

**BPP EYFS Curriculum -  
Reception  
September 2023**

1. Children build up friendship/relationship with child/adult and share and take turns.

2. Children can keep themselves safe and healthy.

3. Children develop an understanding of their environment.

4. Children develop an interest in number.

5. Children have an understanding of mathematical language.

6. Children learn to develop independence.

7. Children develop communication and interaction skills.

8. Children start to develop an understanding of school and British values.

9. Children develop an understanding of past, present and future.

10. Children develop a love and purpose for reading.

11. Children develop a love and purpose for writing.

12. Children develop their gross motor skills.

13. Children have knowledge of different cultures.

14. Children experience a school visit.

15. Children can sing and perform a variety of songs and stories.

16. Children explore a variety of creative materials

## Small Step Progression To Reach Curricular Goals

BPP EY Curriculum Goals	Milestone 1	Milestone 2	Milestone 3	Milestone 4	Milestone 5	Milestone 6	Milestone 7	ELG
<p><b>1. Children build up friendship/relationship with child/adult and share and take turns.</b></p> <p><i>'I am learning to share.'</i></p>	Children are able to separate from their main caregiver.	Children build positive relationships with adults and other children.	Children begin to understand and tolerate others in their space, and are able to play alongside them. Children recognise facial expressions.	Children know and follow rules and routines. Children are able to manage their emotions to begin to share and take turns with someone else (adult or child) using different resources, i.e. timer, visual prompts.	Children can adapt behaviours to social situations. Children can share and take turns with someone else, sometimes needing the support of an adult.	Children can independently interact with others, sharing and taking turns and building up a friendship with their peers. Children can follow the class rules and routines		P S E D - B R , M S
<p><b>2. Children can keep themselves safe and healthy.</b></p> <p><i>'I am learning to keep safe and healthy.'</i></p>	Children begin to communicate their basic needs.	Children begin to meet their own basic needs.	Children begin to understand how to keep healthy e.g. foods, dental hygiene, self-care, sleep routines and fitness.	Children can talk about how to stay healthy and healthy choices. Children learn about how to grow food.	Children can select and sort healthy and unhealthy life choices. Children plant a seed and nurture it to grow.	Children know how to keep healthy and use this knowledge to make healthy choices. They can give reasons for their choices. Children harvest and eat their vegetables.		P S E D M S
<p><b>3. Children develop an understanding of their environment.</b></p> <p><i>'I am learning about the environment.'</i></p>	Children begin to explore their environment using their senses.	Children have an awareness of their environment.	Children can talk about their environment.	Children are able to draw and discuss their home/environment.	Children learn through books, maps and stories that their home is in Milton Keynes surrounded by other houses and features of the community/ environment.	Children visit/walk in the local environment and draw/take photos. They can then talk about features of the environment as part of a group.	Children know they live in the city of Milton Keynes, they can talk about and compare features of their local environment/ community and experiences of visiting places in the local area. They know that Milton Keynes is in England which is in the world.	U T W - P C & C , N W
<p><b>4. Children develop an interest and understanding of numbers to 20.</b></p> <p><i>'I am learning about number.'</i></p>	Children are exposed to a number rich environment and begin to show an awareness of numbers by reciting them.	Children begin to join in with number songs and recite some number names correctly.	Children sing number songs independently and begin to use one to one correspondence.	Children develop an understanding of subitising and matching numbers to their cardinal value. Children compare quantities within numbers using practical resources.	Children develop an understanding of the composition of numbers and identify them independently.	Children explore patterns within numbers, including number bonds, odds and evens, double facts and how quantities can be distributed equally.	Children use their deep understanding of numbers to 20 to start to record their mathematical findings.	M - N , N P
<p><b>5. Children have an understanding of shape, space and mathematical language in the environment.</b></p> <p><i>'I am learning mathematical language.'</i></p>	Children are exposed to shape and space and begin to explore these using resources in the environment.	Children construct with building materials and start to recognise different sized shapes and how they fit into different spaces.	Children begin to visualise the shapes and see how they join or fit into spaces.	Children are exposed to and begin to develop an understanding of the language associated with shape and space.	Children begin to use the mathematical language related to shape and space.	Children have a good understanding of the mathematical language related to shape and space and use this independently in their play.		M - D e v M a t
<p><b>6. Children learn to develop independence.</b></p> <p><i>'I am learning to be independent.'</i></p>	Children are able to separate from their main caregiver.	Adults model basic self-help skills. Children attempt to do things for themselves.	Children persevere when developing their self-help skills.	Children change themselves appropriately. (ie put on an apron when using water/paint)	Children can confidently manage their own basic hygiene and personal needs independently.			P S E D M S

<p><b>7. Children develop communication and interaction skills.</b></p> <p><i>'I am learning to communicate.'</i></p>	Children communicate their basic needs in a sensory way.	Children are able to engage in intensive interaction alongside an adult.	Children use gesture and body language to communicate with others.	Children use single words and phrases in English.	Children start to participate in small group discussions, using back and forth exchanges. Children start to pause and listen to others when they are speaking.	Children offer explanations about things and use a wide range of vocabulary from a variety of different texts.	Children share ideas in a large/class group confidently following social expectations for communication. Children express their own ideas in sentences, using the correct tense and intonation.	C & L - L & A , S
<p><b>8. Children start to develop an understanding of school values.</b></p> <p><i>'I am learning about values.'</i></p>	Children begin to follow some social expectations.	Children are introduced to the school values. Children learn the reasons for rules and know right from wrong.	Children can recognise some of the school values. Children are able to follow expectations and rules.	With support children can talk about some of the values and rules and why we need them.	Children develop an understanding of the values taught. They can talk about and show some of the values and rules independently.			P S E D - M S
<p><b>9. Children develop an understanding of the past, present and future.</b></p> <p><i>'I am learning about the past, present and future.'</i></p>	Children are able to follow now and next routines.	Children follow a daily schedule.	Children can talk about their age and how they develop. Children can talk about their friends and family.	Children learn through texts, concrete objects and experiences about the past, present and future.	Children have an understanding of the past and the present and can discuss this with others. Children learn about jobs through stories and talk about their future.			U T W - P & P
<p><b>10. Children develop a love and purpose for reading.</b></p> <p><i>'I am learning to read.'</i></p>	Children experience stories.	Children listen to stories.	Children get involved in storytelling through acting stories out and repetitive phrases.	Children begin to develop their phonological awareness to link letters to sounds and orally blend.	Children use their phonological awareness to segment and blend to read words with support.	Children are able to independently read words, captions and sentences and understand the vocabulary.	Children are able to read a range of appropriate texts independently and show an understanding of what they have read.	L - W R , C
<p><b>11. Children develop a love and purpose for writing.</b></p> <p><i>'I am learning to write.'</i></p>	Children experience and explore different mark making tools.	Children can use muscles in their hands and arms to make big movements and bring together hand/eye coordination. Children can make random marks with their fingers and a selection of tools.	As children's mark making develops they make smaller and more controlled movements to draw. Children link sounds they learn in phonics to marks they make.	Children hold their pen/pencil with a comfortable grip. They begin to form letters.	Children identify the sounds in words and begin to spell them.	Children write phrases and sentences with letters which are recognisable and most are correctly formed.		L - W , P D - F M S
<p><b>12. Children develop their gross motor skills.</b></p> <p><i>'I am learning to move.'</i></p>	Children begin to develop their gross motor movement.	Children begin to develop their gross motor skills independently. Children can scoot along on the trikes.	Children use their gross motor skills independently to negotiate obstacles safely or to complete a sequence of moves. Children can pedal the trikes and begin to scoot along on the balance bikes.	Children are confident to use their gross motor skills to access a range of different playground activities using strength, balance and coordination. Children are able to ride the balance bikes around the bike track with confidence and good balance.				P D - G M S

<p><b>13. Children have knowledge of different cultures.</b></p> <p><i>'I am learning about different cultures.'</i></p>	<p>Children recognise their families.</p>	<p>Children begin to learn that everyone is unique.</p>	<p>Children begin to learn about cultures and celebrations which are important to themselves and their families.</p>	<p>Children begin to learn about cultures and celebrations which are different to their own and learn and compare traditions amongst them.</p>	<p>Children know and can talk about cultures and celebrations which are important to themselves and those which are important to others. They know some of the features of the different celebrations and can share this knowledge with others, they can begin to make comparisons between different cultures.</p>			<p>U T W - P C &amp; C</p>
<p><b>14. Children experience a school visit.</b></p> <p><i>'I am going on a school visit.'</i></p>	<p>Children are exposed to songs and stories about places we visit.</p>	<p>Children learn about the place they are going to visit using photographs, maps and the internet.</p>	<p>Children learn to line up and walk together safely and why we do this.</p>	<p>Children experience a different place and follow the set of rules expected by that place.</p>	<p>Children know some similarities and differences between the place they have visited and a familiar place.</p>			<p>U T W - P C C &amp; C , N W</p>
<p><b>15. Children can sing a variety of songs and stories.</b></p> <p><i>'I am learning to perform songs and stories.'</i></p>	<p>Children listen to nursery rhymes and can recognise familiar tunes, turning their head to listen.</p>	<p>Children recognise and join in with nursery rhymes and familiar stories. They join in with actions to go with the rhymes and stories.</p>	<p>Children sing some of the repeated phrases in familiar nursery rhymes. Children repeat familiar phrases in stories.</p>	<p>Children can independently sing a number of different nursery rhymes and songs. Completing actions, uses instruments and performs confidently. Children can make up their own songs and perform them. Children perform stories using a range of props.</p>				<p>E A D - B I &amp; E</p>
<p><b>16. Children explore a variety of creative materials.</b></p> <p><i>'I am learning to use different materials.'</i></p>	<p>Children are exposed to and explore a variety of materials through their senses. Children are exposed to a range of media including drawing, painting, printing, sculpture and textile; they use their senses to explore.</p>	<p>Children begin to use tools to create. Children learn about how to use them safely and with good control. Children begin to use a variety of tools such as pencils, pens, paintbrushes, masking tape and glue to create. Children learn to use scissors safely and with some control.</p>	<p>Children learn through trial and error how to join materials together. Children learn how to mix colours. Children learn through trial and error to join construction and junk modelling using a glue, masking tape, selloptape. Children learn to name colours and how to mix to create new colours.</p>	<p>Children can plan and develop their designs. They can talk about how and why they have chosen their method. Children can begin to describe what they are making and what materials they are using to make their product.</p>	<p>Children design and make different things for a purpose. For example, a celebration card to send to their families. Children can design and make different items for a purpose, they are able to talk to an adult about what they like and do not like about their products.</p>			<p>E A D - C W M</p>

# Early Learning Goals

## Communication and Language

### 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.

### 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.

## Understanding the World

### 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.

### 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.

### 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.

## Personal, Social and Emotional Development

### 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.

### 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.

### 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.

## Expressive Arts and Design

### Creating with Materials

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

### Being Imaginative 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.

## Mathematics

### Number

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

### Numerical Patterns

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

## Physical Development

### 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.

### Fine Motor Skills

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

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.