



Reception Objective Led Curriculum Overview 2024/2025

The statutory framework for the Early Years Foundation Stage states that 'Every Child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow up.' We want to give our children the best educational start possible and we believe every child deserves to have an equal chance of success. Our children are exposed to a high quality educational programme that is inclusive and rich in experience.

Throughout the academic year, the children in Reception at Russells Hall will have the opportunity to take part in a wide variety of learning opportunities across the seven areas of learning, enabling them to learn and master key skills and to fully prepare them for transiting to Key Stage One and working on National Curriculum objectives.

The grids below inform you of what our children will be learning about in each area of the Early Years Foundation Stage Curriculum in a progressive and ambitious manner, highlighting how skills are taught, developed and mastered across the academic year.

Personal, Social and Emotional Development (PSED)

Prime Area of Learning

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.

Development Matters, 2023

See PSHE SCARF Reception Long Term Planning for related information with regards to the teaching of Personal, Social and Emotional Development in Reception

Through Personal, Social and Emotional Development our children will have the opportunity to:

- Develop good relationships with adults and other children within the setting.

- Develop their own independence and self-help skills.
- Develop their confidence so that they can attempt new activities.
- Talk to other children and communicate freely about home and community.
- Talk about their feelings and be sensitive to the needs, feelings and beliefs of others.

Personal, Social and Emotional Development Termly Progression

Autumn Term	Spring Term	Summer Term
Develop good relationships with adults and other children within the setting.	Continue building good relationships and collaboration in group activities.	Demonstrate the ability to sustain positive relationships with peers and adults.
Develop their own independence and self-help skills.	Apply independence in daily routines and problem-solving.	Refine independence and take leaderships roles in group settings.
Talk freely about home and community experiences.	Explore connections between personal experiences and group discussions.	Reflect on community and relationships during group activities.
Talk about feelings and begin recognising the feelings of others.	Be sensitive to the needs, feelings, and beliefs of others.	Show empathy and understanding for diverse perspectives.
Build confidence to attempt new activities.	Take on challenges with increasing independence.	Display resilience in new and unfamiliar situations.
Enjoy experiences through visits and visitors with peers.	Reflect on shared group experiences to deepen connections.	Celebrate group achievements and milestones.

Communication and Language (CL)

Prime Area of Learning

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.

Development Matters, 2023

See Lola the Listening Leopard Planning, Little Wandle Rhyme Time Planning and our Reception Vocabulary Progression Document for related information with regards to the teaching of Communication and Language in Reception

Through Communication and Language our children will the opportunity to:

- Share a variety of texts including rhymes, stories from their own and other cultures and poetry.
- Develop an understanding of how a story works and the special language used in stories.
- Listen and respond to ideas expressed by others in conversations and discussions.
- Develop speaking and listening skills, enabling them to talk about their own experiences in small and large groups.
- Use language to imagine and recreate roles and experiences.
- Use talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Develop understanding of ‘why?’ and ‘how?’ questions.

Communication and Language Termly Progression

Autumn Term	Spring Term	Summer Term
Share a variety of texts, including rhymes, stories from their own and other cultures, and poetry.	Develop an understanding of how a story works and the special language used in stories.	Expand storytelling skills and explore more complex texts.
Listen and respond to ideas expressed by others in conversations and discussions.	Develop speaking and listening skills to articulate thoughts in larger groups.	Use language to clarify thinking, organise ideas, and sequence events effectively.
Use language to imagine and recreate roles and experiences.	Engage in role play and collaborative storytelling with peers.	Refine imaginative language in structured and child initiated play activities.
Use talk to organise, sequence, and clarify thinking, ideas, feelings, and events.	Answer ‘why?’ and ‘how?’ questions in discussions.	Pose ‘why?’ and ‘how?’ questions to peers and adults.

Physical Development (PD)

Prime Area of Learning

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.

Development Matters, 2023

See Balance Ability Planning and Progression as well as Complete PE Planning and Progression for related information with regards to the teaching of Physical Development in Reception

Through Physical Development our children will have the opportunity to:

- Move with confidence, co-ordination and control using a wide range of equipment.
- Move with imagination safely, travelling around, under, over and through equipment.
- Improve fine motor skills through threading, tracing, using scissors and mark making in sand, glitter and gloop.
- Develop letter formation using a wide range of media, forming some recognisable letters.
- Handle tools safely and with basic control and work with malleable materials such as sand, clay, dough and plasticine.
- Recognise the importance of hygiene and keeping healthy.
- Explore what effects exercise has upon the body, observing changes to their bodies during exercise.

Physical Development Termly Progression

Autumn Term	Spring Term	Summer Term
Move with confidence, coordination, and control using a variety of equipment.	Move imaginatively, traveling around, under, over, and through equipment.	Refine gross motor skills in obstacle courses and sports day activities.
Improve fine motor skills through threading, tracing, using scissors, and mark-making in various materials (e.g. sand, glitter, gloop etc.)	Develop letter formation using a wide range of media.	Form recognisably clear letters with control and precision.

Explore malleable materials such as sand, clay, dough and plasticine including doing so through taking part in 'Dough Disco' sessions.	Handle tools safely and with basic control.	Demonstrate safe handling of tools and materials during creative projects.
Recognise the importance of hygiene and keeping healthy.	Explore the effects of exercise on the body, observing changes during physical activity.	Promote healthy choices and reflect on the impact of exercise on well-being.

Literacy (LIT)

Specific Area of Learning

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).

Development Matters, 2023

See Little Wandle Letters and Sounds Reception Phonics Progression Chart, Reading Practice planning and Rhyme Time planning as well Literacy Tree – Writing Roots Reception Long Term Planning for further information with regards to the teaching of Literacy in Reception

Through Literacy our children will have the opportunity to:

- Enjoy an increasing range of books.
- Develop an understanding of how a story works and the special language used in stories.
- Practise writing their names, forming the letters correctly and using upper and lower case letters appropriately.
- Use pictures, symbols, actions and letters to communicate meaning.
- Learn and practise their letter sounds daily.
- 'Write' for lots of different purposes including letters, cards, recipes, instructions, news and lists.
- Attempt to write short sentences.
- Read words and simple sentences.

Literacy Termly Progression

Autumn Term	Spring Term	Summer Term
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Enjoy an increasing range of books.	Develop an understanding of story structure and the special language used in stories.	Engage in reading and retelling stories independently.
Learn and practice letter sounds each day.	Use pictures, symbols, and letters to communicate meaning.	Read and write simple sentences, demonstrating understanding.
Practise writing names, forming letters correctly.	Write captions and short sentences and begin to write for various purposes (e.g. letters, cards, recipes, instructions etc.)	Write sentences applying phonetic knowledge to spell correctly.
Hold a pencil effectively and begin to form letters correctly.	Hold a pencil more confidently and form lower-case letters correctly.	Hold a pencil confidently for a purpose forming both upper-case and lower-case letters correctly.
Explore how stories are written and apply this in imaginative play.	Continue to explore how stories are written and apply this to verbal story construction.	Write short stories or recounts based on personal experiences and book experiences.

Mathematics (MAT)

Specific Area of Learning

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.

Development Matters, 2023

Through Mathematics our children will have the opportunity to:

- Sing number rhymes daily to reinforce saying number names in order.
- Work with numbers 0 - 20 through song, stories, games, rhymes, puppets and role play.

- Order numbers using a variety of objects with numerals displayed.
- Compare, sort, and count using everyday objects.
- Take part in practical activities, using vocabulary involved in adding and subtracting.
- Take part in activities which promote using everyday words to describe position.
- Talk about shapes and pattern in their learning environment using mathematical language.

See Mathematics Mastery Long Term Planning and Progression for further information with regards to the teaching of Mathematics in Reception

Mathematics Termly Progression

Autumn Term	Spring Term	Summer Term
Sing number rhymes daily to reinforce number names in order.	Work with numbers 0 – 20 through songs, stories, games, and role play.	Solve practical additional and subtraction problems.
Compare, sort and count everyday objects.	Use mathematical vocabulary to describe position and relationships between objects.	Explore more complex patterns and shapes in their environment.
Order number using objects with numerals displayed.	Take part in practical activities promoting addition and subtraction.	Use counting strategies to solve problems in real-world contexts.

Understanding the World (UW)

Specific Area of Learning

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.

Development Matters, 2023

Through Understanding the World our children will have the opportunity to:

- Explore the environment in which they learn and local environment, taking part in nature walks as appropriate.
- Investigate places, objects, materials and living things using their senses, finding out about why things happen and how things work.

- Look closely at similarities and differences, pattern and change in their environment.
- Find out about growing - how to plant a bean, what makes them grow and how to care for them.
- Explore everyday technology and use ICT.
- Enjoying visits to exciting places such as Little Owl Farm.
- Celebrate special occasions together including Eid, Christmas, Divali, Hanukkah, Chinese New Year and Easter.
- Find out about different occupations and ways of life, enjoying visits from people who help us.

Understanding the World Termly Progression

Autumn Term	Spring Term	Summer Term
Explore the environment in which they learn and the local environment (e.g. local area walk to the post box/Autumn walk)	Investigate places, objects, materials, and living things, exploring similarities, differences, patterns and change.	Take part in gardening activities to learn about growing, planting beans, and caring for plants.
Celebrate special occasions including Eid, Divali, Christmas and Hanukkah.	Participate in festivities like Chinese New Year, Valentine's Day and Easter.	Reflect on cultural traditions and experiences and prepare/take part in Summer celebrations as appropriate.
Learn about significant and memorable dates such as Remembrance Day and Child in Need.	Learn about significant Patron Saints such as St. George and St. David.	Reflect on current affairs in relation to themselves and others.
Explore everyday technology and ICT tools.	Use technology and ICT tools to support learning, play and investigation.	Demonstrate confidence with everyday technology and ICT tools and know age appropriately how to keep themselves safe when using these tools.
Learn about occupations and ways of life, enjoying visits from community helpers as appropriate.	Expand understanding of different roles through practical activities.	Reflect on how communities function and contribute ideas e.g. through pupil parliament.

Expressive Arts and Design (EAD)

Specific Area of Learning

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.

Development Matters, 2023

Through Expressive Arts our children will have the opportunity to:

- Learn a variety of new songs and experiment with sound using their voices and a variety of musical instruments.
- Re-create roles and experiences through role play, dance, music, story and song.
- Express their creativity through a wide range of painting techniques, collage, placing and arranging, dough and clay.
- Explore colour, texture, shape and space, both in 2D and 3D form, when constructing with a purpose in mind.
- Combining music, movement and dance, taking part in performance e.g. 'Christmas Performance' as appropriate.

Expressive Arts and Design Termly Progression

Autumn Term	Spring Term	Summer Term
Learn a variety of new songs and experiment with sound using voices and musical instruments.	Recreate roles and experiences through role play, dance, music and song.	Express creatively through collaborative creative projects.
Explore colour, texture, shape and space in 2D and 3D forms when constructing with a purpose.	Refine creative techniques using diverse materials e.g. dough, clay, collage.	Use expressive arts to enhance storytelling and imaginative play.
Combine music, movement and dance e.g. through Christmas performance dances.	Develop skills in arranging and designing during group creative projects.	Present creative work to peers, using talk to describe.