EYFS Curriculum Coverage and Progression

2026-2027

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Me, You, Us *Learning about our identities, families and friendships through play and conversations*	**Light Up the Year** *A seasonal look at festivals, traditions and moments of celebration from many cultures*	**Into the Storybook** *A magical dive into traditional tales, character journeys and storytelling fun*	**Up, Up and Away** *Launching into the wonders of space, planets and endless curiosity*	**Growing and Changing** *From seeds to self, a natural way to explore development and discovery*	**Journeys Near and Far** *Exploring travels, holidays and different places around the world*



In the **EYFS (Early Years Foundation Stage)**, children's learning and development is divided into **7 areas**:

Prime Areas

These are the most important for young children's early development:

1.Communication and Language
- Listening and attention
- Understanding
- Speaking

2.Physical Development
- Gross motor skills (running, jumping, balancing)
- Fine motor skills (holding pencils, using scissors)

3.Personal, Social and Emotional Development (PSED)
- Building relationships
- Managing feelings and behaviour
- Self-confidence and self-awareness

Specific Areas

These seven areas form the basis of learning and assessment in the EYFS framework for children from birth to age 5.

4.Literacy
- Reading
- Writing

5.Mathematics
4. Numbers
5. Numerical patterns

6.Understanding the World
4. People, culture and communities
5. The natural world
6. Past and present
7. Technology

7.Expressive Arts and Design
4. Creating with materials
5. Being imaginative and expressive

The EYFS Areas of Learning are highly interconnected, and progress in one area supports development in others. At Heage Primary School:

✓ **Communication and Language** underpins all learning by helping children understand instructions, express ideas, develop vocabulary, and engage with others.
✓ **Personal, Social and Emotional Development (PSED)** supports children to build relationships, manage emotions, develop confidence, and engage positively in learning.
✓ **Physical Development** contributes to independence, wellbeing, and fine motor skills needed for writing and other learning tasks.
✓ **Literacy** develops through communication skills, vocabulary, phonics, and fine motor development.
✓ **Mathematics** is supported by language skills, problem-solving, and active exploration.
✓ **Understanding the World** builds on children's communication, curiosity, and social understanding.
✓ **Expressive Arts and Design** develops creativity, communication, physical skills, and emotional expression.

Through play-based learning, adult interactions, and meaningful experiences, children develop skills across multiple areas simultaneously, ensuring a broad and balanced approach to learning.

EYFS Curriculum Coverage and Progression

This document outlines the Early Years Foundation Stage (EYFS) curriculum at Heage Primary School. It is based around our ***Early Years Foundation Stage (EYFS) Curriculum Statement: Intent, Implementation and Impact.*** The document explains how Heage Primary School provides a nurturing, inclusive and ambitious Reception curriculum that enables every child to develop and progress the foundations needed for future success.

Heage Primary School aims to provide every child with a happy, positive start to school and foster a lifelong love of learning.

Intent:
The curriculum prioritises Communication and Language and Personal, Social and Emotional Development, ensuring children develop vocabulary, confidence, independence and a love of learning.
It recognises children's starting points, celebrates diversity and provides an inclusive approach where disadvantaged pupils and children with SEND are supported to achieve ambitious outcomes.

Implementation:
Children experience a carefully planned balance of adult-led teaching and child-initiated play through continuous provision.
Learning is supported through high-quality interactions, purposeful environments and progressive teaching.
The curriculum includes systematic phonics through Little Wandle, early writing through Drawing Club, mathematics through White Rose Maths, and a broad range of experiences across all EYFS areas.

Impact:
Assessment is used effectively to identify starting points, monitor progress and adapt teaching.
Children make strong progress from their individual starting points, including disadvantaged pupils.
By the end of Reception, children develop the knowledge, skills, confidence and learning behaviours needed for a successful transition into Year 1.

*The full **Curriculum Statement: Intent, Implementation and Impactt** document is available on our website: https://www.heage.derbyshire.sch.uk/.*

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Communication: Listening, Attention and Understanding and Speaking			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn to listen carefully, understand what they hear, and speak clearly to share their ideas.					
Focus: Settling in, Listening and Turn-taking **Attention Foundations** •Listens for short periods in small groups •Notices and responds to familiar voices and sounds •Follows simple one-step instructions •Begins to understand key routine language **Early Talk** •Uses single words/short phrases to communicate •Begins to take turns in conversation •Joins in with rhymes and familiar phrases •Uses talk alongside play	**Focus: Building Attention and Listening** **Understanding Simple Language** •Follows two-step instructions in familiar contexts •Responds to simple questions (who/what/where) •Listens to stories with increasing attention •Shows understanding through actions or responses **Building Sentences** •Uses simple sentences to express needs and ideas •Responds verbally to questions •Begins to use new vocabulary from stories and topics •Talks to peers during play	**Focus: Developing Vocabulary and Oracy** **Sustained Listening** •Maintains attention during whole-class inputs •Understands a wider range of vocabulary from stories/topics •Follows instructions with more than one idea •Listens and responds during discussions **Developing Expression** •Uses longer sentences to share ideas •Asks simple questions •Retells familiar stories with support •Uses topic vocabulary in play and discussion	**Focus: Extending speech and explanations** **Understanding in Context** •Listens carefully in conversations with peers/adults •Responds appropriately to what others say •Understands questions involving “why” and “how” •Shows understanding by commenting and asking questions **Conversation & Reasoning** •Engages in back-and-forth conversations •Uses talk to explain thinking (“because…”) •Begins to predict, describe and explain •Adapts language for different situations	**Focus: Confidence and Clarity** **Complex Understanding** •Follows longer instructions with multiple steps •Understands key vocabulary across the curriculum •Listens attentively in a range of situations •Makes relevant contributions after listening **Organising Talk** •Uses clear sentences to explain ideas and experiences •Retells events/stories in sequence •Uses a growing range of vocabulary accurately •Speaks audibly to a group	**Focus: ELG Readiness** **Independent Understanding** •Maintains attention in whole-class and group situations •Responds appropriately without adult support •Understands and follows complex instructions •Shows secure understanding in talk, play and learning **Confident Communication** Expresses ideas clearly in full sentences Participates confidently in discussions and performances Explains thinking and responds to others Uses language to describe, explain and reflect independently
Early Learning Goal – Listening, Attention and Understanding • 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.		**Early Learning Goal - 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.			

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Physical Development (Gross Motor and Fine Motor Skills) (National Curriculum Links: Physical Education)			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn to move confidently, develop fine motor control, and become independent in managing their own needs. Children progress from developing hand strength and basic control to accurate, fluent and sustained fine motor skills needed for writing and tool use.					
Gross Motor Focus: Settling in and basic movement •Move safely around the environment •Begin to use large movements (running, jumping, climbing) **Fine Motor Focus: Foundations of Control** •Develop basic control when using tools (mark-making, playdough, threading) •Start to manage own personal needs with support (toileting, dressing) **PE Focus: Games Skills** •Taking turns and simple rules (stop/start, listening) •Playing alongside others (simple team games) •Passing and sharing equipment •Working as a team (cooperation games) •Simple scoring and game awareness •Playing simple competitive games with rules	**Gross Motor Focus: Coordination and control** •Move with increased coordination and balance •Use equipment safely (bikes, climbing frames) **Fine Motor Focus: Developing Grip and Coordination** •Begin to use one-handed tools (scissors, pencils) •Take part in daily routines (handwashing, snack time) **PE Focus: Dance Skills** •Moving to music (basic body movements) •Exploring space and levels (high/low, big/small) •Copying and repeating actions •Creating simple sequences •Expressing ideas (stories, feelings) •Performing dances with confidence	**Gross Motor Focus: Strength and independence** •Show improved control in large movements (balancing, hopping) **Fine Motor Focus: Accuracy and Formation** •Develop fine motor strength (threading, cutting, drawing) •Use a comfortable pencil grip •Manage own personal care more independently **PE Focus: Gymnastics Skills** •Basic movements (roll, stretch, curl) •Balancing (on floor and low apparatus) •Travelling in different ways •Jumping and landing safely •Linking movements into sequences •Performing with control and coordination	**Gross Motor Focus: Refining skills** •Combine movements with better control (running and stopping, changing direction) **Fine Motor Focus: Consistency and Detail** •Use tools with increasing accuracy (scissors, cutlery, pencils) •Begin forming recognisable letters •Show awareness of health and self-care **PE Focus: Multi-Skills** •Fundamental movements (run, hop, jump) •Agility and coordination (change direction) •Balance and control •Combining movements (obstacle courses) •Speed and reaction •Applying skills in simple challenges	**Gross Motor Focus: Fluency and confidence** •Move confidently in a range of ways (climbing, balancing, game-based movement) •Show good control and coordination in PE activities **Fine Motor Focus: Fluency and Application** •Use fine motor skills for writing and detailed tasks •Manage personal needs independently (dressing, hygiene) **PE Focus: Ball Games** •Rolling and stopping a ball •Throwing and catching •Kicking and control •Aiming at targets •Passing with a partner •Using ball skills in simple games	**Focus: Competency** •Demonstrate strength, balance, and coordination **Automaticity and Endurance** •Use a range of tools effectively and safely •Write using a tripod grip with control •Show good understanding of health and self-care routines **PE Focus: Athletics** •Running (stop/start, speed awareness) •Jumping (two feet, distance) •Throwing for distance •Running with obstacles/changing direction •Simple races (relay, taking turns) •Sports day skills (combining run, jump, throw)
Early Learning Goal – Gross Motor Skills • 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.			**Early Learning Goal – Fine Motor Skills**		

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Personal, Social and Emotional Development: Self-Regulation, Managing Self, Building Relationships (National Curriculum Links: PSHE)			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn to understand their feelings, build relationships, and become confident, independent learners. They progress from supported emotional awareness and parallel play to independent self-regulation, resilience and cooperative relationships.					
Focus: My Feelings **Self-Regulation** •Begins to separate from familiar adults with support •Recognises basic emotions (happy, sad, worried) •Begins to follow simple boundaries **Managing Self** •Begins to manage own needs (toileting, handwashing) with support •Starts to follow classroom routines •Shows early independence in choosing activities **Building Relationships** •Begins to form relationships with adults and peers •Plays alongside others •Starts to take turns with support **No Outsiders Focus: I can choose what I like** •Understand they are part of a class, school, and community •Celebrate similarities and differences in a simple way	**Focus: Special Relationships** **Self-Regulation** •Begins to control behaviour with adult guidance •Follows simple rules and expectations •Begins to focus attention for longer periods **Managing Self** •Follows routines with increasing independence •Shows awareness of expectations in different situations •Begins to persevere with activities **Building Relationships** •Engages in shared play •Begins to understand others' feelings •Takes turns more independently **No Outsiders Focus: Liking different things** •Notice and talk about differences (appearance, interests, abilities) •Promote respect and kindness	**Focus: Taking on Challenges** **Self-Regulation** •Controls impulses in familiar situations •Follows instructions with more than one step •Begins to manage emotions with some support **Managing Self** •Shows resilience when faced with challenge •Takes increasing responsibility for own needs •Understands importance of rules **Building Relationships** •Plays cooperatively with others •Initiates interactions with peers •Begins to resolve simple disagreements **No Outsiders Focus: Making friends with different people** •Begin to develop the skills to build friendships and work with others, •Show kindness and respect to those who are different from them.	**Focus: Listening and following instructions** **Self-Regulation** •Regulates behaviour in a wider range of situations •Waits for turns and manages impulses •Begins to explain feelings and reactions **Managing Self** •Demonstrates independence in routines and learning •Shows perseverance when tasks are challenging •Adapts behaviour to meet expectations **Building Relationships** •Works as part of a group •Shows empathy towards others •Begins to negotiate and compromise **No Outsiders Focus: All families are different** •Explore different family structures •Know every family is different	**Focus: My Family and Friends** **Self-Regulation** •Maintains focus during longer tasks •Manages behaviour appropriately without adult support •Responds to challenges with increasing control **Managing Self** •Shows confidence in trying new activities •Takes responsibility for own learning and behaviour •Demonstrates consistent independence **Building Relationships** •Forms secure friendships •Cooperates and collaborates effectively •Resolves conflicts with increasing independence **No Outsiders Focus: Knowing the people in their family are special** •Talk about the people who are special to them •Share why their family is important to them	**Focus: My Wellbeing** **Self-Regulation** •Regulates emotions and behaviour consistently •Sustains attention in whole-class situations •Follows instructions involving several ideas **Managing Self** •Manages personal needs independently •Shows resilience and perseverance •Understands and follows rules consistently **Building Relationships** •Works and plays cooperatively with others •Shows understanding of others' perspectives •Builds positive relationships across the setting **No Outsiders Focus: Making new friends** •Continue developing the skills to build friendships and work with others,
Early Learning Goal – Self Regulation • 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.		**Early Learning Goal – Managing Self** • 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.		**Early Learning Goal – Building Relationships** • 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.	

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Literacy: Word Reading (Little Wandle Phonics), Comprehension, Writing (Drawing Club)			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn to read and write by recognising sounds, blending words, and building fluency through Little Wandle phonics.					
Word Reading Focus: Foundations of phonics •Daily phonics routines established •Learn Phase 2 GPCs (initial sounds) •Oral blending and segmenting •Begin blending CVC words (sat, pin, dog) •Read simple captions with support Reading: Big Cat for Little Wandle – matched to assessment **Focus: Listening, talk and early understanding** •Listen to stories with attention and enjoyment •Join in with repeated phrases and rhymes •Begin oral blending (Little Wandle) to support understanding of words •Talk about pictures, characters and key events •Use Drawing Club talk to explore ideas	**Word Reading Focus: Securing Phase 2** •Continue and consolidate Phase 2 GPCs •Blend and read CVC words more fluently •Begin to write simple words using sounds •Read simple sentences •Introduce tricky words Reading: Big Cat for Little Wandle – matched to assessment **Focus: Linking decoding to meaning** •Blend simple CVC words (Little Wandle Phase 2) •Read simple captions and match them to meaning •Recall key parts of a story •Answer who/what/where questions •Use Drawing Club to retell stories through talk and drawing	**Word Reading Focus: Phase 3 introduction** •Learn Phase 3 GPCs (digraphs: sh, ch, th, ai, ee etc.) •Blend words with digraphs (shop, rain, feet) •Read and write simple sentences •Increase fluency and confidence •Continue tricky words Reading: Big Cat for Little Wandle – matched to assessment **Focus: Vocabulary and understanding** •Read words with Phase 3 sounds (digraphs) •Re-read phrases and sentences to build understanding •Talk about characters, settings and events •Learn and use new vocabulary from texts •Use Drawing Club to deepen story understanding	**Word Reading Focus: Securing Phase 3** •Consolidate all Phase 3 GPCs •Read longer words (CVCC, CCVC e.g. stop, trip) •Write simple phrases and sentences •Develop automatic blending •Improve reading fluency and expression •Reading: Big Cat for Little Wandle – matched to assessment **Focus: Fluency and deeper thinking** •Read longer words and simple sentences fluently •Recognise tricky words automatically •Retell stories in sequence •Answer "why" questions about events •Use Drawing Club to explore story structure (beginning, middle, end)	**Word Reading Focus: Phase 4** •Blend and read words with adjacent consonants (CCVC, CVCC) •Read longer sentences with confidence •Segment words for writing independently •Increase reading fluency and comprehension •Secure tricky words used in reading books Reading: Big Cat for Little Wandle – matched to assessment **Focus: Inference and understanding** •Read simple books with increasing confidence •Self-correct when meaning breaks down •Talk about characters' actions and choices •Begin simple inference ("Why did they…?") •Use Drawing Club to explore alternative story ideas	**Word Reading Focus: Fluency and Automaticty** •Read simple books fluently and with understanding •Apply phonics automatically when reading and writing •Spell words using known GPCs •Write simple sentences independently •Build confidence and enjoyment in reading Reading: Big Cat for Little Wandle – matched to assessment **Focus: ELG readiness** •Read simple texts fluently and with understanding •Recognise GPCs and tricky words automatically •Retell stories in their own words •Answer questions about texts with detail •Use Drawing Club to create and explain own story ideas
Early Learning Goal – 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.		**Early Learning Goal – 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.		**Early Learning Goal - 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.	

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Literacy: Writing (Drawing Club)			
Autumn 1 Me, You and Us	**Autumn 2 Light Up the Year**	**Spring 1 Into the Storybook**	**Spring 2 Up, Up and Away**	**Summer 1 Growing and Changing**	**Summer 2 Journeys Near and Far**
Drawing Club Texts *In Every House On Every Street* – Jess Hitchman All are welcome – Alexandra Penfold Elmer – David McKee Giraffes Can't Dance – Giles Andreae Ruby's Worry – Tom Percival The Rainbow Fish – Marcus Pfister	Little Glow – Katie Sahota Star in the Jar – Sam Hay The Jolly Christmas Postman – Ahlbergs The Way Home in the Night – Akiko Miyakoshi The Night Box – Louise Greig How to Catch a Star – Oliver Jeffers	Fairytales for Mr Barker - Ahlbergs Little Red Riding Hood Sleeping Beauty Goldilocks Jack and The Beanstalk Three Little Pigs	Man on the Moon – Simon Bartram The Way Back Home – Oliver Jeffers Neil Armstrong - Little People, Big Dreams The Spacesuit – Alison Donald	The Very Hungry Caterpillar – Eric Carle Owl Babies – Martin Waddell The Extraordinary Gardener – Sam Boughton Oliver's Vegetables – Vivian French The Little Gardener – Emily Hughes	Flotsam – David Wiesner Lonely Beast – Chris Judge Clean Up – Nathan Bryon Lost and Found (Kindle) – Oliver Jeffers Somebody Swallowed Stanley – Sarah Roberts Rhythm of the Rain – Grahame Baker-Smith The Boy who Sailed the World – Julia Green
In Reception, children use Drawing Club to turn their ideas into drawings, words and sentences, becoming imaginative and confident writers.					
Focus: Mark-making through imagination •Give meaning to marks (drawings, symbols, scribbles) •Talk about their drawings and stories •Begin to add simple marks or letters to represent ideas •Use Drawing Club codes (letters/numbers) with adult modelling Handwriting: write lines going down; write anti-clockwise circles	**Focus: Adding sounds to drawings** •Label drawings using initial sounds (Phase 2) •Begin to write simple words linked to characters/settings •Use Drawing Club codes more independently •Retell simple stories through pictures and marks Handwriting: write lines going down and back up; write clockwise circles	**Focus: Words and captions** •Write CVC words linked to Drawing Club adventures •Begin to write captions ("a big dog", "the red car") •Use codes to unlock story elements (e.g. secret items, actions) •Re-read their writing with meaning Handwriting: straight line family; coathanger family; bridge family	**Focus: Sentence building through storytelling** •Write simple sentences about characters/events •Use capital letters and full stops with support •Include ideas from Drawing Club (character, setting, problem) •Use vocabulary from the story session Handwriting: zig-zag family; smile family; the misfits	**Focus: Independent story writing** •Write short sentences linked to own story ideas •Add detail to writing (adjectives, expanded ideas) •Use phonics confidently to spell •Begin to create own Drawing Club-style adventures Handwriting: capital letters; practise all families	**Focus: Confident writers** •Write simple sentences that others can read •Create own characters, settings and adventures •Apply phonics automatically in writing •Write for different purposes (stories, messages, lists) Handwriting: use handwriting lined books
Early Learning Goal – 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.		**Early Learning Goal – 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.		**Early Learning Goal - 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.	

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Maths			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children develop a deep understanding of number, patterns, and problem solving through hands-on maths (White Rose).					
White Rose focus: Match, Sort and Compare •Match objects •Match pictures and objects •Identify a set •Sort objects to a type •Explore sorting techniques •Create sorting rules •Compare amounts **Talk about Measure and Patterns** •Compare size •Compare mass •Compare capacity •Explore simple patterns •Copy and continue simple patterns •Create simple patterns **It's Me 1–3** •Find 1, 2 and 3 •Subitise 1, 2 and 3 •Represent 1, 2 and 3 •1 more •1 less • Composition of 1, 2 and 3	**White Rose focus: Circles and Triangles** •Identify and name circles and triangles •Compare circles and triangles •Shapes in the environment •Describe position **1,2,3,4,5** •Find 4 and 5 •Subitise 4 and 5 •Represent 4 and 5 •1 more •1 less •Composition of 4 and 5 •Composition of 1–5 **Shapes with 4 sides** •Identify and name shapes with 4 sides •Combine shapes with 4 sides •Shapes in the environment •My day and night	**White Rose focus: Alive in 5** Introduce zero •Find 0 to 5 •Subitise 0 to 5 •Represent 0 to 5 •1 more •1 less •Composition •Conceptual subitising to 5 **Mass and Capacity** •Compare mass •Find a balance •Explore capacity •Compare capacity **Growing 6,7,8** •Find 6, 7 and 8 •Represent 6, 7 and 8 •1 more •1 less •Composition of 6, 7 and 8 •Make pairs – odd and even •Double to 8 (find a double) •Double to 8 (make a double)	**White Rose focus: Building 9 and 10** •Find 9 and 10 •Compare numbers to 10 •Represent 9 and 10 •Conceptual subitising to 10 •1 more •1 less •Composition to 10 •Bonds to 10 (2 parts) •Make arrangements of 10 •Bonds to 10 (3 parts) •Doubles to 10 (find a double) •Doubles to 10 (make a double) •Explore even and odd **Explore 3D Shapes** •Recognise and name 3-D shapes •Find 2-D shapes within 3-D shapes •Use 3-D shapes for tasks •3-D shapes in the environment •Identify more complex patterns •Copy and continue patterns •Patterns in the environment	**White Rose focus: To Twenty and Beyond** •Build numbers beyond 10 (10–13) •Continue patterns beyond 10 (10–13) •Build numbers beyond 10 (14–20) •Continue patterns beyond 10 (14–20) •Verbal counting beyond 20 •Verbal counting patterns **How Many Now?** •Add more •How many did I add? •Take away •How many did I take away? **Manipulate, Compose and Decompose** •Select shapes for a purpose •Rotate shapes •Manipulate shapes •Explain shape arrangements •Compose shapes •Decompose shapes • Copy 2-D shape pictures •Find 2-D shapes within 3-D shapes	**White Rose focus: Sharing and Grouping** •Explore sharing •Sharing •Explore grouping •Grouping •Even and odd sharing •Play with and build doubles **Visualise, Build and Map** •Identify units of repeating patterns •Create own pattern rules •Explore own pattern rules •Replicate and build scenes and constructions •Visualise from different positions •Describe positions •Give instructions to build •Explore mapping **Make Connections** •Deepen understanding •Patterns and relationships
Early Learning Goal – 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.			**Early Learning Goal – 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		

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development Derbyshire Agreed Syllabus for RE 2025–2030		Understanding The World: People and Communities, Past and Present, The Natural World National Curriculum Links: Religious Education, Geography, History, Science			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn about themselves, others and the wider world, developing respect and understanding of different people, beliefs, cultures and communities. Children learn about the past through their own lives, stories, and significant events, understanding how things have changed over time.					
Science Focus: Exploring and observing (Me and my small world; What's in my basket?; Senses) •Use senses to explore materials and environment •Talk about what they can see, hear, touch •Begin to notice similarities and differences •Ask simple questions ("What is it?" "Why?") **History Focus: Personal History and Family** •Talk about their own life from baby to now •Describe changes (e.g. baby → child, cannot walk → can run) •Talk about immediate family members and simple family history •Begin to use language of time (then, now, before) Look at photos and recall past events	**Science Focus: Seasonal change (Let's go outside; What's changed?; Night and Day)** •Notice changes in weather and seasons •Explore light and dark •Talk about materials (hard/soft, rough/smooth) •Begin to group objects	**Science Focus: Animals and habitats (Changes in winter; Let it flow; From desert to jungle)** •Name and describe common animals •Talk about where animals live •Begin to understand what animals need to survive •Use simple scientific vocabulary (fur, wings, habitat) **History Focus: Stories – past and present** •Explore stories set in the past and present •Identify simple differences (clothes, transport, homes) •Talk about how life was different in stories •Begin to compare with their own lives •Use vocabulary such as *old, new, long ago*	**Science Focus: Plants and growth (Watch it grow; Animal detectives; Pushes and pulls)** •Observe plants and how they grow •Talk about what plants need (water, sunlight) •Notice changes over time •Begin to record observations (drawing, talk) **History Focus: Significant events – Space (Neil Armstrong)** •Learn about the Moon landing and Neil Armstrong •Understand that this happened in the past •Talk about how this event was special/significant •Compare past space travel with what we know today •Sequence simple events (rocket launches, landing on the moon)	**Science Focus: Materials and change (From city to sea; Look all around; Test it out!)** •Explore how materials can change (melting, mixing) •Talk about properties and uses of materials •Begin simple investigations ("What happens if…?") •Make predictions with support	**Science Focus: Enquiry and Understanding (Happy and healthy; Our wonderful world; We're going on an animal hunt)** •Ask questions and explore independently •Talk about what they have found out •Use simple scientific language confidently •Make observations and explain what they notice **History Focus: Holidays – past and present** •Talk about holidays they have experienced •Compare holidays now and in the past (photos, stories) •Identify similarities and differences (transport, activities, locations) •Understand that some things change over time •Use simple timelines (before/now)
Early Learning Goal – Past and 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.		**Early Learning Goal – People, Culture and 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, non-fiction texts and (when appropriate) maps.		**Early Learning Goal – 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.	

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Understanding The World: People and Communities, Past and Present, The Natural World, Derbyshire Agreed Syllabus for RE National Curriculum Links: Religious Education, Geography, History, Science			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children learn about themselves, others and the wider world, developing respect and understanding of different people, beliefs, cultures and communities. Children learn about the past through their own lives, stories, and significant events, understanding how things have changed over time.					
RE Focus: which stories are special and why? •Listen to simple religious stories (e.g. from Christianity, Islam) •Talk about characters and events •Begin to understand that stories are important to different people •Ask simple questions about stories **Geography Focus: Life in this country** •Talk about their own life in this country (homes, school, daily routines) •Begin to recognise similarities and differences between their lives and others •Explore familiar environments (school, local area)	**RE Focus: Which people are special and why?** •Talk about who is special to them •Begin to understand belonging (family, class, groups) •Share experiences about home and celebrations •Begin to listen to others' ideas and experiences **Geography Focus: Comparing life in other countries** •Explore life in other countries through stories and non-fiction •Talk about similarities and differences (homes, weather, food, clothing) •Compare own experiences with others	**RE Focus: Which places are special and why?** •Explore places that are special (home, school, places of worship) •Recognise that some places are special to different people •Talk about what happens in these places •Compare familiar and unfamiliar places **Geography Focus: Simple maps through stories** •Use simple maps linked to stories (e.g. journeys in books) •Use story maps to follow journeys to other places •Begin to use simple geographical language (country, world) •Begin to understand simple positional language (e.g. near, far, across)	**RE Focus: Which times are special and why?** •Explore celebrations (e.g. Diwali, Christmas) •Talk about what makes events special •Recognise similarities and differences in celebrations •Use role play to act out events	**RE Focus: Where do we belong?** •Talk about what is special to them and others •Recall simple stories and celebrations •Recognise that people have different beliefs and ways of life •Show respect for different ideas and communities **Geography Focus: Environments and the natural world** •Explore similarities and differences between local environments and contrasting ones (e.g. jungle, desert, Arctic) •Talk about how environments are different (weather, animals, plants) •Use maps and stories to locate different environments •Describe what they notice about different places	**RE Focus: What is special about our world?** •Talk about how we care for others and the world •Begin to understand right and wrong •Show kindness and respect •Understand simple rules and why they matter
Early Learning Goal – Past and 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.		**Early Learning Goal – People, Culture and 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, non-fiction texts and (when appropriate) maps.		**Early Learning Goal – 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.	

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Expressive Art and Design: Art, Design and Technology, Music, Drama (National Curriculum Links: Art, Design and Technology)			
Autumn 1 **Me, You and Us**	**Autumn 2** **Light Up the Year**	**Spring 1** **Into the Storybook**	**Spring 2** **Up, Up and Away**	**Summer 1** **Growing and Changing**	**Summer 2** **Journeys Near and Far**
In Reception, children explore, design, make and evaluate using a range of materials and tools, developing creativity and problem-solving skills. Drama supports children to develop imagination, language and social skills through role play and storytelling, enabling them to create, adapt and perform narratives collaboratively. Music in develops children's ability to listen, respond, perform and create, building from exploration of sound to simple compositions and group performances.					
D&T Focus: Junk Modelling - materials and joining •Explore a range of materials (paper, card, fabric, construction) •Begin to build and construct freely •Join materials in simple ways (glue, slotting, stacking) •Talk about what they are making **Art Focus: Drawing (Henri Matisse)** •Explore colour, shape and mark-making •Use different tools to create lines and patterns •Express ideas through drawing and painting **Drama Focus: Exploring** •Pretend play (home corner, small world) •Copy familiar roles (mum, firefighter, teacher)	**Art Focus: Painting (Pablo Picasso)** •Explore colour and colour mixing •Use brushes to create different effects •Paint ideas, faces and simple representations **D&T Focus: Designing and improving** •Draw simple designs before making •Select tools and materials more independently •Begin to adapt and change ideas during making •Evaluate: what went well / what could be better **Drama Focus: Performance** •Harvest Festival •Nativity	**D&T Focus: Cooking and food technology** •Explore food preparation (cutting, spreading, mixing) •Understand basic healthy choices •Follow simple instructions/recipes •Describe taste, texture, and ingredients **Drama Focus: Developing** •Begin to take on different roles and voices •Use simple props to support play •Retell and act out familiar stories (e.g. *Three Little Pigs*)	**Art Focus: Sculpture (Constantin Brancusi)** •Explore 3D shapes and forms •Join and shape materials to make structures •Create simple sculptures with purpose **D&T Focus: Purpose and Movement** •Begin to plan what to make ("I'm making a…") •Choose materials for a reason •Begin to create products with movement •Use tools safely (scissors, hole punch, split pins) •Talk about how things work	**Art Focus: Collage and Textiles; Printing (Clare Haxby)** •Explore different materials and textures •Create patterns using printing techniques •Combine materials to make a final piece **Drama Focus: Intentional and Creative** •Create their own storylines in play •Adapt known stories (e.g. change ending/characters) • Sustain role play with others and explain ideas	**D&T Focus: Boats - Simple structures and purpose** •Build simple structures and objects with a purpose (houses, boats, towers) Talk about what works well •Design, make, and explain their creations •Use a range of tools safely and confidently •Choose materials based on function •Evaluate their product and suggest improvements
Early Learning Goal – 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.			**Early Learning Goal – Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.		

EYFS Curriculum Coverage and Progression

EYFS Area of Learning and Development		Expressive Art and Design: Art, Design and Technology, Music, Drama (National Curriculum Links: Art, Design and Technology)			
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Music Focus: Exploring Sound •Explore how instruments make different sounds (tap, shake, scrape) •Listen carefully and respond to environmental sounds •Join in with simple songs and rhymes •Begin to keep a basic pulse through movement/clapping •Experiment freely without expectation of accuracy	**Music Focus: Celebration Music** •Keep a steady pulse with increasing control •Join in with songs linked to celebrations (Diwali, Christmas etc.) •Copy simple rhythms (echo clapping) •Play instruments together in time with music •Begin to understand start/stop cues	**Music Focus: Musical Stories** •Use instruments to represent characters/events •Explore pitch (high/low) and sound effects •Retell stories through music and movement •Begin to select appropriate sounds for purpose Follow simple musical sequences	**Music Focus: Music and Movement** •Move in time to music (fast/slow, start/stop) •Show dynamics (loud/quiet) through voice and instruments •Perform songs with actions and expression •Respond physically to changes in music •Maintain rhythm whilst moving	**Music Focus: Big Band** •Combine sounds to make simple compositions •Play instruments in a group with awareness of others •Follow basic structures (e.g. intro, ending) •Create simple repeated rhythms (ostinato) •Take turns and collaborate musically	**Music Focus: Transport** •Choose sounds to represent ideas (e.g. vehicles, journeys) •Perform music confidently in a group •Keep a steady beat independently •Begin to evaluate ("It was fast/loud/quiet") •Refine performances for a clear purpose/audience
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