

Curriculum Overview for Reception (end of EYFS) – Early Learning Goals

Prime Area: Communication and Language									
Listening & Attention				Understanding			Speaking		
Listens attentively in a range of situations	Listens to stories, accurately anticipating key events	Responds to what they hear with relevant comments, questions or actions	Gives attention to what others say and respond appropriately, while engaged in another activity	Can follow instructions involving several ideas or actions	Answer 'how' and 'why' questions about their experiences	Answer 'how' and 'why' questions in response to stories and events	Expresses his/herself effectively, showing awareness of listeners' needs	Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	Develop own narratives and explanations by connecting ideas or events

Prime Area: Physical Development						
Moving & Handling				Health & Self-care		
Show good control and co-ordination in large and small movements	Moves confidently in a range of ways, safely negotiating space	Handle equipment and tools effectively	Hold a pencil effectively for writing	Knows the importance for good health of physical exercise, and a healthy diet	Talks about how to keep healthy and safe	Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet

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Prime Area: Personal, Social and Emotional Development											
Self-confidence & Self-awareness				Managing Feelings and Behaviour				Making Relationships			
Confident to try new activities, and say why they like some activities more than others	Confident to speak in a familiar group and talk about their ideas	Chooses the resources they need for their chosen activities	They say when they do and don't need help	Talks about how they and others show feelings	Talk about their own and others behaviour, its consequences, and know that some behaviour is unacceptable	Work as part of a group or class, and understand and follow the rules	They adjust their behaviour to different situations, and take changes in routine in their stride	Play co-operatively, taking turns with others	Take account of one another's ideas about how to organise their activity	Show sensitivity to others' needs and feelings	Form Positive relationships with adults and other children

Specific Area: Literacy							
Reading				Writing			
Use phonic knowledge to decode regular words and read them aloud accurately	Can read some irregular common words	Read and understand simple sentences	Demonstrate understanding when talking with others about what they have read	Uses their phonic knowledge to write words in ways which match their spoken sounds	Can write some irregular common words	When writing, some words are spelt correctly and others are phonetically plausible	Writes simple sentences which can be read by themselves and others

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Specific Area: Mathematics

Numbers

Count reliably with numbers from 1 to 20	Place numbers 1 to 20 in order	Say which number is one more or one less than a given number to 20	Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	Solve problems, including doubling and halving and sharing
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Shape, Space & Measure

Uses everyday language to talk about size	Uses everyday language to talk about weight	Uses everyday language to talk about capacity	Uses everyday language to talk about position	Uses everyday language to talk about distance	Uses everyday language to talk about time	Uses everyday language to talk about money	Compares quantities and objects and use to solve problems	Recognises, creates and describes patterns	Explores characteristics of everyday objects and shapes and use mathematical language to describe them
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Specific Area: Understanding the World									
People & Communities				The World				Technology	
Talks about past and present events in their own lives and in the lives of family members	Knows other children don't always enjoy the same things, and are sensitive to this	Knows about similarities and differences between themselves and others	Knows about similarities and differences among families, communities and traditions	Knows about similarities and differences in relation to places, objects, materials and living things	Talks about the features of their own immediate environment and how environments may vary from one another	Makes observations of plants and animals	Explain why some things occur, and talk about changes	Recognises that a range of technology is used in places such as homes and schools	Selects and uses technology for particular purposes

Specific Area: Expressive Arts and Design						
Exploring & Using Media and Materials						
Sings songs and experiments with ways of changing them	Makes music and experiments with ways of changing it	Dances and experiment with ways of changing them		Safely use and explore a variety of materials, tools and techniques	Experiment with colour, design, texture, form and function	
Being Imaginative						
Use what they have learnt about media and materials in original ways, thinking about uses and purposes	Represent their own ideas, thoughts and feelings through design and technology	Represent their own ideas, thoughts and feelings through art	Represent their own ideas, thoughts and feelings through music	Represent their own ideas, thoughts and feelings through dance	Represent their own ideas, thoughts and feelings through role play	Represent their own ideas, thoughts and feelings through stories