

Early Years Curriculum



Curriculum overview

Key Knowledge and skills

Prime and Specific areas coverage

Assessment cycle

**Early Years
Curriculum**

Early Years Curriculum

Reception curriculum

In Reception, children learn through seven areas of development. These all work together to help children grow and succeed.

The three main (prime) areas are

Communication and Language

Physical Development

Personal, Social and Emotional Development

Children also learn through:

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

We teach these through a balance of adult-led activities and child-initiated play.

Our classroom is set up to help children feel safe, confident and independent. They can easily access resources and choose activities that interest them. We have spaces for active play as well as calm, quiet learning.

Outdoor learning is very important to us. Children have daily access to outdoor areas where they can explore, be active and learn in different ways.

Play is at the heart of everything we do. It helps children build confidence, solve problems and learn how to work with others.

Each term, we choose topics based on children's interests. We begin by finding out what children already know and what they would like to learn. This helps us plan exciting activities that build deeper understanding.

Each week, we provide special challenges within our learning areas (provision challenges) to encourage children to practise key skills, think more deeply and stay engaged in their learning.

We also place a strong focus on how adults interact with children. Staff use a communication approach called ShREC (Share attention, Respond, Expand, Conversation) to support language development, extend children's thinking and encourage meaningful conversations.

At Austhorpe, we aim to create a nurturing, engaging environment where every child develops confidence, curiosity and a love of learning.

Aut 1

Aut 2

Spring 1

Spring 2

Summer 1

Summer 2

Key Themes

What Makes Us Marvellous?

Focus: Exploring identity, emotions, families, and what makes us unique.



Who Keeps Us Safe?

Focus: Learning about real-life superheroes like doctors, firefighters, and police through role-play and storytelling.



Is there anybody out there?

Focus: Learning all about space (planets, moon, stars) Explore day and night and talk about space travel and astronauts.



What makes an author?

Focus: explore a range of familiar and well-loved authors, Focus on retelling stories and begin to understand what an author does.



Are all beasts mini?

Focus: Explore a range of minibeads through non-fiction texts. Learn about lifecycles, make observations and begin to sort and categorise minibeads based on their features.



Is life better, down where it's wetter?

Focus: Explore life under the sea, learning about sea creatures, pirates, and developing their understanding of lighthouses and beaches through play and discussion.



Vocabulary linked to enquiry-Reception

belong, unique, different, autumn, morning, afternoon, evening, baby, child, adult, elderly

emergency, safe, unsafe, address, healthy, danger, exercise, celebration

space, planet, astronaut, star, sun, moon, earth, rocket, space station, alien

spring, story, blurb, author, character, book, character, illustrator, beginning, middle, end, setting, title, page

minibead, insect, bug, habitat, wings, legs, antennae, chrysalis, eggs, life cycle, change / grow

ocean, water, habitat, sea creatures, plants (seaweed), rocks, sand, beach, waves, lighthouse, shell, pirate

Experiences

Autumn walk, EYFS Harvest Assembly, walk around the local area, Visit from a farmer linked to Harvest

Christmas production -Rec, Visits Doctor, Nurse, Dentist, Fire Brigade

rocket launch, google earth, story from an astronaut, good speaking competition, NASA photo of the day

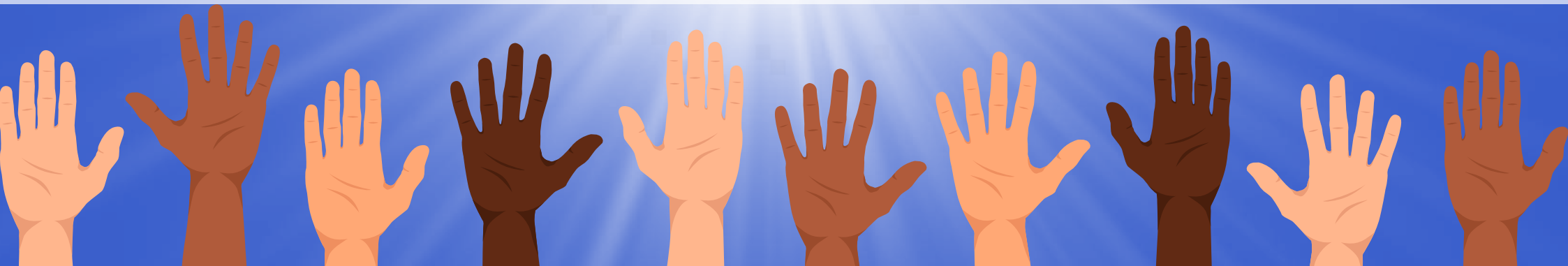
Class wedding (St Mary's Church), invite a teacher to tea, making sandwiches

Wildlife area, bug hunts, Caterpillars, Interactive visit from minibead/reptile, trip to Eureka

Sports day, Let's talk about it competition, transition to Y1

Key knowledge and skills

Across each term in Reception, children learn a set of carefully selected 'Hand Facts' linked to their topic and wider curriculum learning. These are the key pieces of knowledge that all children are expected to understand and recall independently. The Hand Facts are designed to build progressively across the year, helping children to make connections between new and previous learning, deepen their understanding of the world around them and develop the knowledge needed for a successful transition into Key Stage 1.



Key knowledge and skills

Austhorpe EYFS Hand facts



Early Years
Curriculum







Early Years Curriculum



Early Years Curriculum



Early Years Foundation Stage Curriculum

This curriculum document outlines the key areas of learning and development within the EYFS, with a clear focus on how skills and knowledge progress across the Reception year. Each section details the progression within the seven areas of learning, demonstrating how our carefully planned curriculum supports every child to build strong foundations for future success. These are underpinned by Trust-agreed assessment points, ensuring consistency and clear progression in children's development.

You will find the
following sections:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area includes:

- A clear progression across the Reception year
- Key knowledge and vocabulary
- Links to the EYFS framework and Development Matters
- How adult-led and child-initiated learning support development
- Opportunities for challenge, depth, and extension
- How cultural capital and enrichment experiences are woven through

This document is designed to support staff, parents, and stakeholders in understanding how our early years curriculum equips children with the skills, knowledge, and dispositions to thrive as confident, capable learners.

Early Years Foundation Stage Curriculum

Specific Areas of Learning

Literacy

- Daily phonics using Read Write Inc
- Exposure to high-quality, language-rich texts
- Developing comprehension through storytelling and questioning
- Opportunities for mark-making, writing, and early reading

Mathematics

- Using NCETM in Reception
- Focus on number sense, counting, and number composition
- Exploring shape, space, and measure through play
- Applying maths in daily routines and continuous provision

Understanding the World

- Teaching early geography, history, and science concepts through play
- Encouraging curiosity about the world, seasons, nature, and people
- Regular visits and experiences linked to our local community

Expressive Arts & Design

- Developing creativity through art, music and imaginative play
- Opportunities for free expression and collaborative projects
- Enhancing fine motor skills through creative media and materials

Prime Areas of Learning

Personal, Social and Emotional Development (PSED)

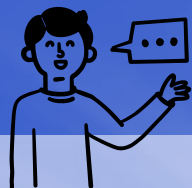
- Building positive relationships and self-regulation
- Developing confidence, independence, and resilience
- Learning how to manage emotions and behaviour
- Understanding self within a community context

Communication and Language

- Developing listening, attention and understanding
- Encouraging high-quality talk and conversation
- Enriching vocabulary through class texts and play
- Modelling language in real-life, meaningful contexts

Physical Development

- Developing fine and gross motor skills
- Promoting independence in self-care routines
- Enhancing spatial awareness, coordination, and control
- Encouraging healthy habits through active play



Communication and Language

Statutory Framework: Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive 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 in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling, and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Speech and Language

At Austhorpe, all children in Reception are assessed on entry using 'Speech Link' Speech and Language programme. This enables us to quickly identify any communication needs and tailor support accordingly. In Reception, children also complete the Government's statutory Reception Baseline Assessment (RBA) during their first 2 weeks. Where needed, children are supported through a personalised speech and language programme, delivered daily by a trained practitioner, to ensure every child can access the curriculum and develop strong communication skills from the outset.

Oracy

At Austhorpe, we are inspired by the Oracy Framework developed by Voice 21 and Oracy Cambridge to support and enhance children's speaking and listening skills. This framework helps us understand what effective communication looks like across different contexts, and highlights four key, interconnected strands:

- Physical – how we use our voice and body (e.g. clarity, volume, eye contact)
- Linguistic – the vocabulary and language structures we use to express ideas
- Cognitive – how we organise and structure our talk, including reasoning and questioning
- Social & Emotional – how we listen, take turns, show empathy, and build confidence

Together, these strands help children develop into confident, articulate communicators, ready for learning and life.

ELG (End of Reception)

Listening, attention & speaking

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
 - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Communication and Language

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and attention Skills	·To Understand how to listen and develop an understanding of why listening is important ·To listen in a small group of children ·To listen and join in during story times, rhymes, and songs - Respond appropriately to classroom rules e.g., Stop, look and listen	·Understand when it is time to listen and wait turn to speak ·To respond to new stories shared as a class with questions, predictions and interest ·To maintain attention in whole class/groups. ·Respond by asking questions to find out more and to check they understand what has been said to them	·To maintain attention in whole class sessions ·Listen to and talk about stories to build familiarity and understanding ·Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ·To respond to others appropriately in play	·Listen to and talk about stories using props to support retelling ·Listen carefully to rhymes and songs, paying attention to how they sound and commenting on rhymes and rhythms	·Maintain attention during whole class discussions and participate by asking and answering questions - Listen and understand instructions about what they are doing, whilst on another task e.g., while putting on shoes listen to the next instruction.	·Make comments about what they have heard by asking relevant questions - Listen in a range of contexts such as assembly, whole class and small groups
Understanding skills	·To understand why questions such as "Why do you think the caterpillar got so fat" - Understand one step instructions e.g. put your coat on your peg	Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	Ask questions to find out more and to check they understand what has been said to them.	To develop understanding of why questions using the word 'because' to explain	Understand 'how', 'why' and 'where' questions	Make comments about what they have heard and ask questions to clarify their understanding.
Speaking	·Develop social phrases e.g., good afternoon, no thank you ·Know many rhymes, be able to talk about familiar books - Can start a conversation with an adult or a friend and continue it back and forth	Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions	·Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. - Use longer sentences of four to six words	·Connect one idea or action to another using a range of connectives such as 'and' or 'because' - Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	·Articulate ideas and thoughts in well-formed sentences ·Describe events in some detail in a sequential order e.g. I went to the park, and I went on the swings. Then I went on the slide" - Participate in whole class discussions	·Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen ·Express own thoughts and feelings in full sentences using conjunctions ·Use and apply newly acquired vocabulary to show understanding



At Austhorpe, we are inspired by the Oracy Framework from Voice 21 and Oracy Cambridge, which highlights how speaking and listening develop across four key areas: physical, linguistic, cognitive, and social & emotional. We use these principles to help children communicate confidently and support their learning and development.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Skills throughout the reception year

To support children in practising and embedding new vocabulary, we use a range of strategies within talk and play. Throughout the year, new vocabulary is introduced through class texts and real-life experiences. Each time a new word is introduced, children follow a consistent structure: they explore the meaning of the word, identify words that sound similar, find rhyming words and break the word into syllables. Children are then encouraged to act out the meaning of each word to support understanding and engagement.

We enhance this approach by using Makaton and visual symbols to reinforce new vocabulary and make learning more accessible for all learners. Additionally, colourful semantics is used daily within provision to support sentence building. Children are encouraged to create simple or silly sentences using new vocabulary, which they then read aloud to a peer, helping to develop both their language and confidence.

- To speak audibly so they can be heard and understood
- This will be supported during 'Independent learning' based on the children's interests. Staff will rephrase sentences if needed and use correct vocabulary for children to repeat if needed.
- To use gestures to support meaning in play
- This will be modelled through play alongside children and in daily teaching.
- To look at someone who is speaking to them
- Modelled in structured talking time with talking partners

- To take turns to speak when working in a group
- Modelled through use of the SHREC interactions approach, daily positive interactions and talking partners

- To make relevant contributions and asks questions
- During whole class carpet input – teachers model asking questions including, who, what, where, why and when questions.

- To use 'because' to develop their ideas
- Teachers model 'stretching sentences' to include more information, including the word 'because'.

- To describe events that have happened to them in detail
- Ensure children have the opportunity to discuss events that have taken place in order throughout carpet sessions

- To join phrases with words such as 'if', 'because' 'so' 'could' 'but'
- Children have applied the word 'because' to stretch their sentences in Spring 2.
- Children will now be taught how to use the words 'if' 'so' 'could' and 'but' to give more detail in sentences through responses to questions during carpet sessions or through planned interventions.



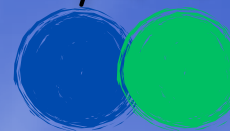
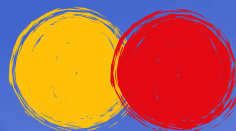
Personal, Social and Emotional Development

Statutory Framework: Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. 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 platform from which children can achieve at school and in later life.

PSED at Austhorpe	At Austhorpe, we use the One Life curriculum to support children's personal, social and emotional development. We prioritise strong, caring relationships so children feel safe and valued. Through guidance and modelling, children learn to understand and manage their emotions, build confidence, develop independence, and form positive friendships—giving them a strong foundation for learning and life. These sessions include conversations about friendship, respect, and empathy, using stories, puppets, and real-life contexts relevant to the children's experiences. Carefully chosen texts introduce important themes such as friendship, worry, anger, and fear, fostering a culture where children feel safe to openly discuss their feelings and emotions. Additionally, explicit NSPCC 'Pants are Private' lessons are delivered throughout the year to help children understand their right to say 'no' and reinforce the important message that 'your body belongs to you.'		
ELG (End of Reception)	<u>Self Regulation</u> •Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. •Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. •Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<u>Managing Self</u> Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. •Explain the reasons for rules, know right from wrong and try to behave accordingly. •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<u>Building Relationships</u> •Work and play cooperatively and take turns with others. •Form positive attachments to adults and friendships with peers. •Show sensitivity to their own and to others' needs

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self - Regulation	- Select and use activities and resources, with help when needed. - Begin to recognise and express basic emotions - Start to understand how others may feel	- Beginning to explain to an adult why they are feeling a certain way e.g. happy, sad, angry. - Begins to follow classroom rules and routines - To co- regulate with a familiar adult - Name feelings such as happy, sad, worried - Begin to manage emotions with adult support	- Develop a sense of responsibility and membership of a school and local community – know that the belong to our class and school family - Show awareness of their own feelings and seek support when needed e.g. when feeling upset seek support from a peer or adult	- Identifies, talks about and links events with feelings e.g. she is happy because she found her lost teddy - Beginning to solve small conflicts by being aware of others feelings and using talk to speak with others effectively e.g. 'please don't do that, I don't like it' - Wait with increased patience, when necessary, e.g. when waiting for a turn - Begins to show a preference towards a self-soothing strategy - Can follow two step instructions	Can follow instructions in a range of situations e.g., during whole class sessions, instructions on behaviour such as, 'walk along the corridor to the hall'	- Show a developing understanding of strategies to deal with strong emotions such as anger or frustration - Show understanding of other feelings - Show focuses attention to teacher instruction, following several part instructions.
Managing Self	- Show understanding of the classroom rules and follow them in day-to-day timetable e.g., 'Choose it, use it, put it away'. - Manage own personal hygiene e.g., toileting and washing hands	- Uses the toilet with increasing independence - Washes their hands well, knowing why this is important. - Can put on/take off coat independently - Tries new activities independently or with peers. - Articulate and abide by some basic classroom rules. - Beginning to talk about their own healthy choices.	- Welcome praise for own achievements - Understand right from wrong and offer explanations - Develop an understanding of oral health – why it is important to brush teeth and eat a balanced diet - Follow rules and routines most of the time - Show growing independence in self-care	- Dress and undress increasing independently, (may still be supported with zips and buttons). - Begin to try new activities and persevere when something is challenging. - Begin to work on self chosen/ adult directed task more independently. - Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset. - To talk about healthy choices and develop some understanding of why - Sort healthy foods from less nutritional food.	- Develop an understanding of a healthy lifestyle e.g., why we do not eat sweets every day - Develop skills when changing clothes e.g., fastening buttons and zips	- Independently manage own needs e.g., washing and if dirty, changing dirty clothes - Show developing perseverance when faced with new situations - Know school, class and social rules and explain why and how we follow them
Building Relationships	- Begin to share and take turns - Show interest and join in with peers - Develop relationships with peers, staff and Key Worker	- Joins in with a group of children who are playing, including new peers. - Forms some closer friendships and seeks them out to initiate play. - Communicates with peers within a game or activity. - Take turns, with adult support, e.g. when playing a board game.	- Seek others to share activities and experiences - Become more outgoing with unfamiliar people, in the safe context of the classroom and school	- Communicates with back & forth conversations, listening to their peers' ideas and responding appropriately. - With adult support beginning to understand different points of view and alters behaviour accordingly. - Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. - Takes turns with a little support from an adult or with the systems in place, e.g. sand timers.	- Can independently negotiate and take turns - Be considerate towards the needs of others and show sensitivity	- Independently solve conflicts by offering solutions and turn taking - Know that other children think and act differently to them and show sensitivity towards others



- At Austhorpe, we use the One Life curriculum alongside the Zones of Regulation to support children's emotional development. Through daily routines, a soft start and guided sessions, children learn to understand their feelings, regulate their behaviour, and build positive relationships, helping them feel safe and ready to learn.

By using the Zones and one life curriculum consistently, we create a supportive and emotionally safe environment, preparing children to manage themselves, relate positively to others, and be ready to learn.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	- Identify basic emotions (happy, sad) - Use simple language to describe feelings - Begin to notice how others feel - Learn classroom routines and expectations - Start to understand that all feelings are OK	- Learn the four Zones of Regulation: - Blue (sad, tired) - Green (calm, happy, ready) - Yellow (excited, worried, silly) - Red (angry, out of control) - Begin to match feelings to colours - Identify their current zone with adult support and explore coping strategies	- Describe how they feel using zone language - Recognise zones in others (characters, peers) - Begin to understand triggers (what makes them feel a certain way) - Start to link behaviour to zones	- Learn simple regulation strategies: - Breathing - Quiet space - Talking to an adult - Movement breaks - Begin to choose a strategy with guidance - Understand that they can move between zones - Start managing impulses with reminders	- Promote self-monitoring and problem-solving skills related to emotional regulation. - Show awareness of how their behaviour affects others	Encourage children to use Zones/ one life vocabulary confidently and teach peers about managing emotions.



Physical Development



Statutory Framework: Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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.

Physical Development at Austhorpe

At Austhorpe, we embed physical development throughout all aspects of the school day. We provide a dedicated fine motor station, which is continuously enhanced to support children's next steps and strengthen key finger muscles essential for writing development. Within our outdoor provision, children have access to balance bikes and a trim trail, including monkey bars and climbing equipment, to develop their gross motor skills. Additional resources such as large chinks, paintbrushes, ribbons, and equipment for throwing, kicking, and catching are also available during planned outdoor activities. Weekly PE sessions further support gross motor development, with a focus on key areas such as dance, gymnastics, ball skills, and athletics.

ELG (End of Reception)

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.



Physical Development

Developing Physical Skills for Writing at Austhorpe

Here's a revised version incorporating your One Life Soft Start mindful movement approach:

At Austhorpe, we use elements of Shonette Bason's Squiggle programme alongside our One Life Soft Start mindful movement approach to support early physical development and wellbeing, particularly in preparation for writing. These approaches are designed to be active, engaging, and developmentally appropriate, encouraging children to build strength, coordination, body awareness, and focus through movement before putting pen to paper.

Through mindful movement activities and large-scale, rhythmical experiences using resources such as flipper flappers and ribbons, children develop key gross motor skills including shoulder strength, core stability, balance, and spatial awareness. These movements are then gradually transferred to mark-making and fine motor activities that support pencil control and early letter formation.

By embedding both approaches into our daily provision, we ensure that children are physically and emotionally ready to write, developing confidence, concentration, and a positive attitude towards the writing process while enjoying movement and learning.

Reception



Reception





Physical Development



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal hygiene wellbeing and independence	• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly • Make healthy choices about food, drink, activity and toothbrushing • Eat independently using a knife and fork • Know and talk about sensible amounts of 'screen time' • Know and talk about how to be a safe pedestrian					
Gross Motor	• Continue to develop their movement, balancing, riding (balance bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use large-muscle movements to wave flags and streamers, paint and make marks	• Skip, hop, stand on one leg and hold a pose for a game like musical statues • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully dance, gymnastics, sport and swimming	• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	• Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming	• Negotiate space and obstacles safely • Confidently run, skip, jump, hop and climb
Fine Motor	• Show a preference for a dominant hand • Make lines and marks to represent meaning	• Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole dug with a trowel	• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	• Use one-handed tools and equipment, for example, making snips in paper with scissors.	• Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing	
Handwriting Development	• Comfortable grip with good control when holding pens and pencils Introduce 'Crocodile Snap' pencil grip to encourage tripod grip	• With guidance, able to use the pincer grip	• Able to independently use the pincer grip when holding writing tools • Start to form letters using the RWI letter formation rhymes	• Able to form some letters correctly following the RWI letter formation	• Develop the foundations of a handwriting style which is fast, accurate and efficient using the tripod pencil grip	



Physical Education - Reception



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development Unit and Key Skills: (GetSet4PE)	Introduction to P.E - Move safely in space. - Follow instructions and stop with control. - Use equipment safely. - Travel in different ways and follow paths. - Take turns and play safely. - Work co-operatively with others. - Develop control, teamwork, and spatial awareness. 	Fundamentals of Movement - Develop balance and stability. - Run and stop with control. - Change direction safely and confidently. - Jump and land with control. - Hop with increasing balance and coordination. - Explore different ways to travel. - Use equipment safely and responsibly. - Improve coordination and spatial awareness. - Follow instructions and respond to signals. - Build confidence in a range of movements. 	Gymnastics & Body Control - Create and copy body shapes. - Use apparatus safely and confidently. - Develop balancing skills on different body parts. - Jump and land safely with control. - Develop rocking and rolling movements. - Travel around, over and through apparatus. - Link actions together to create sequences. - Improve coordination, balance and movement control. 	Dance & Expressive Movement - Exploring body parts through movement. - Copying and repeating actions. - Creating simple dance movements. - Moving at different levels and in different directions. - Expressing ideas through movement. - Using props creatively (e.g. ribbons, scarves). - Moving with control and coordination. - Moving in time to music. - Remembering and performing dance sequences. - Beginning to use simple counts and rhythms. 	Ball Skills & Agility - Rolling a ball to a target. - Tracking and stopping a rolling ball. - Throwing accurately to a target. - Bouncing and catching a ball. - Dribbling with hands. - Throwing and catching with a partner. - Dribbling a ball with feet. - Kicking a ball to a target. - Developing hand-eye and foot-eye coordination. - Improving control and accuracy when using a ball. 	Athletics & Team Games - Running and stopping safely. - Throwing with accuracy and aiming at targets. - Keeping and understanding simple scores. - Playing different roles in games. - Following instructions in tagging games. - Playing against a partner fairly. - Developing coordination and ball skills. - Taking turns and sharing equipment. - Working cooperatively with others. - Playing team games and following rules. 
Sensorimotor Development	Throughout the Autumn and Spring Terms, sensorimotor development activities will be embedded within whole-class PE sessions to support children's sensory, physical and communication development. The programme will include songs and rhymes to promote core strength and gravitational security, sensorimotor circuits to develop gross motor skills, tactile awareness games, sensory discrimination activities, oral motor games, and story and song sessions that encourage core stability, rhythm, rhyme and language development. Children identified as requiring additional support will continue to access targeted intervention sessions to further develop these skills. Expected outcomes include improved core strength, balance, coordination, sensory processing, attention, listening and communication skills, enabling children to participate more confidently in learning and social interactions. By developing the physical, sensory and language foundations needed for future learning, the programme supports readiness for Year 1, helping children to sit and attend for longer periods, follow instructions, manage transitions, develop early handwriting skills, engage successfully in structured learning and become more independent and confident within the classroom environment.					



Physical Education - Reception

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development Unit and Key Skills: (GetSet4PE)	Introduction to P.E - Move safely in space. - Follow instructions and stop with control. - Use equipment safely. - Travel in different ways and follow paths. - Take turns and play safely. - Work co-operatively with others. - Develop control, teamwork, and spatial awareness. 	Fundamentals of Movement - Develop balance and stability. - Run and stop with control. - Change direction safely and confidently. - Jump and land with control. - Hop with increasing balance and coordination. - Explore different ways to travel. - Use equipment safely and responsibly. - Improve coordination and spatial awareness. - Follow instructions and respond to signals. - Build confidence in a range of movements. 	Gymnastics & Body Control - Create and copy body shapes. - Use apparatus safely and confidently. - Develop balancing skills on different body parts. - Jump and land safely with control. - Develop rocking and rolling movements. - Travel around, over and through apparatus. - Link actions together to create sequences. - Improve coordination, balance and movement control. 	Dance & Expressive Movement - Exploring body parts through movement. - Copying and repeating actions. - Creating simple dance movements. - Moving at different levels and in different directions. - Expressing ideas through movement. - Using props creatively (e.g. ribbons, scarves). - Moving with control and coordination. - Moving in time to music. - Remembering and performing dance sequences. - Beginning to use simple counts and rhythms. 	Ball Skills & Agility - Rolling a ball to a target. - Tracking and stopping a rolling ball. - Throwing accurately to a target. - Bouncing and catching a ball. - Dribbling with hands. - Throwing and catching with a partner. - Dribbling a ball with feet. - Kicking a ball to a target. - Developing hand-eye and foot-eye coordination. - Improving control and accuracy when using a ball. 	Athletics & Team Games - Running and stopping safely. - Throwing with accuracy and aiming at targets. - Keeping and understanding simple scores. - Playing different roles in games. - Following instructions in tagging games. - Playing against a partner fairly. - Developing coordination and ball skills. - Taking turns and sharing equipment. - Working cooperatively with others. - Playing team games and following rules. 
Sensorimotor Development	Throughout the Autumn and Spring Terms, sensorimotor development activities will be embedded within whole-class PE sessions to support children's sensory, physical and communication development. The programme will include songs and rhymes to promote core strength and gravitational security, sensorimotor circuits to develop gross motor skills, tactile awareness games, sensory discrimination activities, oral motor games, and story and song sessions that encourage core stability, rhythm, rhyme and language development. Children identified as requiring additional support will continue to access targeted intervention sessions to further develop these skills. Expected outcomes include improved core strength, balance, coordination, sensory processing, attention, listening and communication skills, enabling children to participate more confidently in learning and social interactions. By developing the physical, sensory and language foundations needed for future learning, the programme supports readiness for Year 1, helping children to sit and attend for longer periods, follow instructions, manage transitions, develop early handwriting skills, engage successfully in structured learning and become more independent and confident within the classroom environment.					



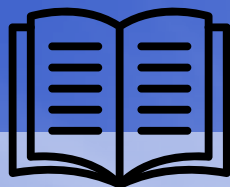
Scissor skills progression

Our scissor skills progression is carefully sequenced to reflect the developmental journey children take when learning to use scissors effectively. Children begin by developing the physical control needed to hold and operate scissors, learning how to grip them correctly and open and close the blades with increasing confidence. They then progress to snipping, cutting forwards and coordinating both hands together. As fine motor control, hand strength and coordination develop, children move on to cutting along straight, curved and increasingly complex lines and shapes, using their helping hand to manipulate and rotate the paper. This progression supports the development of accuracy, control, coordination and independence, enabling children to use scissors safely and confidently for a range of purposeful activities across the curriculum.

The progression recognises that successful scissor use relies on the development of wider fine motor skills, including hand strength, bilateral coordination, hand-eye coordination and wrist stability. It therefore sits alongside our wider Physical Development and Handwriting progressions, supporting children to develop the control and dexterity required for increasingly precise mark-making, writing and everyday self-care tasks. Assessment takes place continuously through both adult-directed activities and child-initiated provision. Practitioners observe children applying and developing their scissor skills independently within a range of meaningful contexts, such as creative activities, construction, small-world enhancements and continuous provision opportunities. These observations inform ongoing assessment and ensure that children are appropriately supported and challenged as they move through the progression. Regular opportunities to practise and demonstrate skills in provision allow staff to assess children's confidence, control, accuracy and independence, providing a secure picture of each child's development over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Skills Progression	• Use scissors safely and independently. • Hold scissors correctly and maintain a stable grip. • Make controlled snips into paper. • Begin to cut forwards along paper.	• Cut along straight lines with increasing control. • Use the assisting hand to hold and reposition the paper. • Begin to cut with fewer stops and starts.	• Cut along curved and zig-zag lines. • Begin to change direction while cutting. • Coordinate both hands effectively when cutting.	• Cut around simple shapes, maintaining control around corners and curves. • Rotate the paper rather than twisting the scissors. • Begin to cut more complex outlines independently.	• Cut out a range of simple shapes accurately. • Cut around curved, straight and zig-zag outlines with increasing precision. • Adjust the position of the paper as needed.	• Cut accurately and independently around a range of shapes and outlines. • Use scissors with control, accuracy and care. • Select and use scissors safely and confidently when creating and making.





Literacy



Statutory Framework: Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy at Austhorpe	At Austhorpe, our literacy curriculum is delivered through daily explicit literacy and phonics sessions and is underpinned by high-quality, text-driven learning. Children begin by engaging with stories through shared reading, making predictions and using inference to interpret meaning, supported by illustrations. They then deepen their understanding through role play, storytelling, and the use of props and story maps to rehearse language, develop vocabulary, and understand narrative structure. Comprehension is developed further through questioning and discussion, with adults modelling sentence stems to support children to speak in full sentences, alongside the use of colourful semantics to scaffold sentence structure and support understanding of who, what, where and why within a sentence. As children's spoken language develops, this is built upon through shared and modelled writing sessions, where teachers demonstrate how to apply phonics knowledge and construct sentences effectively. Across provision, children have regular opportunities to read and write for pleasure, enabling them to apply their skills independently, build confidence, and develop a strong foundation for future learning.		
ELG (End of Reception)	Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words	Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.



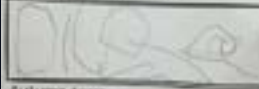
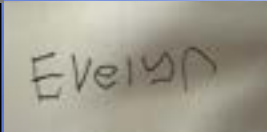
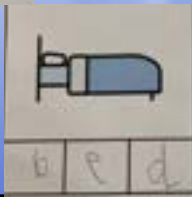
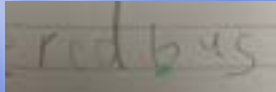
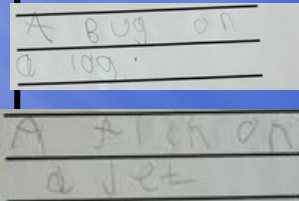
Literacy

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension	• Listen and enjoy sharing a range of books. • Hold a book correctly, handle with care. • Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. • Know that text in English is read top to bottom and left to right. • Know the difference between text and illustrations. • Explain in simple terms what is happening in a picture in a familiar story	• Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. • Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. • Sequence two events from a familiar story, using puppets, pictures from book or role-play.	• Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them • Show understanding of some words and phrases in a story that is read aloud to them.	• Retell stories in the correct sequence, draw on language patterns of stories. • With prompting, show understanding of many common words and phrases in a story that is read aloud to them. • Suggest how an unfamiliar story read aloud to them might end. • Give a simple opinion on a book they have read.	• Correctly sequence a story or event using pictures and/or captions. • Make simple, plausible suggestions about what will happen next in a book they are reading. • Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.	• Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. • Recall the main points in text in the correct sequence, using own words and include new vocabulary. • When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. • With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Word Reading	• Hear general sound discrimination and be able to orally blend and segment. • Recognise some familiar words in print, e.g., own name or advertising logos.	• Read individual letters by saying the sounds for them. • Orally blend words • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Matched to the school's phonic programme (see below)		• Read simple phrases and sentences made up of words with known letter-sound correspondences and exception words. • Read a few common exception words matched to the school's phonic programme (see below)		• Say a sound for each letter in the alphabet and at least 10 digraphs • Read aloud simple sentences and common exception words



Literacy - Writing progression



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Writing Skills progression	- Name copying and writing - Writing random letters - Drawing pictures with increased detail - Initial sounds for words	- Independent name writing - Initial sounds for words - Forming recognisable letters	- Forming recognisable letters - Writing CVC words - Writing phonetically decodable words	Writing phonetically decodable words in phrases and captions	Writing phonetically decodable words including known digraphs/trigraphs in simple sentences	Writing ELG - Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Examples			 			

Early Reading in EYFS at Austhorpe

At Austhorpe, our class texts are carefully selected to support and enrich vocabulary development for our youngest learners. Each text is chosen not only for its literary value but also for its potential to introduce and reinforce key vocabulary and concepts in meaningful contexts.

Alongside each text, we identify carefully chosen, high-impact vocabulary, including more ambitious synonyms, to broaden and deepen children's language development.

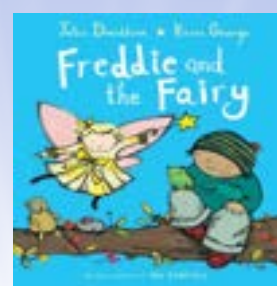
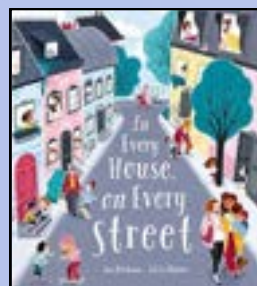
These words are explicitly taught and modelled by practitioners using a range of strategies, including illustrations, actions and gestures to help children make links to prior knowledge and understand meaning. Opportunities to explore and rehearse vocabulary are embedded throughout provision, where children are encouraged and challenged to use and recognise these words independently within play and daily interactions.

This consistent exposure ensures children not only understand new vocabulary but begin to apply it confidently in their spoken language. To further strengthen the home-school learning partnership, the focus vocabulary and key class texts are shared with parents through weekly home learning. This enables families to revisit and discuss new vocabulary at home, providing additional opportunities for children to hear, use and embed newly acquired language in a range of contexts. By ensuring consistent exposure across both school and home, children are better supported in developing a rich and increasingly sophisticated vocabulary.

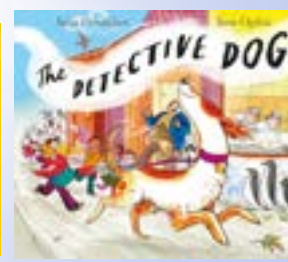
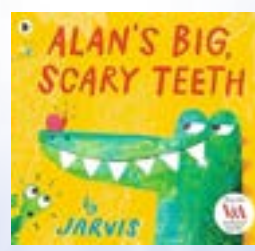
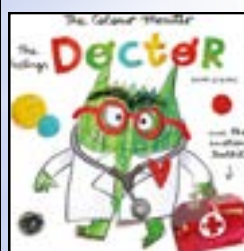
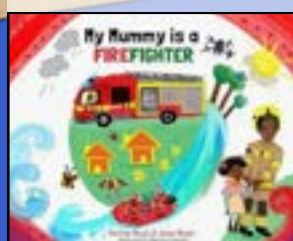


Reception class texts throughout the year

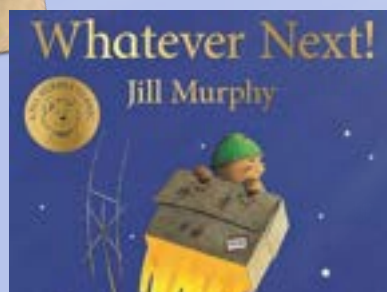
Aut 1



Aut 2

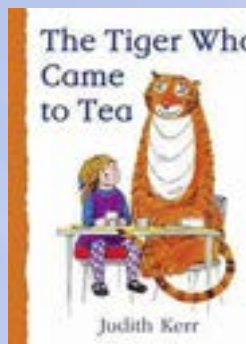
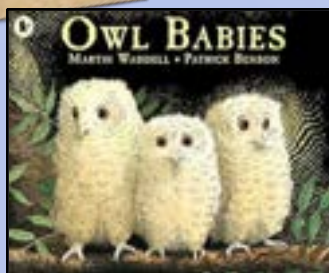


Spr 1

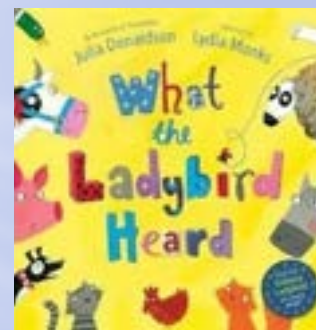
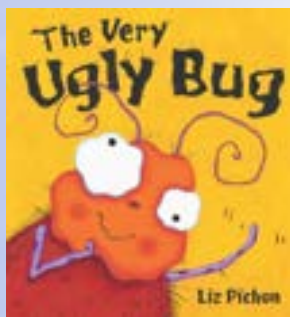


Reception class texts throughout the year

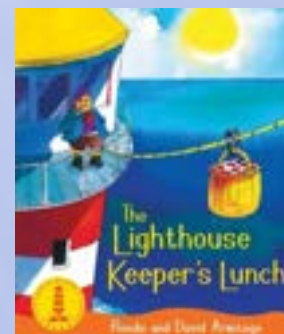
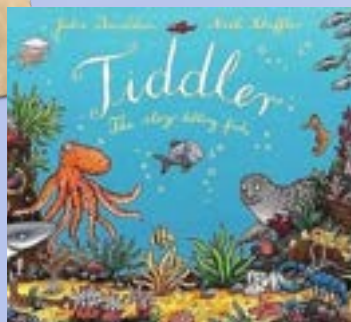
Spr 2



Sum 1



Sum 2





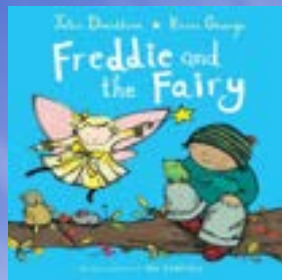
Reception Vocabulary progression



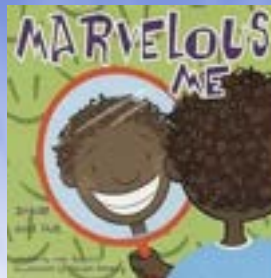
Welcome
Belong
Friend
Different
Kind
Community



Baby
Grow
Change
Family
Adult
Grandparent



Fairy
Conjured
Mumbled
Listen
Confused
Wish



Unique
Similar
Proud
Special
Talent
Appearance



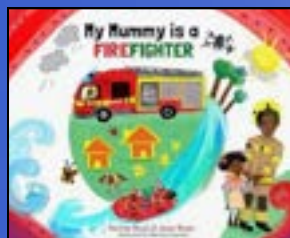
Neighbour
Home
Street
Routine
Respect
Responsible



Ingredients
Recipe
Stir
Share
Delicious
Ravenous



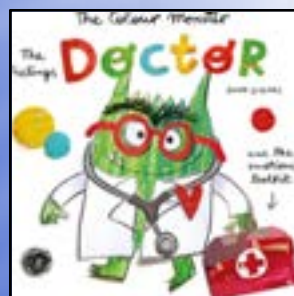
Belonging
Equal
Culture
Welcome
Respect
Diversity



Firefighter
Emergency
Rescue
Protect
Extinguish
Safety



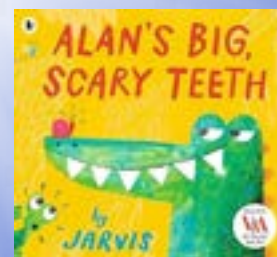
Police Officer
Criminal
Law
Investigate
Protect
Emergency



Emotion
Express
Regulate
Understand
Help
Unpleasant



Detective
Clue
Investigate
Evidence
Search
Discover



False
Scary
Disguise
Pretend
Nervous
Courageous



Chase
Escape
Sprint
Quickly
Trick
Clever



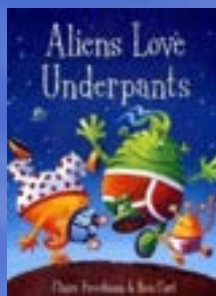
Deliver
Journey
Parcel
Recipient
Tradition
Postman



Reception Vocabulary progression



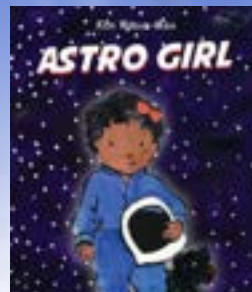
Rocket
Astronaut
Exhilarating
Grubby
Adventure
Space
Imagine



Spectacular
Shocking
Curious
Adventure
Space
Mischievous



Solar System
Planet
Space
Gravity
Sun
Space Station



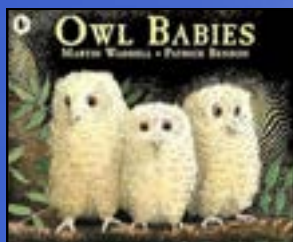
Astronaut
Mission
Orbit
Launch
Determined
Achieve



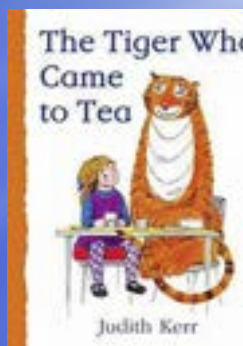
Astronomer
Curious
Observe
Spectacular
Encourage
Star



Wonder
Gleaming
Reach
Lonely
Impossible
Treasure



Owlet
Worried
Nest
Brave
Relieved
Nocturnal



Supper
Greedy
Delighted
Tiger
Extraordinary
Tea



Wedding
Beauty
Scarecrow
Precious
Forget
Love



Fragile
Trembling
Prowling
Scent
Grunt
Built



Adventure
Tip toe
Curious
Terrifying
Courageous
Hide



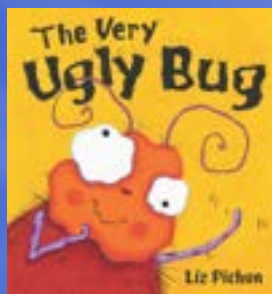
Savanna
Culture
Compare
Delicious
Surprise
Carry



Reception Vocabulary progression



Egg
Caterpillar
Chrysalis
Butterfly
Life cycle
Ravenous



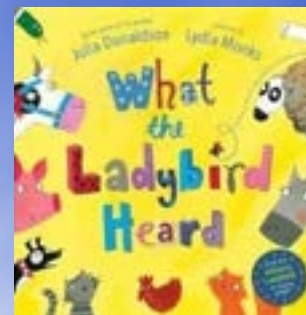
Bug
Unique
Wonder
Peculiar
Disguise
Hideous



Bumblebee
Hive
Different
Belong
Helpful
Community



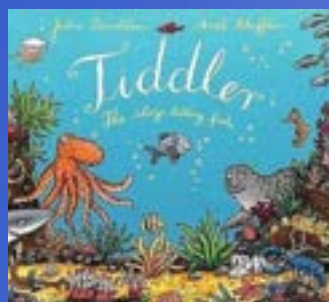
Squirm
Disaster
Strong
Hero
Rescue
Shriek



Ladybird
Plan
Secret
Carefully
Capture
Clever



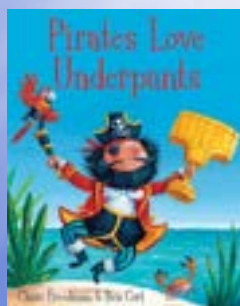
Insect
Habitat
Antennae
Compare
Minibeast
Observe



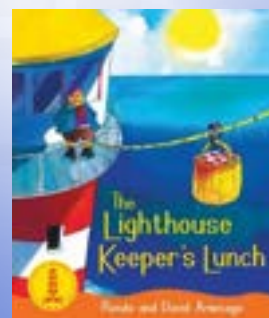
Adventure
Tale
Explore
Late
Imagine
Capture



Pollution
Sea life
Ocean
Nurture
Clean
Shocked



Pirate
Treasure
Map
Island
Discover
Pants



Lighthouse
Devoured
Seagull
Plan
Protect
Concocting



Commotion
Ocean
Tentacles
Camouflage
Pincer
Shoal



Earth
Ocean
Coral reef
Sea life
Habitat
Protect



Mathematics



Statutory Framework: Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes

Mathematics at Austhorpe

At Austhorpe, our maths curriculum is thoughtfully designed to establish strong foundations and develop a deep understanding of mathematical concepts throughout the Early Years Foundation Stage (EYFS). In Reception, children follow the NCETM approach, building a secure understanding of numbers to 10 through exploring composition, comparison, and early addition and subtraction. They also investigate patterns and develop their knowledge of shape, space, and measure. A weekly 'Number of the Week' focus helps to strengthen number sense, reinforce key concepts, and build confidence, ensuring children are well prepared for a successful transition into Year 1.

Shape, Space and Measure

Reception children develop their understanding of 2D and 3D shapes, using appropriate mathematical vocabulary to describe their properties. They explore concepts of time, money and measure in increasing depth, while making meaningful connections in their learning—for example, linking the properties of a triangle to the number three. Continuous provision is carefully enhanced to reflect current learning, providing opportunities for children to apply their knowledge and develop mathematical thinking through practical exploration and discussion.

ELG (End of Reception)

Number

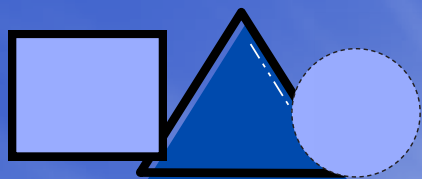
- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

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



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subitising	- Subitising within 3 - Subitise objects and sounds		- Subitise within 5 focusing on die patterns - Match numerals to quantities within 5		Subitising – to 6, including in structured arrangements	- Subitise to 5 - Introduce the rekenrek
Counting, Ordinality and cardinality	Counting skills	- Focus on counting skills - Focus on the 'five-ness of 5' using one hand and the die pattern for 5 - Practise object counting skills - Match numerals to quantities within 10 - Verbal counting beyond 20	Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number	Focus on the 'staircase' pattern and ordering numbers	Counting – larger sets and things that cannot be seen	
Composition	Explore how all numbers are made of 1's Focus on the composition of 3 and 4	- Comparison of sets - by matching - Use the language of comparison: more than, fewer than, an equal number	- Focus on 5, - Then focus on 6 and 7 as '5 and a bit' - Compare sets and use the language of comparison: more than, fewer than, or an equal number to Make unequal sets equal	- Focus number 7 - Doubles – explore how some numbers can be made with 2 equal parts - Sorting numbers according to attributes - odd and even numbers	- Composition – '5 and a bit' - Composition of 10	- Composition of 10 - 15 - Composition of 15 - 20 - Automatic recall of number bonds to 5 - Composition of numbers to 10
Comparison	Comparison of sets 'just by looking' Use the language of comparison 'more than' 'Fewer than'	- Explore the concept of 'whole' and 'part' - Focus on the composition of 3,4, and 5		- Focus on the ordering of numbers to 8 - Use the language of less than	Comparison – linked to ordinality Play track games	- Comparison – linked to ordinality - Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal



Mathematics:

Shape, space and measure



Although Shape, Space, and Measure is no longer a separate Early Learning Goal in the revised 2021 EYFS framework, we have deliberately chosen to include it in our Austhorpe maths curriculum. This is because the development of spatial reasoning, understanding of shape, and concepts of size, pattern, and position are still explicitly encouraged within the wider scope of early mathematics. At Austhorpe, we believe that exploring shape, space, and measure through meaningful, hands-on experiences builds essential foundations for mathematical thinking. These early concepts support children's ability to compare, classify, and problem-solve, as well as develop rich mathematical language. They also contribute to skills across the curriculum, including physical development, expressive arts, and understanding the world.

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Shape, space and measure	- Simple patterns - Children copy, continue, and create their own simple repeating patterns. - Children explore AB patterns in a range of contexts including shapes, colours, actions and sounds 	- Compare size - length/height - Children learn that objects can be compared and ordered according to size. - Children use the language: big, little, small, large 	- Children recognise 2D shapes and name circles, triangles, squares and rectangles - Children explore shapes that have 4 sides and 4 corners 	- Comparing mass and capacity - Heavy and lighter - balanced Full, empty 	Exploring 3D shapes, discussing their similarities and differences, which roll, stack? 	



Understanding the World



Statutory Framework: Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension

Understanding the World at Austhorpe

At Austhorpe, we strive to provide rich and meaningful experiences that enable children to explore, deepen their understanding, show appreciation, and develop knowledge of the world around them. Through our study of Bussy Bear's Adventures, children compare and contrast countries, cultures and traditions across the globe. Learning begins with the children's own locality, through walks in and around Leeds, allowing them to explore their immediate environment before extending their understanding to the wider world, ending the year with a focus on Peru. Throughout this journey, children explore music, art, habitats, celebrations, ways of life and cultural experiences.

Children are supported to use a range of resources to explore the world, including atlases, globes, maps, stories and carefully selected non-fiction texts. Regular local walks and seasonal observations provide opportunities for children to notice and discuss changes in the environment across autumn, winter, spring and summer, collecting evidence and sharing their findings.

Children also learn about significant roles within society through our 'Real-life Superheroes' topic, where visits from emergency services provide first-hand experiences and opportunities to ask questions. Planned activities further support children in developing an understanding of time by exploring the past and present through artefacts, discussions, and interactions with older generations.

ELG (End of Reception)

Past & Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
 - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



Understanding the World

The Natural World at Austhorpe

At Austhorpe children explore the natural world through seasonal walks and Forest Friday, linking closely with Understanding the World in the EYFS.

Children observe and discuss signs of seasonal change across autumn, winter, spring, and summer, using their senses and collecting natural evidence. Carefully chosen texts support vocabulary and understanding.

Forest Friday runs throughout the year, offering hands-on experiences in nature. Children learn through activities like den building, exploring habitats, and using tools safely - building confidence, curiosity, and care for the environment.





Understanding the World



At Austhorpe, Buggy Bear plays a key role in supporting children's early geographical understanding across the EYFS. In Reception, Buggy's journeys focus on exploring specific countries and cultures, where children use maps, learn about traditions and compare different communities, building children's vocabulary and knowledge over time. Buggy provides a consistent and engaging approach to learning about the world, helping to develop children's language, curiosity and understanding, while supporting clear progression into Year 1. Children also have the opportunity to continue Buggy's adventures at home by taking him with them, encouraging them to share experiences, talk about their learning, and make meaningful connections between school and home.



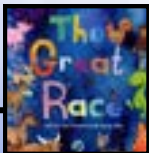
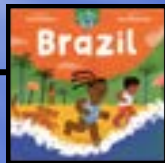
Why Buggy's Adventures Matter

Through Buggy's travels, children begin to:

- Develop an understanding of the world in a concrete, sensory way, recognising that different places can look, sound and feel different.
- Use rich descriptive language to talk about places, weather, animals and experiences.
- Compare and contrast environments, supporting early thinking, observation and discussion skills.
- Make meaningful connections between their play and real-world concepts such as weather, habitats and communities.

This imaginative, play-based approach prepares children for Reception, where Buggy begins to explore specific countries and cultures. By this stage, children have already developed an awareness of how places can differ and are ready to extend their learning to include people, traditions, food, music and celebrations from around the world.

Understanding the World

Locality and the word	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	My Local Area: Austhorpe, Leeds - Bugsy explores where the children live! - Focus on: homes, schools, streets, and the local Austhorpe area. - Key themes: belonging, local identity, maps, and simple geography. - Key texts/tools: Google Earth to explore children's houses and neighborhoods. 	India and the Celebration of Diwali - Focus on: Indian homes, clothing, food, and the Diwali festival. - Key themes: celebration, religion (Hinduism), similarities and differences. - Key text: 	China and Luna New Year - Focus on: food, festivals, dragon dances, Chinese writing and traditions. - Key themes: celebrations, culture, storytelling and symbols. - Key text: 	Africa, Amazing Africa - Focus on: Homes, Schools, African Savanna, fabrics, and family life. - Key themes: diversity, Wildlife, Culture - Key text: 	Brazil and the Rio Carnival - Focus on: the Amazon Rainforest, Rio Carnival, music and dancing. - Key themes: celebration, nature, culture, and diversity. - Key text: . 	Australia - Focus on: Australian animals, the Outback, weather, and daily life. - Key themes: climate, biodiversity, comparing lifestyles. - Key text: 



Understanding the World



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing and mapping skills (links to maths and Communication and language)	Talk about features of immediate environment with visual representations e.g., classroom maps, maps to the church, outdoor area map.	Use prepositional language to describe position e.g., behind, under, on, in, next to	Use technology to program directions e.g., BeeBots or Apps. Building upon prepositional language.	Draw information on a simple map e.g., a map of school labelled	create own maps using symbols and representations e.g., symbols for trees and roads.	Understand how technology is used to gain and share information e.g., Google Earth
The Natural World and early science skills	Use all their senses in hands-on exploration of natural materials	Recognise some environments that are different to the one in which they live e.g., when comparing polar regions to the UK		Understand the key features of the life cycle of a plant and an animal, (planting seeds, watching a caterpillar life cycle first-hand, visiting the farm to see animal young)		Recognise some environments that are different to the one in which they live e.g., when comparing hot climates
The Natural world: Ongoing observations	- Observe the natural world and the effects of the changing seasons. Children describe what they can see, feel and hear during each season throughout the year. Seasonal walks are planned for autumn, winter, spring and summer. - Children collect evidence of signs of each season, while on their walk and discuss findings with a group. Key texts are planned and sourced to supplement this teaching and exploration					
Past and Present and early history skills (Chronology)	Talk about members of their immediate family and name and describe people who are familiar to them.	Begin to make sense of their own life-story and family's history using the words 'last' and 'next'	Describe images of familiar situations in the past using photographs and stories.	- Recount events orally/ pictorially / written e.g., recounting a trip or event - Using the language 'first, next, after that'	Talk about and understand changes seen in their own lifetime e.g., from birth, baby, toddler, child	Order stories and events successfully, explaining key events and using sequencing language using the words 'first, next, after that, then and finally'
People Culture and Communities - on going throughout the year	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Recognise that people have different beliefs and celebrate special times in different ways - Talk about key roles within society - name and describe people who are familiar to them within society e.g., police, dentists, fire service and doctors					



Expressive Arts & Design



Statutory Framework: Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Expressive Arts & Design

At Austhorpe, we are creators, inventors and performers. Throughout the Early Years, children are given rich opportunities to explore expressive arts, engage with the work of musicians and artists, and develop the fundamental skills needed for their creative journey through school. Children express themselves in a variety of ways, including singing, making music, dancing, and experimenting with colour, texture and design. These experiences enable children to express their ideas, explore their creativity and begin to understand and communicate their feelings.

ELG (End of Reception)

Creating with Materials

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

Being Imaginative

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



Expressive Arts & Design



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being imaginative	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.		- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Create representations of events and experiences e.g, re creating a woodland area like Little Red Riding Hood, a weekend visit or a school visit		Invent, adapt and recount narratives and stories with peers and their teacher	
Colour	 - Name simple colours - Explore how colours can be changed using powder paints	Explore how colours can be mixed to create light and dark colours	Explore primary colours and how these can be mixed to create secondary colours	Explore secondary colours and the effects of brighter colours on mood and emotions when observing art	Select a shade of colour for a purpose e.g., using dark blue for the ocean	know how to colour mix, and create different shades of colours for a purpose
Cutting and joining skills	 Cutting Skills: using one handed tools and equipment, make snips in paper/ paper straws with scissors Joining skills: join using glue and masking tape	Cutting Skills: Use scissors to cut along a line – holding paper with one hand and snipping with the other Joining skills: join using glue, and Sellotape	Cutting skills: use scissors to cut along an outline e.g., a self-drawn line Joining skills: join using tape and hole punching	Cutting skills: Use scissors to cut along an outline (cut an image out successfully). Joining skills: join different materials – problem solving to find solutions	Cutting skills: use scissors independently and successfully Joining skills: self- select tools to join and attach media	
Drawing	 Explore making marks, creating lines and circles and giving meaning to marks e.g., "That's me"	- Draw with increasing complexity and detail, such as representing a face with a circle and including details - Create closed shapes with continuous lines and begin to use these shapes to represent objects.	- Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Observational drawings of objects and plants	Observational drawings of growth and change – recording observations of caterpillars growing in class	- Draw using instructions and guides. - Create own drawings based on experiences - Use a variety of materials and technique e.g., shading and collaging



Expressive Arts & Design

Art and Design in EYFS



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Art & Design Purpose	Art: Monochromatic Observational Drawing DT: Cooking & Nutrition (Soup)	DT: Mechanisms & Mechanical Systems (Sliding Santa)	DT: Structures (Junk Modelling)	Art: Chromatic Exploring Colour (Yayoi Kusama. Jackson Pollock)	Art: Working in 3D Materials.(Pablo Picasso)	DT: Structures (Boats)
Medium	Sketching Food ingredients and utensils	Card, paper, split pins	Recycled materials	Paint & Oil Pastels	Clay/Modelling	Waterproof and floating materials
Skills	Art- Observational drawing, line drawing, creating shades and tones, adding detail. DT- Exploring vegetables, learning where food comes from, preparing ingredients safely, chopping and mixing, following instructions, tasting foods, and evaluating a finished soup. 	Exploring slider mechanisms, cutting and joining materials, creating moving parts, following a design, and testing how a mechanism works. 	Exploring materials, cutting with scissors, joining materials, making simple plans, selecting suitable resources, building structures, and solving problems through design. 	Colour mixing, colour recognition, pattern making, mark making and exploring texture. 	Rolling, pinching, shaping, joining and adding texture 	Exploring materials, testing floating and sinking, investigating waterproof materials, designing a boat, constructing and adapting structures, evaluating effectiveness. 



Expressive Arts & Design

Song and rhyme development



Song and Rhyme Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Songs and Rhymes	- Head, Shoulders, Knees and Toes - If You're Happy and You Know It - The Wheels on the Bus - Pat-a-Cake - Tommy Thumb	- Humpty Dumpty - Miss Polly Had a Dolly - Five Currant Buns - Ring a Ring o' Roses - Here We Go Round the Mulberry Bush	- Twinkle, Twinkle Little Star - Hey Diddle Diddle - Zoom, Zoom, Zoom - We're Going to the Moon - Five Little Men in a Flying Saucer - The Grand Old Duke of York	- We're Going on a Bear Hunt - Old MacDonald Had a Farm - Mary Had a Little Lamb - Hickory Dickory Dock - Jack and Jill	- Incy Wincy Spider - Little Miss Muffet - Here Is the Beehive - Five Little Speckled Frogs - Tiny Caterpillar on a Leaf	- A Sailor Went to Sea - Row, Row, Row Your Boat - Slippery Fish - One, Two, Three, Four, Five, Once I Caught a Fish Alive - Baby Shark
Key Musical Skills	- Keeping a steady beat - Joining in with actions - Listening and responding - Building singing confidence	- Recognising rhythm patterns - Singing familiar songs from memory - Joining in as a group	- Exploring high and low sounds - Responding to changes in speed and volume - Developing imagination through music	- Remembering and sequencing songs - Expressive singing - Recognising repeated refrains	- Maintaining pulse independently - Coordinating actions with music - Performing with increasing confidence	- Singing accurately from memory - Responding to tempo and dynamics - Performing as part of an ensemble



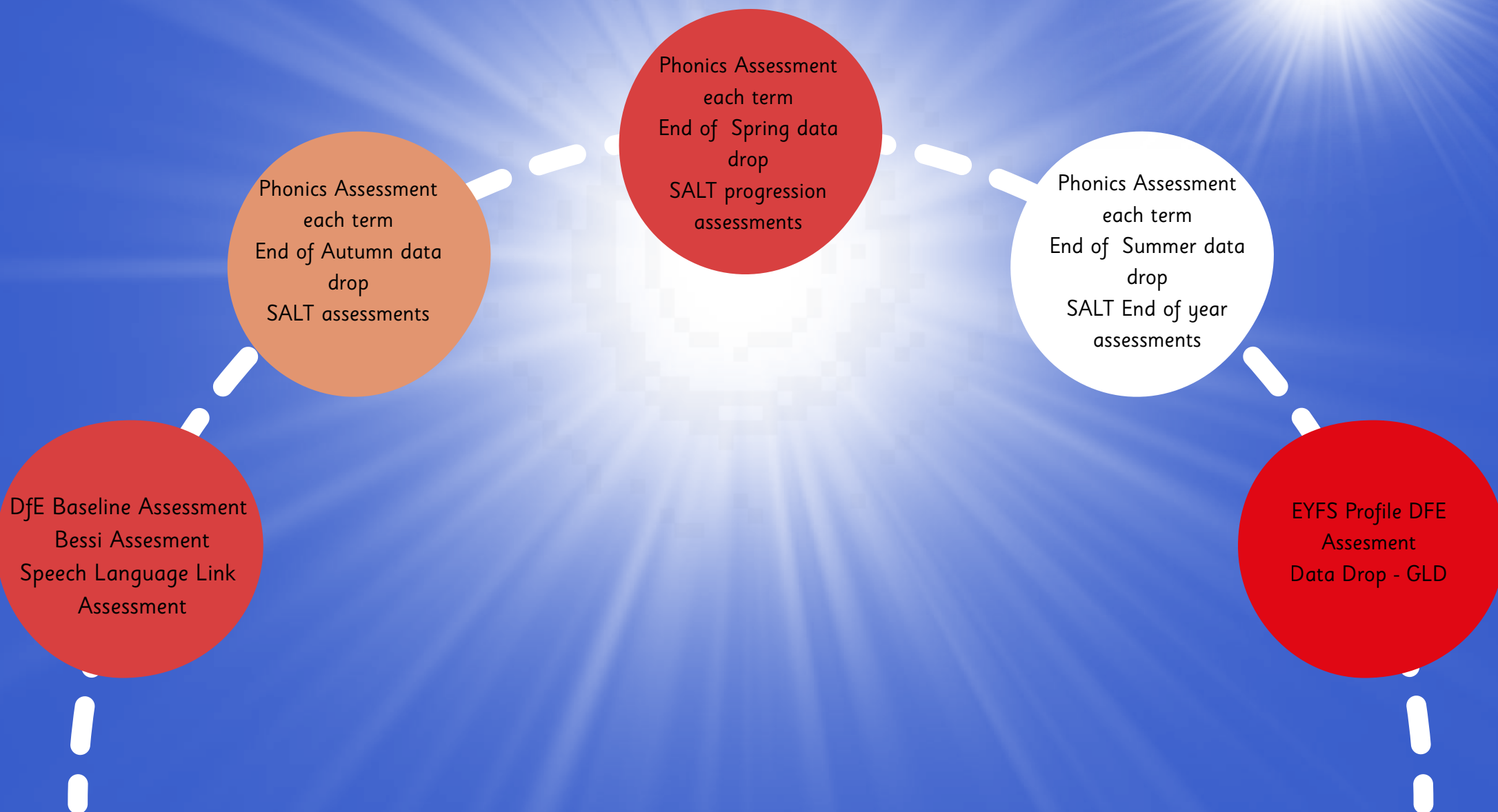
Expressive Arts & Design

Musical Development in EYFS



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Skill development	- Explore the voice in different ways. - Join in with songs and rhymes. - Listen to and talk about sounds. - Recognise and respond to loud/quiet and fast/slow sounds. - Start and stop on a signal.	- Develop confidence in singing familiar songs. - Explore pitch (high/low). - Play percussion instruments alongside songs. - Follow simple rhythms and actions. - Experiment with bells and festive instruments.	- Use voices to create sound effects. - Explore different instruments and the sounds they make. - Choose sounds to represent events and movements. - Create simple sound stories linked to transport and space.	- Develop pitch matching through songs. - Create simple soundscapes. - Use instruments to represent weather and animal sounds. - Maintain a simple pulse while singing or playing.	- Create repeating sound patterns. - Use instruments and voices creatively. - Perform songs with increasing confidence. - Explore tempo and dynamics independently.	- Create collaborative compositions and sound stories. - Perform familiar songs to an audience. - Choose instruments independently for a purpose. - Respond creatively to music through movement and performance.
Vocabulary	Sing, voice, sound, loud, quiet, fast, slow, start, stop	High, low, pitch, bells, rhythm, sing, instrument	Instrument, beat, scrape, tap, shake, sound effect	Pulse, beat, pattern, rhythm, weather, animal	Pattern, repeat, tempo, performance, rhythm	Perform, compose, pitch, rhythm, musician, audience

Reception Assessments



Early Years Curriculum



Reviewed : Summer 2026
Next Review Date: Summer 2027