



**Reception Educational Programmes**  
**Early Years Foundation Stage Reception Year**  
**Deerhurst and Apperley**  
**C of E Primary School – 2025-26**  
***Learning and living as children of God***  
*(Ephesians 5:1) (You are God's children whom he loves. Try to be like God)*

There are seven areas of learning and development that must shape educational programmes in Early Years (Birth to Reception Year). All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

Early Years must also support children in four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- **Literacy**
- **Mathematics**
- **Understanding The World**
- **Expressive Arts and Design**

<b>Educational Programmes</b>	Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.
<b>Early Learning Goal</b>	The level of development children should be expected to have attained by the end of the EYFS (Reception Year) is defined by the early learning goals (ELGs) as set out below.



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	<b>Communication and Language</b>
<b>Educational Programme</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>
<b>Pre school</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"><li>• Enjoy singing, music and toys that make sounds.</li><li>• Listen and respond to a simple instruction</li><li>• Enjoy listening to longer stories and remember much of what happens.</li><li>• Pay attention to more than one thing at a time</li><li>• Listen to a daily story time as well as sharing books throughout the session.</li><li>• To switch their attention and listen to what you say.</li><li>• To switch their attention from what they are doing to what you are saying.</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</li><li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li></ul>



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<b>Reception Year</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in story times</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li></ul>
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**Early Learning Goals**

**Listening, Attention and Understanding**

Children at the expected level of development will:

- 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**

Children at the expected level of development will:

- 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.



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<b>Educational Programme</b>	<b>Personal, Social and Emotional Development</b>
<b>Preschool</b>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> <p>Children will be learning:</p> <ul style="list-style-type: none"><li>• use the toilet with help, and then independently</li><li>• Select and use activities and resources, with help when needed.</li><li>• Develop their sense of responsibility and membership of a community</li><li>• Become more outgoing with unfamiliar people.</li><li>• Show more confidence in new social situations.</li><li>• Play with one or more other children, extending and elaborating play ideas.</li><li>• Find solutions to conflicts and rivalries.</li><li>• Increasingly follow rules, understanding why they are important.</li><li>• Develop appropriate ways of being assertive.</li><li>• Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</li><li>• Understand gradually how others might be feeling</li><li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</li><li>• Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their</li></ul>



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	<p>hands thoroughly.</p> <ul style="list-style-type: none"> <li>• Make healthy choices about food, drink, activity and tooth brushing</li> </ul>
<b>Reception Year</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>
	<p><b><u>Self-Regulation</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>• 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.</li> </ul> <p><b><u>Managing Self</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>



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**Building Relationships**

Children at the expected level of development will:

- 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.



	<b>Physical Development</b>
<b>Educational Programme</b>	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>
<b>Preschool</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> <li>• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>





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<b>Reception Year</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>• 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- tooth brushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul> </li> <li>• Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing</li> <li>- mealtimes</li> <li>- personal hygiene</li> </ul> </li> </ul>
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<b>Early Learning Goals</b>	<p><b><u>Gross Motor Skills</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li><li>• Demonstrate strength, balance and coordination when playing;</li><li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li></ul> <p><b><u>Fine Motor Skills</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li><li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li><li>• Begin to show accuracy and care when drawing.</li></ul>
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<b>Educational Programme</b>	<b>Understanding the World</b>
	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Children in Preschool will be learning to:</p> <ul style="list-style-type: none"><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Talk about what they see, using a wide vocabulary.</li><li>• Begin to make sense of their own life-story and family's history.</li><li>• Show interest in different occupations.</li><li>• Explore how things work.</li><li>• Plant seeds and care for growing plants.</li><li>• Understand the key features of the life cycle of a plant and an animal.</li><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Explore and talk about different forces they can feel.</li><li>• Talk about the differences between materials and changes they notice.</li><li>• Continue developing positive attitudes about the differences between people.</li><li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li></ul>



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<b>Reception Year</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
<b>Early Learning Goals</b>	<p><b><u>Past and Present</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society;</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b><u>People, Culture and Communities</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• 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;</li> </ul>



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- 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**

Children at the expected level of development will:

- 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.



	<b>Expressive Arts and Design</b>
<b>Educational Programme</b>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
<b>Preschool</b>	<p>Children in Preschool will be learning to:</p> <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment.</li> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits.</li> <li>• Explore different materials.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>



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<b>Reception Year</b>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
<b>Early Learning Goals</b>	<p><b><u>Creating with Materials</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used;</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>Being Imaginative and Expressive</u></b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs;</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>