



Tebay EYFS Curriculum Overview Reception (4-5 yr olds)

Curriculum intent A play-based, language-rich curriculum that develops confident, curious, independent and resilient learners. Children learn through purposeful play, exploration, relationships, routines, stories, songs, first-hand experiences and carefully sequenced adult interactions. Progression: Explore → Develop → Apply → Explain → Become increasingly independent		
Prime areas		
COMMUNICATION & LANGUAGE	PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT
Listen • Understand • Talk • Question • Explain	Belong • Relate • Regulate • Persevere • Care	Move • Coordinate • Create • Care for Self
Provision Daily stories and book talk, rhymes, songs and poetry; high-quality adult interactions; small-group and whole-class discussion; role play and imaginative play; explicit vocabulary teaching and repetition; talk partners; collaborative activities; opportunities to listen, respond, question and explain in language-rich environments. Progression Autumn: Develop listening and attention. Follow simple instructions, listen to others, participate in conversations and begin to use talk to organise play. Develop vocabulary through stories, discussion and adult interaction. Spring: Develop sustained conversation. Listen carefully and respond appropriately. Use talk to explain ideas, extend play and retell stories and experiences with some sequence. Begin to explain how and why. Summer: Communicate confidently. Speak clearly in full sentences, use a wide and increasingly rich vocabulary, retell stories and events in logical sequence, and participate confidently in group discussions. End goal: Children listen carefully, respond appropriately, engage in meaningful conversations and use a broad vocabulary to communicate thoughts, feelings and ideas effectively.	Provision: PSED is embedded throughout classroom life, routines, play and adult interactions. Provision develops confidence, independence, resilience and relationships, alongside emotional regulation, kindness, respect, positive choices, wellbeing, inclusion, belonging and understanding of diversity. Key themes and Kapow units provide additional focus Progression: Autumn Build relationships and emotional awareness. Identify and express feelings, develop relationships, learn classroom routines and begin to manage behaviour and emotions with support. Spring Develop independence and resilience. Consider the feelings and perspectives of others, develop sharing and teamwork, take on challenges and understand why rules and safety are important. Summer Become increasingly independent and self-regulating. Manage feelings and behaviour more effectively, make positive choices, work collaboratively and demonstrate confidence, resilience and responsibility. End goal: Children are confident, resilient and increasingly independent; they can recognise and manage emotions, build positive relationships, show kindness and respect, and make safe and positive choices.	Provision: Indoor and outdoor physical experiences develop strength, coordination, control, balance and confidence. Provision includes gross-motor activities, PE, dance, gymnastics, athletics, swimming, fundamental movement skills, fine-motor activities, handwriting, self-care and healthy-lifestyle routines. Progression Autumn Establish physical foundations. Develop gross motor control, balance and coordination. Begin hygiene, toileting, dressing and healthy routines with support. Develop early fine-motor control and pencil/tool skills. Spring Develop control and independence. Improve coordination, balance, strength and precision. Manage personal care increasingly independently and develop more controlled use of tools, pencils and scissors. Summer Apply physical skills confidently. Move with increasing control and confidence, use tools accurately, demonstrate a secure pencil grip and manage personal care and healthy routines independently. End goal: Children move confidently and safely, demonstrate good coordination and control, use tools and equipment with increasing accuracy and independence, and manage personal care and healthy routines.



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Specific areas of learning			
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS & DESIGN
Enjoy Books • Develop Phonological Awareness • Make Meaning • Write	Number • Pattern • Shape • Space • Measure • Mathematical Talk	Notice • Explore • Describe • Understand • Explain	Explore • Experiment • Select • Create • Imagine • Perform
Provision High-quality books are central, with daily story sharing and revisiting of texts. Reading, writing and communication are embedded through continuous provision, adult-led teaching and child-initiated play. Children have meaningful opportunities to write for a purpose (guided writing and Drawing Club) alongside systematic Little Wandle phonics and handwriting. Progression Autumn Build foundations for reading and writing. Enjoy and discuss books, listen to stories and rhymes, sequence familiar events, recognise sounds and begin to orally segment words. Develop early letter formation and mark-making. Spring Apply phonics and comprehension. Read words using taught sounds, develop understanding of stories and characters, predict and retell, form letters with increasing accuracy and begin to write words and dictated sentences. Summer: Read and write with increasing independence. Read longer and more complex words using taught phonics, understand and retrieve information from books, retell stories, and write simple phrases and sentences that can be read by others. End goal: Children develop secure early reading and writing skills, demonstrate comprehension, use phonics to read and spell, and communicate ideas through increasingly independent writing.	Provision Mathematics is taught through Mastery of Number (NCTEM) and White Rose Maths, using continuous provision, adult-led activities and purposeful interactions. Children experience rich, hands-on mathematics involving number, pattern, shape, space and measure. Adults model mathematical language, reasoning and problem solving. Progression Autumn Develop number foundations. Build counting, cardinality, subitising, comparison and composition. Explore mathematical language through practical experiences and play. Spring Develop number relationships and reasoning. Explore composition, comparison, counting and subitising further. Develop pattern, shape, space and measure through practical problem-solving and discussion. Summer Apply mathematical understanding. Use knowledge of numbers to 10, number patterns, composition and comparison with increasing confidence. Explain mathematical thinking and apply concepts independently in play and problem-solving. End goal: Children demonstrate secure understanding of early number, pattern, shape, space and measure; they use mathematical language, make connections, solve practical problems and explain their thinking.	Provision Children learn through first-hand experiences, outdoor exploration, observation, discussion, investigation, stories, visits, visitors, seasonal experiences, celebrations and exploration of their local and wider world. The area encompasses Past and Present, People, Culture and Communities, The Natural World, Geography and Science. Progression Autumn Explore the familiar world. Notice changes in the environment and seasons, explore materials and natural objects, talk about family and familiar places, and begin to use simple geographical and scientific language. Spring Investigate and make connections. Explore seasonal change, weather, animals, plants and materials. Ask questions, observe, group and compare, and begin to explain what they notice. Develop understanding of people, places and communities beyond their immediate experience. Summer Apply knowledge through investigation. Observe, question and investigate the natural and wider world with increasing independence. Compare places, identify similarities and differences, use simple maps and geographical vocabulary, and explain changes and observations. End goal: Children make sense of their immediate environment and wider world through observation, questioning, investigation and discussion. They recognise change, similarities and differences and begin to explain how and why things happen.	Provision Daily opportunities are provided through continuous provision and adult-led experiences in art, design, music, movement and imaginative play. Children draw, paint, model, print and construct; explore colour, texture, shape and form; sing and explore rhythm, pitch and sound; use instruments; and develop role play and small-world scenarios Progression Autumn Explore and experiment. Investigate materials, sounds, music, movement and imaginative play. Experiment with drawing, painting, modelling, construction, singing and instruments. Spring Develop and refine. Select appropriate materials and resources, develop control and technique, create more purposeful models and artwork, develop musical skills and use imagination in role play and storytelling. Summer Create, refine and perform. Make increasingly detailed and purposeful creative work, use tools and materials with precision, develop musical control, create and perform with increasing confidence, and talk about creative choices. End goal: Children confidently express ideas, thoughts and feelings through art, music, movement, dance, role play and design; they select resources, develop techniques, refine creations, collaborate and perform confidently.