

HPS FOUNDATION STAGE ANNUAL CURRICULUM 2025 - 2026

Area of Learning	Reception Year coverage from Development Matters	End of Reception Early Learning Goal
<p>Communication & Language Listening, Attention and Understanding</p>	<p>Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times & Non–Fiction books. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Listen attentively, responding to what they hear with relevant questions, comments and actions, when being read to, 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. EAD Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; EAD Creating with Materials: Make use of props and materials when role playing characters in narratives and stories.</p>
<p>Communication & Language Speaking</p>	<p>Use new vocabulary through the day & in different contexts. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well - formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases.</p>	<p>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.</p>
<p>PSED Health & wellbeing</p>	<p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feeling. Identify and moderate their own feelings socially and emotionally. Manage their own needs.</p>	<p>Managing Self: Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p>

	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine 	<p>importance of healthy food choices</p>
<p>PSED Relationships</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p>	<p>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 others' needs.</p>
<p>PSED Living in the wider World</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. Develop their sense of responsibility and membership of a community. Show more confidence in new social situations. Show resilience and perseverance in the face of challenge. Increasingly follow rules, understanding why they are important Do not always need an adult to remind them of a rule Think about the perspectives of others. See themselves as a valuable individual. Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> • lining up and queuing • mealtimes • personal hygiene 	<p>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.</p> <p>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.</p>

<p>PD Gross Motor Skills</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and across a plank, depending on its length and width. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. 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 and sports. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and coordination when playing; Negotiate space and obstacles safely, with consideration for themselves and others.</p>
<p>PD Fine Motor Skills</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>

<p>PD PE</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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 and sports. 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. Progress towards a more fluent style of moving, with developing control and grace. Combine different movements with ease and fluency.</p>	<p>PD Gross Motor Skills: Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Demonstrate strength, balance and coordination when playing; Negotiate space and obstacles safely, with consideration for themselves and others. EAD Being Imaginative and Expressive: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
<p>Literacy Word Reading</p>	<p>Develop their phonological awareness, so that they can: * spot and suggest rhymes * count or clap syllables in a word * recognise words with the same initial sound. Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words</p>	<p>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. <i>Secure with year group phonic expectations.</i></p>
<p>Literacy Comprehension</p>	<p>Engage in extended conversations about stories, learning new vocabulary. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Understand the five key concepts about print: * print has meaning * print can have different purposes * we read English text from left to right and from top to bottom</p>	<p>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,</p>

	<p>* the names of the different parts of a book</p> <p>* page sequencing</p>	non-fiction, rhymes and poems and during role-play.
Literacy Writing	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Write some letters accurately.</p> <p>Form lower-case and capital letters correctly</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Write recognisable letters, most of which are correctly formed.</p>
Mathematics Number	<p>Count objects, actions and sounds.</p> <p>Be able to subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0 – 5 and some to 10</p>	<p>Number:</p> <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns:</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
Mathematics SSM / Geometry	<p>Compare length, weight and capacity.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	

	<p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns.</p>	
<p>Understanding the World Past and Present</p>	<p>Begin to make sense of their own life-story and family's history. Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>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.</p>
<p>Understanding the World Geography</p>	<p>Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Talk about members of their immediate family and community. Explore the natural world around them. Draw information from a simple map.</p>	<p>People, culture & communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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: 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.</p>
<p>Understanding the World Science</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. Encourage focused observation of the natural world. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the</p>	<p>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</p>

	<p>environment within which they are in; to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Name and describe some plants and animals children are likely to see, encourage children to recognise familiar plants and animals whilst outside.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Discuss how we care for the natural world around us.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>	<p>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.</p>
<p>Understanding the World RE</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> <p>See themselves as a valuable individual. (PSED)</p>	<p>Past and Present: Talk about the lives of the people around them and their roles in society; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: 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;</p> <p>PSED Relationships: Show sensitivity to their own and others' needs.</p>
<p>Expressive Arts and Design Art & DT</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>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;</p> <p>PD Fine Motor skills:</p>

		<p>Use a range of small tools, including scissors, paintbrushes and cutlery. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p>
<p>Expressive Arts and Design Music</p>	<p>Learn rhymes, songs & poems (CL) Listen carefully to rhymes and songs, paying attention to how they sound. (CL) Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>	<p>Being Imaginative and Expressive: 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.</p>
<p>Computing</p>	<p>Show resilience and perseverance in the face of challenge. (PSED) Know and talk about the different factors that support their overall health and wellbeing: sensible amounts of ‘screen time’ (PSED)</p> <p>Explore how things work (UW)</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. (PD)</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. (EAD)</p>	<p>PSED Managing self: Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>EAD 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;</p>