



Overarching aims of our EYFS Curriculum:

By the end of Reception, our intention is that all children will:

- Talk confidently about themselves as learners
- Persevere when they meet challenges
- Have their own interests and fascinations
- Be willing to take risks and have a go at new things
- Have the physical strength, skills and motivation they need to be writers
- Know and enjoy the reception core texts
- Have an interest and growing understanding of their immediate world
- Have a secure understanding of numbers to ten and the ability to apply this knowledge to every-day life and problem solving
- Be able to read and write sentences independently
- Have developed a broad vocabulary to enable them to talk about the content of the EY curriculum



Skills		Reception
House Values (i.e. the behaviour for learning skills taught and rehearsed across school)	Kind	Sharing equipment and putting away resources
	Confident	Asking good questions
		Getting things finished
	Respectful	Waiting your turn to speak
		Sharing ideas



EYFS Medium Term Planning

	Autumn	Spring	Summer
Core books	<p>You Choose Out and about through the year The Story Tree (The Blue Button, The Magic Porridge Pot) Julian is a Mermaid Favourite Fables (The North Wind and The Sun) Ana Hibiscus Song Owl Babies The Three Little Pigs The Three Little Pigs and the Big Bad Book Lucy and Tom go to School The Christmas Ghost Alfie Weather Non-fiction texts focusing on seasons, school life, ourselves</p>	<p>The Very Hungry Caterpillar We're Going on a Bear Hunt Yucky Worms A New Green Day Out and about through the year The Story Tree (The Little Red Hen & The Three Billy Goats Gruff) Favourite Fables On Sudden Hill The Gruffalo The Train Ride Jack and the Beanstalk Jasper's Beanstalk Once there were giants Non-fiction texts focusing on seasons, growing, farms, transport</p>	<p>Oliver's Vegetables Out and about through the year The Leopards Drum The Story Tree (Monkey See, Monkey Do) The Bog Baby Favourite Fables The Pirate Tree Where the Wild Things Are Lucy and Tom at the Seaside Non-fiction texts focusing on seasons, growing, healthy eating, ourselves</p>
Core rhymes/poems/ring games	<p>Ten little fingers Two Little Dicky Birds The Beehive Roly poly Wind the bobbin up Incy Wincy spider Little cottage in the wood We all clap hands together Humpty Dumpty Pease porridge hot</p>	<p>Row, row, row your boat I'm a little teapot Head and shoulders, knees and toes If you're happy and you know it I'm a dingle dangle scarecrow I went to school one morning, and I walked like this Three little monkeys jumping on the bed Did you ever see a lassie Here we go Looby loo Mary, Mary Quite Contrary</p>	<p>Here we go round the mulberry bush Hokey cokey In and out the dusty bluebells I sent a letter to my friend A princess lived in a high tower The grand old Duke of York</p>
Possible themes/interests/lines of enquiry	<p>Seasons Ourselves 'This is me' Homes/houses Materials People who help us Special occasions Colours of Autumn Healthy eating, looking after ourselves</p>	<p>Seasons Animals and growing (local habitat) Farm Make your own book - caterpillars Hibernation Planting seeds and bulbs Special occasions Colours of Spring Healthy eating Transport Tadpoles</p>	<p>Seasons Planting seeds Seaside Places Floating and sinking Make your own book – seaside recount Special occasions Colours of Summer Healthy eating Moving on</p>
Possible Trips/visitors	<p>Walk around the school and the grounds Local area walk Local fire station</p>	<p>Farm Local area walk</p>	<p>Seaside Local area walk</p>



		Autumn		Spring		Summer	
		Knowledge/skills	Star words	Knowledge/skills	Star words	Knowledge/skills	Star words
Communication & Language	Learning Focus	Develop listening skills – learning to listen and attend to others and to sounds in the environment Tuning into sounds and able to play with making and identifying different sounds Develop phonemic and phonic awareness Oral blending and segmenting Develop awareness of rhyme and alliteration Develop language around key daily routines Learn to sit and attend in a small group and as a whole class for short periods of time Begin to share ideas through statements and simple sentences Begin to build a range of known texts to support love of reading and understand the purpose for reading Develop vocabulary linked to stories and experiences	Listen Sound Rhyme Blend Segment	Learning to ask questions to clarify understanding Develop spoken language to include use of connectives Develop vocabulary linked to stories and experiences Listen to a range of stories and have the opportunity to talk about them Retell well known stories Engage with non-fiction books as a group and individually and be able to talk about their ideas Continue to develop oral blending and segmenting skills Build on awareness of rhyme and alliteration	What How Why When And Because	Talk in full sentences to share our ideas and thoughts Talk about shared experiences Listen to a range of stories and have the opportunity to talk about them Make up and create our own stories Recall events and activities and be able to explain what they did Use talk to explain ideas and to solve problems	Sentence Explain Idea Thought Problem
		Develop gross motor skills and strength Develop core muscle strength Learn to move in a range of ways with strength and control Developing fine motor dexterity and strength Using simple tools such as brushes for painting, pens/chalks for mark making, spoons for scooping Become increasingly confident and independent to eat lunch and healthy snacks Use the toilets at school confidently and independently Understand the importance of hand washing and when it is necessary	Space Climb Move Stop Freeze Jump Run Walk Squeeze Stretch Toilet Wash Soap Thirsty Hungry	Moving with greater control Develop fine and gross motor strength Build up core muscle strength Develop gross motor skills for throwing and catching, balancing, bike riding, climbing and hanging Learning to hold a pencil to effectively form letters Using scissors effectively Learn to use a knife and fork effectively Manage own needs around food and drink	Control Balance Hang Hop Skip Pull Push Roll Knife Fork Cutlery	Using a knife and fork effectively Using a range of tools to carry out a desired purpose Develop fine motor control to use a variety of tools to create such as woodwork tools: Move easily and fluently in a range of ways Move balls in a range of ways with increasing control, pushing, patting, throwing, catching, rolling, batting, aiming Develop hand writing control and strength Understand healthy choices Confidently manage own physical needs	Turn Twist Throw Catch Aim Bat Firm Weak Strong Exercise
		Settling into school life Understanding the routines and expectations of being in school Managing own belongings Begin to feel comfortable in school and a valuable part of the class Learning to use the areas of the classroom and outside Expressing feelings Getting used to new adults Playing alongside others	Listen Learn Reception Office Classroom Dinner hall Line up Cloakroom Playground Teacher Carpet time Play and learn Maths meeting Phonics Happy Sad Worried Help	Knowing it's ok to make mistakes Talking about the things we are good at Learning how to work well together Expressing feelings using words Building friendships Getting to know the wider school Taking part in wider school activities Learning about the school values	Mistake Together Collaborate Friend Friendship Assembly Celebration Perseverance Kindness Creativity Self-control Safe	Building resilience when faced with a challenge Seeing things from other people's points of view Being a good friend Talking about the things we want to get even better at Reflecting on reception – what we have done and what we have learnt; our favourite places Knowing how to stay safe at school, in the playground, in the classroom, at lunch, coming to and leaving school, at After School Clubs	Challenge Improve Favourite Resilient Equipment Respect



		Autumn		Spring		Summer	
		Knowledge/skills	Star words	Knowledge/skills	Star words	Knowledge/skills	Star words
Literacy	Learning Focus	<p>Listen to a range of stories and have the opportunity to talk about them</p> <p>Develop knowledge of a core set of books</p> <p>Learning new vocabulary linked to stories and other books</p> <p>Joining in with stories with repeated refrains</p> <p>Simple story sequencing</p> <p>Phonics – see RWI pacing guide</p> <p>Big mark making</p> <p>Drawing in response to stories</p> <p>Learning to recognise their names</p> <p>Learning to write their names</p> <p>Orally constructing sentences for adults to scribe</p> <p>Engage in shared writing and see own ideas scribed by adults</p>	<p>Sound</p> <p>Letter</p> <p>Word</p> <p>Blend</p> <p>Vocabulary linked to core books responding to children's needs</p>	<p>Refer to RWI pacing guide for phonics</p> <p>Listen to a range of stories and have the opportunity to talk about them</p> <p>Develop knowledge of a core set of books</p> <p>Learning new vocabulary linked to stories and other books</p> <p>Joining in with stories with repeated refrains</p> <p>Retelling stories together – role play, oral storytelling, puppets</p> <p>Writing own captions and labels</p> <p>Orally constructing sentences for adults to scribe</p> <p>Engage in shared writing and see own ideas scribed by adults</p> <p>Beginning to write their own sentences</p>	<p>Word</p> <p>Caption</p> <p>Label</p> <p>Sentence</p> <p>Vocabulary linked to core books responding to children's needs</p>	<p>Refer to RWI pacing guide for phonics</p> <p>Listen to a range of stories and have the opportunity to talk about them</p> <p>Develop knowledge of a core set of books</p> <p>Learning new vocabulary linked to stories and other books</p> <p>Writing sentences and short narratives about class topics/things that interest them</p> <p>Re-read their own writing to check it makes sense</p> <p>Read simple phrases and sentences</p> <p>Retelling stories together – role play, oral storytelling, puppets</p> <p>Forming lower case and capital letters correctly</p>	<p>Capital letter</p> <p>Word</p> <p>Caption</p> <p>Label</p> <p>Sentence</p> <p>Vocabulary linked to core books responding to children's needs</p>
		<p>Cardinality & Counting</p> <p>Counting to 5 including through songs and rhymes</p> <p>Counting to 10 including through songs and rhymes</p> <p>Counting irregular arrangements of objects</p> <p>Counting things that cannot be seen such as actions and sounds</p> <p>1:1 correspondence to 5</p> <p>Linking cardinal number with numeral to 5</p> <p>Subitise within 5</p>	<p>number names 1-10</p>	<p>Cardinality & Counting</p> <p>Counting to 10 including through songs and rhymes</p> <p>Counting irregular arrangements of objects</p> <p>Counting things that cannot be seen such as actions and sounds</p> <p>Subitise within 5</p> <p>Count out a given number from a larger group</p> <p>Conservation – knowing that the number does not change if the group has been rearranged</p> <p>Linking cardinal number with numeral to 10</p> <p>1:1 correspondence to 10</p> <p>Recording quantity</p>	<p>Total</p> <p>Number names 1-10</p> <p>Amount</p>	<p>Cardinality & Counting</p> <p>Counting to 20 and beyond including through songs and rhymes</p> <p>Counting irregular arrangements of objects</p> <p>Counting things that cannot be seen such as actions and sounds</p> <p>Subitise within 5 including when in an irregular arrangement</p> <p>Count out a given number from a larger group</p> <p>Conservation – knowing that the number does not change if the group has been rearranged</p> <p>Linking cardinal number with numeral to 10 and beyond</p> <p>1:1 correspondence to 10 and beyond</p> <p>Recording quantity</p>	<p>Number names 1-20</p> <p>Amount</p> <p>Quantity</p> <p>Total</p> <p>Numeral</p>
		<p>Composition</p> <p>Explore the parts within a whole e.g. how many different ways 5 can look</p> <p>Partition a number into two groups up to 6 and recombine to make the same total</p> <p>Addition and subtraction to 6 (practical experience of)</p> <p>Counting songs involving adding</p>	<p>Group</p> <p>Share</p> <p>Add</p> <p>Plus</p> <p>Subtract</p> <p>Minus</p> <p>Take away</p> <p>How many</p> <p>Total</p>	<p>Composition</p> <p>Partition a number into two groups up to 10 and recombine to make the same total</p> <p>Addition and subtraction up to 10</p> <p>Subtracting by adding up what is left when an amount is taken away</p> <p>Number of the week - exploring numbers to 10 including 0</p>	<p>Part-whole model</p> <p>Left (as in remaining)</p> <p>Zero</p>	<p>Composition</p> <p>Number bonds 0-10</p> <p>Subtraction within 10</p> <p>Subtracting by adding up what is left</p> <p>Subtracting by counting back</p> <p>Addition by counting on</p> <p>Practical application of addition and subtraction 'There were 10 apples but two have been eaten, how many are left?'</p> <p>Partitioning a number to 10 into more than 2 groups</p>	<p>Count on</p> <p>Count back</p> <p>Addition</p> <p>Subtraction</p> <p>Partition</p> <p>Groups</p> <p>Equal</p> <p>Remaining</p> <p>Half</p> <p>Double</p>
Mathematics		<p>Pattern</p> <p>Talking about AB patterns</p> <p>Continuing an AB pattern</p> <p>Talking about AB patterns</p> <p>Copying AB patterns</p> <p>Creating their own AB patterns</p> <p>Spotting errors in AB patterns</p> <p>Identifying the 'unit of repeat' in a pattern</p>	<p>Pattern</p> <p>Colour</p> <p>Repeat</p>	<p>Pattern</p> <p>Continuing an ABC pattern</p> <p>Move to more complex patterns ABB, ABBC, AABB</p> <p>Make their own ABB, ABBC patterns choosing their own rule</p> <p>Spotting errors in ABB patterns</p>	<p>Rule</p> <p>Error</p> <p>Mistake</p>	<p>Pattern</p> <p>Make patterns in other areas e.g. music</p> <p>Describe pattern rules and apply in other circumstances</p> <p>Make pattern repeats around a circle</p> <p>Make patterns around a border with a fixed number of spaces and identify patterns that work and those that don't</p> <p>Spot patterns in the environment</p>	<p>Musical pattern</p> <p>Rhythm</p> <p>Beat</p>



<p>Shape & Space Developing spatial awareness Constructing with various materials including block play Explore shapes and reason about their suitability for purpose e.g. in block play Developing spatial vocabulary – language of position (in, on, under) and direction (up, down, across)</p>	<p>In On Under Up Down Across Build Balance Top Bottom Fall</p>	<p>Shape & Space Developing spatial vocabulary – language of relative viewpoint (in front of, behind, forwards, backwards) Block play – progression to towers and enclosures Properties of 2D shapes and exploring their use in pattern making and construction Identifying similarities in shapes</p>	<p>In front of Behind Forwards Backwards Above Below 2D shape 2D shape names Enclosure Tower Strong Steady side edge corner vertex/-ices sort 2D shape names straight curved face</p>	<p>Shape & Space Developing spatial vocabulary (left and right) Block play – planning and evaluating their structures Properties of 3D shapes Representing spatial relationships through drawings (block play drawings from different viewpoints e.g. the side and above) Identifying similarities in shapes Developing awareness of relationships between shapes e.g. 2 triangles can make up a square</p>	<p>Left Right 3D shape 3D shape names Side Similar Similarities Different</p>
<p>Measure Recognise attributes in length, height, capacity and weight Compare objects according to attributes Experiencing weight and capacity in the environment and through cooking activities Talking about the routines of the day Days of the week Introduction to months and the seasons</p>	<p>Size Length Height weight big/-ger/-gest small/-er/-est heavy/-ier/-iest light/-er/-est long/-er/-est short/-er/-est full day week month season calendar names of the days</p>	<p>Measure Days of the week Months of the year Seasons Experiencing weight and capacity in the environment and through cooking activities Learning about sequencing and order by observing caterpillars and/or tadpoles over time</p>	<p>Names of the months Spring Summer heavy/-ier/-iest light/-er/-est First Next After Then Finally Time</p>	<p>Measure Learning about sequencing and order by observing plants over time Measuring and comparing heights (link to plants) in practical contexts Begin to use units to measure and compare (e.g. unifix, measuring tapes, metre sticks, timers, scales) Sequence practical experienced events Experience specific time durations e.g. timing ourselves to run around the playground, how long until lunch, number of sleeps until an exciting event</p>	<p>Sequence Compare Measuring tape Metre Stick Timer Scales Centimetre Metre Minute Seconds Hours</p>
<p>MM units to support planning Units 1-7. Adapt and develop as required including ensuring children are having practical experience and that the learning is experienced through the continuous provision</p>		<p>MM units to support planning Units 8-13. Adapt and develop as required including ensuring children are having practical experience and that the learning is experienced through the continuous provision</p>		<p>MM units to support planning Units 14-17. Adapt and develop as required including ensuring children are having practical experience and that the learning is experienced through the continuous provision</p>	
<p>Key number rhymes and songs 1,2,3,4,5, Once I Caught a Fish Alive 1 finger, 1 thumb 1 tomato, 2 tomato (or potato) 1 man went to mow 1,2 Buckle My Shoe Days of the week songs</p>		<p>Key number rhymes and songs 5 little ducks 5 currant buns 5 little monkeys</p>		<p>Key number rhymes and songs 10 in a bed 10 green bottles Zero, zero, superhero 10 fat sausages 5 little men in a flying saucer</p>	



Understanding the world	Opportunity to talk about themselves and their immediate family experience	Science/Geography Autumn, deciduous, leaves, wind, blow, winter Season, weather, temperature, ice, snow, melt, freeze, rain, pour, acorns, conkers, flutter, plant, dig, cover, bury, hibernate, thunder, lightning, mist; dew, dark, occupations (e.g. doctor, nurse, builder, chef, shopkeeper etc.), uniform, equipment, emergency services Map History Me, I, my, Human body parts, Yesterday, today, year/month/week, tomorrow, Human stages (e.g. baby, toddler, child, adult) Family members (e.g. mother, father, brother, sister, grandmother, grandfather, step-, great- etc.) I like, you like, we like, we, enjoy, same, different We went, we played..., we 'When I was....' 'I remember...' RE Celebration, festival, Hanukkah, Diwali, Eid Christmas Jewish Islam Muslim Hindu Christian	Comment on how things have changed since they were born: 'Once there were Giants' by Martin Waddell Explore the natural world around us – Spring – noticing changes around us, talking about the animals we can see and how to look after them (bird feeders, bug houses) Drawing and painting the natural world Explore the weather – windy day resources, rain collectors Exploring and making maps (real and imagined) Learn about celebrations from a variety of cultures: Easter/EID/Diwali/Hanukkah Begin to understand how places are special to people from different religions – visit places of worship Develop vocabulary about the world around us Develop scientific vocabulary to be able to speak about the world around us and be able to talk about our own ideas using explaining and simple reasoning Learn about how the familiar environment was different in the past and figures from the past - Local history day – how has the school changed	Science/Geography Camouflage, habitat, hatchling, spring, seed, sprout, root, leaf, flower, stem, bulb, grow, earth, daffodil, snowdrop, crocus, blossom, bud, shoot, blackbird, sparrow, robin, nest Local environment History 'It was the same...' 'It was different...' '...because...' 'In the Autumn/in the winter...' 'It is different now...because...' My favourite place in school is... When I am at school, I like to.... Yesterday at school we.... Last week we... Vehicle names (e.g. car, truck, horse and carts, aeroplane, submarine etc.) Transport pilot RE Easter Eid Jewish Islam Muslim Hindu Christian	Learn about celebrations from a variety of cultures Begin to understand how places are special to people from different religions – visit places of worship Recognise some similarities between life in our country and life in other countries Drawing and painting the natural world Observing changes in the natural world: Caterpillar/tadpole diaries; planting seeds and watching them grow Learn about animals in the UK and contrast with animals you would find in another country (Farm visit) Develop vocabulary about the world around us Develop scientific vocabulary to be able to speak about the world around us and be able to talk about our own ideas using explaining and simple reasoning Learn about how familiar experiences were different in the past: – Shirley Hughes 'Lucy and Tom at the seaside'	Science/Geography Materials, suitable, heat, melt, summer, windbreak, suncream, shade, hydrate, caterpillar, tadpole, farm, cow, pig, horse, sheep, goat, kid, piglet, foal, calf, lamb Country History Me, I, my, Yesterday, today, last year/month/week, tomorrow, next week, I remember when... When we went to the...it was... In the past... Long ago.... It was the same because... It was different because... deckchair, pier, bucket and spade' sandcastle, beach huts, RE Church Mosque Temple Synagogue
	Getting to know the school					
	Learn about how familiar experiences were different in the past: Shirley Hughes 'Lucy and Tom go to school', 'The Christmas Ghost' – talk about things that are the same and things that are different					
	Explore the natural world around us – Autumn and winter in our grounds – how they change with the seasons					
	Drawing and painting the natural world					
	Explore the weather – windy day resources, rain collectors					
	Exploring what happens when water freezes					
	Learn about celebrations from a variety of cultures: Hanukkah, Divali, Eid, Christmas, Chinese New Year					
	Develop vocabulary about the world around us					
	Develop scientific vocabulary to be able to speak about the world around us and be able to talk about our own ideas using explaining and simple reasoning					
My favourite places to play – record using drawing, writing and photos their favourite place at school						



Expressive arts and design	Expressive arts and design	<p>Initial focus on looking after resources whenever a new resource is introduced e.g. lids on pens, washing brushes in-between colour change, changing painting water, leaving the space ready for others</p> <p>Developing a range of skills across a range of materials to enable children to be able to express ideas and represent thoughts and feelings</p> <p>Drawing Self-portraits – ‘This is me’</p> <p>Sculpture Introduction to woodwork Joining materials – glue and masking tape Experimenting with dough and plasticine Transient Art from loose parts (Andy Goldsworthy)</p> <p>Printing Print using natural materials Print using a range of objects Marble prints (firework pictures)</p> <p>Painting Colour – naming and selecting colours for a purpose Autumn pictures/firework paintings Working collaboratively – e.g. large Autumn frieze (link to Shirley Hughes poems)</p> <p>Collage Using a variety of materials to make free collage</p> <p>Music Singing together (Christmas Songs) Exploring instruments and the sounds they make</p> <p>Role Play Free play in the home corner and outside area Retelling stories using props and costumes</p> <p>Dance Join in with action songs and ring games Copy simple repeated rhythms Move freely to music</p> <p>INCLUDE OPPORTUNITIES TO WORK ON COLLABORATIVE ART AS WELL AS WORKING INDIVIDUALLY</p>	<p>Draw Paint Mark make Portrait Woodwork Join Fix Glue Tape Cut Stick Print Colours Frieze Collage Rhythm Beat Create</p>	<p>Developing a range of skills across a range of materials to enable children to be able to express ideas and represent thoughts and feelings</p> <p>Drawing Observational drawings of natural objects</p> <p>Sculpture Woodwork skills – using a Joining materials by folding and cutting Experimenting with clay Making simple clay pots</p> <p>Printing Print using fruit and veg Mono-printing</p> <p>Painting Colour mixing Applying paint in different ways</p> <p>Collage Using a variety of materials to make free collage Tearing and cutting paper Using materials and fabrics with stitching to fix as well as glue</p> <p>Music Singing together Learning new songs Playing along to songs with instruments</p> <p>Role Play Free play in the home corner and outside area Retelling stories using props and costumes</p> <p>Dance Copying simple repeated rhythms Begin to move rhythmically Respond to music and express feelings through movement</p> <p>INCLUDE OPPORTUNITIES TO WORK ON COLLABORATIVE ART AS WELL AS WORKING INDIVIDUALLY</p>	<p>Observational Fold Tear Clay Roll Push Stretch Mark Primary Colours Mix Material Fabric Stitch Instrument Drum Bell Cymbal Maraca Repeat</p>	<p>Developing a range of skills across a range of materials to enable children to be able to express ideas and represent thoughts and feelings</p> <p>Drawing Draw from memory and imagination Mark making textures and different techniques for recording patterns</p> <p>Sculpture Woodwork skills – using a Advanced joining skills & creating with a planned purpose in mind Clay modelling with a purpose Making impressions in clay</p> <p>Printing Polystyrene and string Using more than one colour</p> <p>Painting Adding texture to paint Expressing emotion and feeling through use of colour (Munch)</p> <p>Collage Using a variety of materials to make free collage Collage with a purpose in mind Use collage with mixed media (look at Lauren Child (The Princess and the Pea))</p> <p>Music Singing together Learning new songs Using instruments to support retelling of stories</p> <p>Role Play Free play in the home corner and outside area Retelling stories using props and costumes</p> <p>Dance Creating sequences of actions that can be linked together to form a dance Representing own ideas through dance</p> <p>INCLUDE OPPORTUNITIES TO WORK ON COLLABORATIVE ART AS WELL AS WORKING INDIVIDUALLY</p>	<p>Imagination Texture Pattern Plan Emotion Feeling Sequence Link</p>