

Reception

EYFS Curriculum End Points

At Emmanuel Holcombe, our Reception curriculum **builds on the knowledge, skills and experiences developed during Pre-School**. These curriculum end points set out the key knowledge, skills and understanding we want children to develop by the end of Reception, providing secure foundations for future learning and transition into Key Stage 1.

The end points give practitioners a clear understanding of what we are working towards, while recognising that children have different starting points, develop at different rates and may demonstrate their learning in different ways.

Our End Points work alongside our:

- **Progression of Skills and Knowledge Map** – showing how knowledge and skills develop from Pre-School through to the end of Reception.
- **Progression of Skills Checkpoints** – breaking the learning journey into smaller, progressive steps to support ongoing assessment and identify what children may need next.
- **Long Term Plan** – showing how we may provide opportunities for these end points to be taught, explored, revisited and developed through planned experiences, texts, interactions and continuous provision.

End Points and Seesaw

Our curriculum end points are also set up as **Skills within Seesaw**. Practitioners can link meaningful observations and examples of children's learning to the relevant end points as they occur naturally through **play, provision, interactions and adult guided learning**.

Seesaw is one way of capturing and sharing learning and contributes to practitioners' wider knowledge of each child. The End Points and Seesaw Skills are **not intended to be used as a tick-list or rigid assessment system**, and staff are not expected to collect a set number of observations against every end point.

Our curriculum remains **broad, balanced, progressive and ambitious**, while being responsive to children's individual starting points, interests and needs.

The Reception curriculum end points sit alongside the statutory Early Learning Goals (ELGs), which are used to support assessment at the end of Reception. The ELGs do not define the entirety of our curriculum; our curriculum is broader and reflects the knowledge, skills and experiences we want children to develop throughout the EYFS.

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EFYS Curriculum End Points

Communication and Language		Autumn	Spring	Summer
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.				
Attention & Understanding	To be able to listen to the speaker.			
	To ask a why or how question.			
	To be able to follow a 2-step instruction.			
	Join in with repeated refrains and familiar phrases in stories or rhymes.			
	Retell key events from a story in sequence			
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.				
Speaking	To be able to speak in well-formed sentences.			
	To be able to describe why something has happened.			
	To be able to use the tenses correctly.			
	To use connectives when speaking. E.g. Because, and			
	Use new vocabulary in different contexts			
	Learn and apply topic-specific words			
	To be able to recount a simple story or event.			
	To use past, present and future tenses with adult support.			
Understanding the World				
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.				
History	Understand that the past is events that have already happened.			
	Can talk about events from their own past.			
	To understand their position in their family.			
	To be able to name and talk about older family members.			
	Understand the terms old and new			
	Can ask questions about the past.			
	Can identify some difference between the past and present.			
	Can sequence events in their own life or a story.			
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				
Geography	To be able to describe their home.			
	To describe features of their local environment, School.			
	To be able to point to the UK on a map.			
	To begin to use geographical vocabulary such as river, hill, mountain.			
	To investigate and use simple maps and atlases.			
	To name key landmarks or features (e.g. park, school, shop)			
	To recognise some similarities and differences between other countries and where they live.			
PSHE	To be able to name the people who help us in school.			
	To talk about different jobs that people do.			
RE	To be able to recount a simple story told or heard by Jesus.			
	To know why Christians, celebrate Easter or Christmas.			

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	To be able to talk about another religions or festivals from other cultures. E.g. Diwali, Hanukkah, Chinese New Year, etc.			
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				
Science	Can name and identify a range of weather types.			
	Can name the 4 seasons and some features of each season.			
	Can identify some plants and flowers.			
	Can explain simply how a plant grows and what they need to grow.			
	Can explain how to take care of an animal.			
	Can group animals. Birds, Fish, Mammals.			
	To understand the importance of dental hygiene.			
Computing	To be able to login and log out of Seesaw.			
	To be able to upload a picture to Seesaw.			
	To be able to complete a task on Seesaw.			
	To use the tools in Seesaw to share my understanding and learning.			
	To explore how simple digital devices work (e.g. camera, tablet, voice recorder).			
	To use technology to find information or play learning games			
Literacy				
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.				
Writing	To be able to write their name independently.			
	To be able to form all 26 letters of the alphabet correctly.			
	To understand that we use capital letters for names.			
	To put spaces between each word when writing.			
	To write a simple sentence independently.			
	To be able to apply their phonetic knowledge to write words.			
	To be able to write all the level 2 phonemes when heard.			
	To be able to write all the level 3 phonemes when heard.			
	To be able to write all the level 4 adjacent consonant sounds when heard.			
	To be able to write all the level 2 tricky words fluently.			
	To be able to write all the level 3 tricky words fluently.			
	To be able to write all the level 4 tricky words fluently.			
	To be able to re-read their writing to check it makes sense.			
	To use a capital letter and full stop when writing a sentence.			
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.				
Word Reading	To be able to recognise all the level 2 graphemes.			
	To be able to recognise all the level 3 graphemes.			
	To be able to recognise all the level 4 adjacent consonant sounds.			
	To be able to explain what a phoneme, grapheme, digraph and trigraph are.			
	To be able to read all the level 2 tricky words fluently.			
	To be able to read all the level 3 tricky words fluently.			
	To be able to read all the level 4 tricky words fluently.			
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				
Comprehensio	To make simple predictions.			
	To be able to recount a simple story.			
	To identify rhyming pairs.			
	To identify alliteration.			
	To be able to recognise and name all the 26 letters of the alphabet.			

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	To understand the difference between fiction and non-fiction texts.			
	To be able to talk about what they have read, including stories and non-fiction			
	To be able to answer questions about a text that has been read to them.			

Physical Development				
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.				
Gross Motor	Can hop on one foot.			
	Can balance on one leg.			
	Can run, skip and jump.			
	Can safely ride a scooter or bike.			
	Can climb and move with confidence on a range of equipment.			
	Can move in a variety of ways with control (e.g. crawling, slithering, rolling).			
	Can show control when stopping and starting movement.			
	Can use core strength to sit with good posture.			
	Can throw and catch a large ball with increasing accuracy.			
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.				
Fine Motor	Can put their shoes on the correct feet.			
	Can fasten and unfasten their zips or buttons.			
	Can dress and undress themselves independently.			
	Can use scissors correctly.			
	Can use one handed tools accurately.			
	Has a secure tripod grip when holding a pencil, pen or paint brush.			
	Can copy some lowercase and capital letters using the correct formation.			
	Can accurately thread string through holes.			
	Can use a knife and fork with control to cut food.			
	Can manipulate small objects with control (e.g. beads, counters, pegs)			
Expressive Art and Design				
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.				
DT	To be able to use the equipment safely.			
	Can join materials in a range of ways.			
	Can use a range of one handed and two-handed tools effectively.			
	Can select an appropriate tool to complete a task.			
	To be able to explain what they made and how they made it			
Art	To be able to create a representation of an object, person or animal.			
	To be able to select an appropriate method to create art. E.g. Paint, Chalks.			
	To know the names of the primary, secondary colours.			
	To understand that colours change when mixed.			
	To know about an artist.			
	To be able to express an emotion in their art.			
	To be able to shape clay.			
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.				
Music	Can tap out a simple rhythm.			
	Can sing a song by heart.			
	Can change the pitch & volume of their voice or instrument.			
	Can perform a piece as a solo or as part of a group.			

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	Experiment with instruments from a range of families. E.g. Percussion			
	Can give their opinion on a range of musical style.			
	To be able to move in time with the beat or rhythm of music.			
Imag...Play	To be able to invent their own story during pretend play.			
	To take a role when playing. E.g. Police Officer, Nurse, etc.			
	To use both literal, imaginative and representative props in their play.			

Personal, Social & Emotional Development

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.

Self-Regulation	To be able to express their emotions in an appropriate way.			
	To be able to follow the rules of the classroom.			
	To have a strategy to regulate their emotions.			
	To be able to wait their turn and take turns in play or conversation.			
	To be able to identify the emotions of others.			

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.

Managing Self	To be able wash their hands independently.			
	To be able to use the toilet independently.			
	To be able to use a knife, fork and spoon.			
	To be able to identify some foods that are healthy or unhealthy.			
	To be able to confidently try new activities or enter unfamiliar situations.			
	Can understand which parts of their body are private.			
	To show resilience and perseverance in the face of challenge.			
	To understand and begin to explain the reasons for rules.			

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.

Building Relationships	To be able to work cooperatively with others towards a shared goal.			
	To be able to solve a small conflict independently			
	Can understand that you can have more than 1 friend.			
	To form positive attachments to adults and friendships with peers.			
	To show sensitivity to their own and others' needs.			

Maths

Shape, space and measure	I can name simple 2D shapes like circles, squares, and triangles.			
	I can name 3D shapes like cubes, cones, and spheres.			
	I can say how many sides and corners a shape has.			
	I can use shapes to build and make pictures or models.			
	I can put shapes together and take them apart.			
	I can use words like in front of, behind and next to, to describe where things are.			
	I can follow a simple map or path.			
	I can make my own path or map for a toy or friend to follow.			
	I can say if something is longer, shorter, taller, or smaller than something else.			
	I can say which object is heavier or lighter.			
	I can say if a container holds more or less than another.			
	I can compare objects by length, weight, or how much they hold.			

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	I can spot, copy and correct an ABC repeating pattern.			
	I can make my own repeating pattern using colours, shapes, or objects.			
	I can say what comes next in a pattern.			
	I can solve problems by thinking about shapes, space, or measure.			
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.				
Number – Mastering Number	I can say how many are in a small group without counting (subitise).			
	I can find the missing number to make 5.			
	I can make different groups of up to 5 things and talk about them.			
	I can spot smaller numbers hiding inside bigger numbers (e.g. 2 and 3 in 5).			
	I can say how many without counting, even when it's more than 5.			
	I can decide if I can subitise or if I need to count.			
	I know that 6 and 7 can be '5 and a bit more'.			
	I can tell when two groups are the same or different (equal or unequal).			
	I can count big groups, actions or sounds carefully.			
	I can use a 10-frame to show numbers and doubles.			
	I can show numbers on my fingers in different ways.			
	I can say the numbers in order and know each one is one more.			
	I can count things carefully, one by one.			
	I know that the last number I say tells me how many there are (cardinality).			
	I can compare sets by matching them.			
	I can talk about a 'whole' object and its parts.			
	I can put numbers in the right order.			
	I can use a rekenrek to help me see numbers quickly.			
	I can say what is one more or one less than a number within 10.			
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.				
Numerical Patterns – Mastering Number	I can recognise numbers shown in different patterns (like on dice or dot cards).			
	I can use maths words and ideas in my play.			
	I can count past 20 and hear the number pattern.			
	I can compare groups of objects with different sizes or types.			
	I know that 8 is much more than 2, but 4 is just a bit more than 2.			
	I can sort numbers into odd and even.			
	I know that 'double' means two equal groups.			
	I can use a 10-frame to show doubles to 5 and some to 10.			
	I can say if a number is a double (like $2 + 2 = 4$).			