

Hob Moor Community Primary Academy
EYFS Sequenced Development of Areas of
Learning Objectives Reception

<p>Themes - Each half term, we will have a topic linked to our whole school themes. Themes may be adapted to respond to children's interests and/or needs.</p>	Cycle One		Cycle Two		Cycle 3	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	People who help us	Protecting what is precious	Breaking News (Fairy Tales)	Among the Stars (Space)	You are what you eat
Prime Areas						
<p>Communication and Language</p>	<ul style="list-style-type: none"> ● Understand how to listen carefully and why listening is important. ● Learn new vocabulary ● Ask questions to find out more and to check they understand what has been said to them. ● Be able to share their ideas within a small group. 		<ul style="list-style-type: none"> ● Use new vocabulary in different contexts. ● Work as a group to develop shared sustained thinking. ● Listen to and talk about stories to build familiarity and understanding. ● Retell the story, once they have developed a deep familiarity with the text, some 		<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <ul style="list-style-type: none"> ● 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 	

	<ul style="list-style-type: none"> ● Engage in storytimes including fiction, non-fiction and poetry. Join in with repeated refrains. ● Develop social phrases. ● Articulate their ideas and thoughts in well-formed sentences. ● Describe events in some detail. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	<p>as exact repetition and some in their own words.</p> <ul style="list-style-type: none"> ● Connect one idea or action to another using a range of connectives. ● Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Learn rhymes, poems and songs. <ul style="list-style-type: none"> ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<p>clarify their understanding;</p> <ul style="list-style-type: none"> ● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● 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.
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● Express their feelings and consider the feelings of others. ● Form relationships with their peers and adults. ● Begin to solve conflicts without adult support. ● Begin to be able to calm themselves when distressed. 	<ul style="list-style-type: none"> ● Manage their own needs. - Personal hygiene ● Show resilience and perseverance in the face of challenge. ● Identify and moderate their own feelings socially and emotionally. ● Think about the perspectives of others. ● Form good relationships with their peers and familiar adults. ● Know and talk about the 	<p>Self-Regulation</p> <ul style="list-style-type: none"> ● 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

		<p>different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian 	<p>instructions involving several ideas or actions.</p> <p style="text-align: center;"><u>Managing Self</u></p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: center;"><u>Building Relationships</u></p> <ul style="list-style-type: none"> ● 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.
<p>Physical Development</p>	<ul style="list-style-type: none"> ● Revise and refine the fundamental movement skills they have already acquired <ul style="list-style-type: none"> ○ rolling ○ crawling ○ walking ○ jumping ○ running ○ hopping 	<ul style="list-style-type: none"> ● Progress towards a more fluent style of moving, with developing control and grace. ● Combine different movements with ease and fluency. ● Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with 	<p style="text-align: center;"><u>Gross Motor Skills</u></p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others; ● Demonstrate strength, balance and coordination when playing; <ul style="list-style-type: none"> ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

	<ul style="list-style-type: none"> ○ skipping ○ Climbing ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Develop overall body-strength, balance, coordination and agility. ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ● Develop the foundations of a handwriting style which is fast, accurate and efficient. ● Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes ● To use a tripod grip when holding a pencil and to form most letters correctly. 	<p>future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <ul style="list-style-type: none"> ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ● Further develop the foundations of a handwriting style which is fast, accurate and efficient. ● To confidently form each letter correctly. 	<p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> ● 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, paint brushes and cutlery; ● Begin to show accuracy and care when drawing.
Specific Areas			
Literacy	<ul style="list-style-type: none"> ● Read individual letters by saying the sounds for them (All of phase two) ● Blend sounds into words, so that they can read short words 	<ul style="list-style-type: none"> ● Read some letter groups that each represent one sound and say sounds for them. (The majority of Phase three) ● Read a few common exception 	<p style="text-align: center;">Comprehension</p> <ul style="list-style-type: none"> ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently

	<p>made up of known letter–sound correspondences.(CVC)</p> <ul style="list-style-type: none"> ● Read a few common exception words matched to the school’s phonic programme. (Phase two) ● Spell words by identifying the sounds and then writing the sound with letter/s. (CVC) 	<p>words matched to the school’s phonic programme. (Phase three)</p> <ul style="list-style-type: none"> ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Form lower-case and capital letters correctly. ● Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. ● Re-read what they have written to check that it makes sense. 	<p>introduced vocabulary;</p> <ul style="list-style-type: none"> ● Anticipate – where appropriate – key events in stories; <ul style="list-style-type: none"> ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p style="text-align: center;"><u>Word Reading</u></p> <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs; ● Read words consistent with their phonic knowledge by sound-blending; <ul style="list-style-type: none"> ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p style="text-align: center;"><u>Writing</u></p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● Write simple phrases and sentences that can be read by others.
<p>Mathematics</p>	<ul style="list-style-type: none"> ● Count objects, actions and sounds.(up to ten) ● Confidently Subitise up to five. ● Link the number symbol (numeral) with its cardinal 	<ul style="list-style-type: none"> ● Count objects, actions and sounds.(up to ten) ● Link the number symbol (numeral) with its cardinal number value.(1-10) 	<p style="text-align: center;"><u>Number</u></p> <ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number; ● Subitise (recognise quantities

	<p>number value.(1-5)</p> <ul style="list-style-type: none"> ● Count beyond ten. ● Compare numbers using the language of more and less. ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. ● Explore the composition of numbers to 5. ● Continue, copy and create repeating patterns. ● To recognise different shapes and describe their basic properties. ● To be able to solve addition and subtraction problems by counting both amounts to find the total. 	<ul style="list-style-type: none"> ● To confidently count up to twenty and begin to count further. ● Compare numbers through exploration (odd/even, number bonds) ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0–5 and some to 10. ● Select, rotate and manipulate shapes to develop spatial reasoning skills. ● Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ● Compare length, weight and capacity. <ul style="list-style-type: none"> ● To solve addition and subtraction problems by counting on or back. 	<p>without counting) up to 5;</p> <ul style="list-style-type: none"> ● 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. <p><u>Numerical Patterns</u></p> <ul style="list-style-type: none"> ● 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
<p>Understanding the World</p>	<ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Comment on images of familiar situations in the past. ● Understand that some places are special to members of their 	<ul style="list-style-type: none"> ● Compare and contrast characters from stories, including figures from the past. ● Draw information from a simple map. ● Recognise some similarities and differences between life in this country and life in other countries. 	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> ● 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;

	<p>community.</p> <ul style="list-style-type: none"> ● Recognise that people have different beliefs and celebrate special times in different ways. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside ● Understand the effect of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ● Recognise some environments that are different from the one in which they live. ● Continue to understand the effects of changing seasons on the natural world around them. 	<ul style="list-style-type: none"> ● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People Culture and Communities</u></p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p><u>The Natural World</u></p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● Understand some important
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			<p>processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Develop storylines in their pretend play. ● Pretend objects are other things within their play and use them for a purpose within their games. ● To be able to join materials together using different resources. 	<ul style="list-style-type: none"> ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● Sing in a group or on their own, increasingly matching the pitch and following the melody. ● Explore and engage in music making and dance, performing solo or in groups ● Develop sustained storylines in their play which they can return to and build upon. ● To be able to join materials together using different resources and techniques. 	<p><u>Creating with Materials</u></p> <ul style="list-style-type: none"> ● 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; <ul style="list-style-type: none"> ● Make use of props and materials when role playing characters in narratives and stories. <p><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher; ● Sing a range of well-known nursery rhymes and songs; <ul style="list-style-type: none"> ● Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.