select independently. Introduce more challenge e.g. light hammers, large nail heads and light wood, Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- To begin to carry out a number of tasks in the setting independently. Children to clean the snack area table, wash the fruit for the morning - Develop their sense of responsibility and membership of a community.
- To show more confidence within their environment and begin to be confident with new but trusted people. Invite in trusted people in to setting to talk about the work they do e.g. plumber, carpenter, firefighter. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
- To be involved with adults when making decisions of new room layouts e.g. setting up a new roleplay area e.g. Space. Modelling and supporting children how to listen to each other's ideas.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- To begin to follow class rules without staff support and reminding.
- Remember rules without needing an adult to remind them.
- To begin to use techniques to solve conflicts in their play.
- Begin to be able to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Develop appropriate ways of being assertive.

	<ul style="list-style-type: none"> <li>• Talk with others to solve conflicts.</li> <li>• To begin to discuss how other children / adults are feeling. They may need prompt cards to support.</li> <li>• Understand gradually how others might be feeling.</li> </ul>
<b>Physical Development</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what treasure tags are/ used for.</li> <li>• To know what / the job of buttons/ laces.</li> <li>• To know what it means to keep safe.</li> <li>• To know what apparatus means.</li> <li>• To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.</li> <li>• To know what healthy eating is and why we must eat healthily.</li> <li>• To know what exercise does to your body.</li> </ul>	
<b>Skills</b>	
ELG: Gross Motor Skills  ELG: Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Using simple tools - treasure tags - hole punch to make a book.</li> <li>• Fine motor skills e.g., applied to real life situations i.e., buttons/ laces/ holding cutlery/ fine threading.</li> <li>• Experimenting with different ways of moving.</li> <li>• Holding pencil effectively and beginning to form recognisable letters.</li> <li>• Negotiating space and moving in different ways.</li> <li>• Awareness of healthy eating and exercise.</li> <li>• Keeps safe in the classroom and beyond.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> </ul>
<b>Literacy</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what retelling means.</li> <li>• To understand what anticipate/ predict means.</li> <li>• To know the sound of the letters of the alphabet.</li> <li>• To know what robot arms are.</li> </ul>	

- To know what sounding out means.
- To know what blending means.
- To understand what nonfiction is.
- To understand what a story is (fiction).
- To know what writing means.
- To know what materials to use to write with.
- To know what harder to read words mean.
- To know what a full stop is and its job.
- To know what a capital letter is.
- To know what a short sentence is.

### Skills

ELG: Comprehension	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• To continue to begin to demonstrate understanding of what has been read to them by retelling stories in their own words.</li> <li>• Continue to begin to anticipate – where appropriate – key events in stories.</li> <li>• to use story language to tell a story.</li> <li>• Say a sound for each letter in the alphabet.</li> <li>• Point to each sound to then blend.</li> <li>• Oral blending.</li> <li>• Sounding out and blending with 29 new GPCs.</li> <li>• 32 new HRS words.</li> <li>• Phase 3 ELS (*Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills).</li> <li>• Sounding out and blending with 23 new grapheme phoneme correspondences (GPCs).</li> <li>• 12 new harder to read and spell words (common exception words).</li> <li>• to use robot arm technique to support blending and to sound out words.</li> <li>• To say a sentence out loud. Begin to label with a full stop (1-3 words).</li> <li>• Re read label by blending letter sounds they have written and self-correct.</li> <li>• Write letters accurately.</li> <li>• Write a short sentence remembering full stop and beginning to remember a capital letter.</li> <li>• Know how to use the alphabet card to support with forming capital letters e.g. the sun is yellow.</li> </ul>
ELG: Word Reading	
ELG: Writing	

### Mathematics

Knowledge	
<ul style="list-style-type: none"> <li>• To know what numbers are.</li> <li>• To know the numerals for numbers to 5.</li> <li>• To know what is greater than, less than or the same as means.</li> <li>• To know what a whole is.</li> <li>• To understand the 'one more than/ one less than' relationship between consecutive numbers.</li> <li>• To know what a 2-D shape is.</li> <li>• To know the names of 2-D shapes.</li> <li>• To know what a 3-D shape is.</li> <li>• To know what matching means.</li> <li>• To know what sorting means.</li> <li>• To know what double means.</li> <li>• To know what odd and even means.</li> <li>• To know what compare means.</li> <li>• To know what length, weight, capacity and time means.</li> </ul>	
Skills	
ELG: Number  ELG: Numerical Patterns	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds to 10.</li> <li>• Subitise to 5 (recognise quantities without counting).</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5.</li> <li>• Have a deep understanding of number to 5, including the composition of each number.</li> <li>• Understand the parts within the whole up to 5.</li> <li>• Link the number symbol (numeral) with its cardinal number value to 5.</li> <li>• Begin to explore the composition of numbers to 10.</li> <li>• Begin to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>• Begin to understand and use 'fewer', 'the same as', 'equal to'.</li> <li>• Begin to identify even and odd (up to 10).</li> <li>• Begin to identify doubles (0-10).</li> <li>• Match and sort objects.</li> <li>• Use mathematical names for 2-D shapes.</li> <li>• Use mathematical names for 3-D shapes.</li> </ul>



	<ul style="list-style-type: none"> <li>• Select, rotate and manipulate shape- 2D.</li> <li>• Continue, copy and create repeating patterns. ABAB patterns.</li> <li>• Select, rotate and manipulate shape- 3D.</li> <li>• Compare length (shorter than, longer than), height (tall, short) and Time (morning, lunch, home, bedtime).</li> </ul>
<b>Understanding the World</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what family means.</li> <li>• To know what community is.</li> <li>• To what / the job of members of the community (doctor, nurse, police, fire services, teacher, hairdressers etc.).</li> <li>• To know what bonfire, Diwali, Hanukkah and Christmas is.</li> <li>• To know what a tradition/ custom is.</li> <li>• To know what a religion is.</li> <li>• To know what Winter and Spring is.</li> <li>• To know what a season is.</li> <li>• To know what a place of worship is and that there are different places of worship.</li> <li>• To know what environment means.</li> <li>• To understand the animals in the surrounding natural environment.</li> <li>• To know what 'changing materials' means.</li> <li>• To know what an address is.</li> <li>• To know the following details: Bushey Heath Primary, The Rutts, Bushey Heath.</li> <li>• To know what an aerial map is.</li> <li>• To know what Kenya is.</li> <li>• To know where Kenya is.</li> <li>• To know what a computer/ laptop is.</li> </ul>	
<b>Skills</b>	

<p>ELG: Past and Present</p> <p>ELG: People, Culture and Communities</p> <p>ELG: The Natural World</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• To know there are many different families and discuss differences and links to their own set up.</li> <li>• Discuss people in the community e.g. police, firefighter.</li> <li>• Investigate maps (aerial view).</li> <li>• Draw own maps.</li> <li>• to know there are different places of worship.</li> <li>• To begin to understand the traditions of St David's day, valentine's day, St Patricks day, Eid, Easter.</li> <li>• Try food from other countries.</li> <li>• Explore environmental sounds and sounds causing vibrations.</li> <li>• to describe the change in season – Winter to Spring to Summer. What animals can they see in the nature garden? (frogs, butterflies etc).</li> <li>• to know the difference between their environment and Kenya – where Handa's surprise is set.</li> <li>• Discuss the season changing, Comment on needing less layers, sun hats to protect them.</li> <li>• Discuss the changes to animals? Are the chickens hiding in the shade? Are animals that were hibernating out?</li> </ul>
<b>Expressive Arts and Design</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what a musical instrument is and its purpose.</li> <li>• To know what construction means.</li> <li>• To know what texture is.</li> <li>• To know what a primary colour is.</li> <li>• To know what a secondary colour is.</li> <li>• To know what colour mixing means.</li> <li>• To know what folding means.</li> <li>• To know what the beat of the music is.</li> <li>• To know what tapping means.</li> <li>• To know what syllables are.</li> <li>• To know what lyrics means.</li> </ul>	
<b>Skills</b>	
<p>ELG: Creating with Materials</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Select different sized brushes to paint with.</li> <li>• Using simple tools.</li> </ul>

ELG: Creating with  
Materials  
ELG: Being  
Imaginative and  
Expressive

- Exploring instruments.
- Experiment with changing music, songs, dance.
- Using simple tools: creative, writing, & construction tools.
- Create simple representations of events, people and objects.
- Construct with a purpose in mind.
- Experimenting to create different textures.
- Introduce a storyline into play.
- Play co-operatively as part of a group to act out a narrative.
- choosing and mixing colour.
- Add in the folding/cutting etc.
- Watch Chinese New Year Dragon dance, children to discuss and comment. Listen to music to copy and imitate dance.
- Create songs or sing familiar songs.
- Begin to use resources to create their own story line, taking turns with peers.
- Begin to copy whole routines.
- to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.

Summer	
<p><b>Vocabulary</b></p> <p>Summer, Naming feelings- happy, sad, angry, worried, Naming tools- hammer, nails, wood, naming different occupations, mechanic, Floating, sinking, melting, Push, pull, Shadow, Names of seasons, Same, different, weaving, mosaics, Egypt, Composition, capital letter, blending, suffixes, jubilee, British values, queen, king, Eid, holidays. first- Antoni Gaudi (collage/ mosaic), second weaving- Ancient Egypt inspiration, carnivore, herbivore, dinosaurs, extinct, claws, teeth, tails, fossils, Triceratops, Diplodocus, Brachiosaurus, T-rex, habitats, palaeontologist, oceans, pollution, turtles, sea creatures, world maps, plastics, litter, contaminate.</p> <p><b>Books</b></p> <p><b>The Very Hungry caterpillar</b> (lifecycles) <b>Ladybird First Fabulous Facts</b> Jaclyn Crupi &amp; Ladybird Animals/plants Science <b>The Big Book of Bugs</b> Yuval Zommer <b>The Bee Book</b> Charlotte Milner (minibeasts)Animals/ Science <b>Cinderella Kings/Queens History</b> <b>The Dinosaur Who Lost Her Voice</b> <i>Dinosaurs/History</i> Julie Ballard &amp; Francesca Gambatesa <b>First Facts: Dinosaurs History</b> <b>First Facts: Seasons Science</b> <b>Stomp, Dinosaur, Stomp!</b> Margaret Mayo &amp; Alex Ayliffe</p> <p><b>Trips</b></p> <p>In school (Nursery &amp; Reception)</p> <p>Farm/Space/Ranger experience (alternate per year)</p>	
Communication and Language	
Knowledge	
<ul style="list-style-type: none"> <li>• To understand the word vocabulary.</li> <li>• To know what a question is.</li> <li>• To know what an explanation is.</li> <li>• To know what greetings/ social phrases are.</li> <li>• To know what a rhyme is.</li> <li>• To know what sharing a story means.</li> <li>• To know what a poem is.</li> <li>• To know what story time is.</li> <li>• To know what 'Who where and when' questions are.</li> <li>• To know what main character means.</li> <li>• To know what problem-solving means.</li> </ul>	
Skills	
	Children at the expected level of development will:

<p>ELG: Listening, Attention and Understanding</p> <p>ELG: Speaking</p>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary and demonstrate using language in context e.g. "it's dissolved".</li> <li>• Use new vocabulary through the day.</li> <li>• Ask / answer questions to find out more and to check they understand what has been said to them. <i>"I wonder why this jellyfish is so dangerous? Ahh, it has poison in its tentacles."</i></li> <li>• Ask <i>How and why</i> questions.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives (also want to see this in their play: <i>"You've thought really hard about building your tower, but how will you stop it falling down?"</i>)</li> <li>• Describe events in some detail. <i>"Before school I had a lovely big breakfast, then I had a biscuit at break time and after that I had two pieces of fruit after lunch. I'm so full!"</i></li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in story times.</li> <li>• Share stories with the with other children.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Take on different roles in imaginative play, to interact and negotiate with people in longer conversations.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts. Explain new vocabulary in the context of story, rather than in word lists.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
<b>Personal, Social and Emotional Development</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know an adult can help.</li> <li>• To know who to ask for help.</li> <li>• To know what happy, sad, angry, confused means.</li> <li>• To know what kindness means.</li> <li>• To know how to be a good friend.</li> </ul>	

<ul style="list-style-type: none"> <li>• To know what a goal is.</li> <li>• To know what being responsible means.</li> <li>• To know what resilience and perseverance means.</li> <li>• To know when they are feeling dysregulated.</li> <li>• To know what calm means.</li> </ul>	
<b>Skills</b>	
ELG: Self-Regulation  ELG: Managing Self  ELG: Building Relationships	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>
<b>Physical Development</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what treasury tags are/ used for.</li> <li>• To know what / the job of buttons/ laces.</li> <li>• To know what it means to keep safe.</li> <li>• To know what apparatus means.</li> <li>• To know what they are and the job of: paintbrushes, scissors, knives, forks and spoons.</li> <li>• To know what healthy heating is and why we must eat healthily.</li> <li>• To know what exercise does to your body.</li> </ul>	
<b>Skills</b>	
ELG: Gross Motor Skills  ELG: Fine Motor Skills	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Use simple tools-including scissors, paint brushes and cutlery.</li> <li>• Handle equipment effectively – Sellotape dispenser – PVA glue.</li> <li>• Focus on attachment – able to cut complex shapes using scissors.</li> <li>• Write more accurate letter / shape formation using paintbrush and pencil using the tripod grip in almost all cases.</li> <li>• Fine motor skills e.g., zips/ cutting bread/ applying details to artwork.</li> <li>• Negotiating space and moving in different ways.</li> </ul>

	<ul style="list-style-type: none"> <li>• Control in gross and fine motor movements.</li> <li>• Holding pencil effectively and forming recognisable letters.</li> <li>• Awareness of healthy eating and exercise.</li> <li>• keeps safe in the classroom and beyond.</li> <li>• Dressing/ undressing independently.</li> <li>• Begin to show accuracy and care when drawing.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<b>Literacy</b>	
<b>Knowledge</b>	
	<ul style="list-style-type: none"> <li>• To know what retelling means.</li> <li>• To understand what anticipate/ predict means.</li> <li>• To know the sound of the letters of the alphabet.</li> <li>• To know what sounding out means.</li> <li>• To know what a suffix is/ where it is located in a word.</li> <li>• To know what blending means.</li> <li>• To understand what nonfiction is.</li> <li>• To understand what a story is (fiction).</li> <li>• To know what writing means.</li> <li>• To know what materials to use to write with.</li> <li>• To know what harder to read words mean.</li> <li>• To know what a full stop is and its job.</li> <li>• To know what a capital letter is.</li> <li>• To know what a simple sentence is.</li> <li>• To know what a digraph is.</li> </ul>
<b>Skills</b>	
ELG: Comprehension  ELG: Word Reading	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> </ul>

ELG: Writing	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc.</li> <li>• Suffixes.</li> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
<b>Mathematics</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To count to 10.</li> <li>• To know number bonds to 10.</li> <li>• To know double facts (to 10).</li> <li>• To know what sharing equally means.</li> <li>• To know one more and one less up to 10.</li> <li>• To know the numbers after 10 to 20 (verbally).</li> <li>• To know what ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’ means.</li> <li>• To know the names of 2-D shapes.</li> <li>• To know what a pattern is and what it means to continue a pattern.</li> </ul>	
<b>Skills</b>	
ELG: Number  ELG: Numerical Patterns	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number.</li> <li>• Subitise (recognise quantities without counting) up to 5.</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts).</li> <li>• Some number bonds to 10, including double facts.</li> <li>• Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>



	<ul style="list-style-type: none"> <li>• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes, recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Investigate how shapes can be combined to make new shapes: for example, two triangles can be put together to make a square.</li> <li>• Make patterns with varying rules (including AB, ABB and ABBC) and objects.</li> </ul>
<b>Understanding the World</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what natural world means.</li> <li>• To know what changing matters means.</li> <li>• To know what familiar means.</li> <li>• To know what immediate family means.</li> <li>• To know what community means.</li> <li>• To know what a map is.</li> <li>• To know how to get information from a map.</li> <li>• To know what the job of a map is.</li> <li>• To know what light is.</li> <li>• To know the importance of light for all living things.</li> <li>• To know what living things mean.</li> <li>• To know what the 5 senses are.</li> <li>• To know what a shadow is.</li> <li>• To know how to make shadows.</li> <li>• To know what the sun is and its job/ when we can see the sun.</li> <li>• To know sun safety.</li> <li>• To know what the moon is/ when we can see the moon.</li> <li>• To understand space travel.</li> <li>• To know what the word space means.</li> <li>• To know what the word planets mean (starting with Earth).</li> </ul>	
<b>Skills</b>	

<p>ELG: Past and Present</p> <p>ELG: People, Culture and Communities</p> <p>ELG: The Natural World</p>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• 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.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Draw information from a simple map.</li> <li>• Light- why is light important- what happens if plants don't have light, observe light through transparent material and observe shadows.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Independently recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• To explore facts about the Earth, Sun, Moon, planets and stars.</li> </ul>
<b>Expressive Arts and Design</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• To know what an artistic effect is.</li> <li>• To know what presenting means.</li> <li>• To know what texture is.</li> <li>• To know what a primary colour is.</li> <li>• To know what a secondary colour is.</li> <li>• To know what colour mixing means.</li> <li>• To know what folding means.</li> <li>• To know what the beat of the music is.</li> <li>• To know who Antoni Gaudi.</li> </ul>	

<ul style="list-style-type: none"> <li>• To know what mosaics are.</li> <li>• To know what a collage is.</li> <li>• To know what weaving is.</li> <li>• To know that Egypt is a country.</li> <li>• To know that ancient Egypt was in the past.</li> </ul>	
<b>Skills</b>	
ELG: Creating with Materials  ELG: Being Imaginative and Expressive	Children at the expected level of development will: <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources, and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their role play.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul>

Documents supporting planning:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/EYFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1007446/6.7534\\_DfE\\_Development\\_Matters\\_Report\\_and\\_illustrations\\_web\\_2\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf)

[Science EYFS planning.pdf](#)

[EYFS\\_History\\_focused\\_scheme\\_of\\_work\(1\).docx](#)