

EYFS-Reception

Long Term Overview



Holding God's Hand, we nurture hearts, minds and spirits.

Early Years Scheme of Work Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Focus for Reception <i>These general themes may be adapted at various points to allow for children's interests and fascinations to flow through the provision</i>	Where in the World? Welcome to school/New planet/ New Beginnings Making friends Learning routines Settling in Getting to know our classroom Talking about what I like/dislike My family My friends Kind hands, Kind feet, Kind words Moon landing/Astronaut Pumpkins Making soup	When I Grow Up Co-operative, imaginative play and language development Community Emergency Services Non-fiction openers for shared literacy My pet/What I would like as a pet Unusual egg-dinosaur egg found How would you care for a lion? Label animals	Once Upon a time Looking back (history) Kings and Queens Large construction Loose parts Team work Designing flags/shields Dragons Small world kingdoms Dungeons Non-fiction openers for shared literacy Ice castles	All things new Farm shop-what can we buy? Vegetables Food tasting Making bread New life Life cycles – butterfly/frog Baby animals The great outdoors-looking at flowers/plants Planting seeds Looking at weather changes	Over the Seas Looking at oceans/seas Role play –pirate ship Water play-science investigations-what objects float/sink? Creatures of the oceans Beach themes What's in your suitcase?	Off on our Adventures Land our pirate ship in Kenya, Africa Looking at countries from around the world African paintings/colours Music and dance from around the World Flags Postcards Aeroplane trips Ice-cream
EYFS Theme Days/Events	Settling in Harvest	Autumn Advent	Weather Artic animals	Lent Easter	Bog Baby Day Father's Day	Transition into Year 1

	Spooky week	Christmas	Valentine's Day Mother's Day			
Key Events in the Year of the Church Key National/Local Events	Black History Month Month of the Rosary World Mental Health Day All Saints Day All Souls Day UK Parliament Week Bonfire Night Remembrance Day World Kindness Day No Pen Day Immaculate Conception Christmas Jumper Day		New Year Resolutions Epiphany Chinese New Year Safer Internet Day Lent Ash Wednesday (start of Lent) Lent Fast Day Mother's Day Good Friday Easter Sunday Ascension of the Lord		Pentecost Father's Day The King's birthday St Peter and St Paul RSE Day Pride month Eid-Al-Adha	
Educational Visits	Community walk		Visit to a shop		Trip to the beach	
Half Term Value	Service and Charity	Resilience	Empathy	Teamwork	Respect	Thankfulness
Half Termly Value/Visitor						
Class Hero Theme	Sports Person Joe Wicks	Saint St Nicholas	Female World Leader (Past or Present) Mrs Grogan	Musician Floella Benjamin	Local Person Fr.Steven	Campaigner for Change Mini Vinnies
Stories and Rhymes to enhance learning and stories to enjoy!	<i>The Smed and the Smoos</i> <i>Here We Are</i> <i>Aliens Love Underpants</i> <i>The Sea of Tranquillity</i> <i>Q Pootle 5</i>	<i>Non-fiction books about animals</i> <i>The Great Pet Sale</i> <i>We're Going on a Bear Hunt</i> <i>Six Dinner Sid</i> <i>Wonkey Donkey</i>	<i>Zog</i> <i>Paddington meets the Queen</i> <i>Rapunzel</i> <i>Rumpelstiltskin</i> <i>The Grand Old Duke of York</i>	<i>What the Ladybird Heard</i> <i>Old MacDonald had a farm</i> <i>Farmer Duck</i> <i>Mr Gumpy's Car</i> <i>Duck in a Truck</i> <i>Jasper's Beanstalk</i>	<i>The Pirates Next door</i> <i>Tiddler</i> <i>Commotion in the Ocean</i> <i>Bog Baby</i> <i>Can you catch a Mermaid?</i>	<i>Handa's Surprise</i> <i>Lion Hunt</i> <i>Ananski</i> <i>Granny went to Market</i>

	<i>Paper Dolls</i> <i>The Gruffalo</i> <i>A Squash and a Squeeze</i> <i>New School Day</i> <i>Winnie the Witch</i> <i>Room on the Broom</i> <i>Pumpkin Soup</i> <i>Traditional Tale:</i> <i>The Three Little Pigs</i>	<i>Owl Babies</i> <i>Winnie the Witch</i> <i>Room on the Broom</i> <i>Pumpkin Soup</i> <i>The Nativity Story</i> <i>Traditional Tale:</i> <i>Goldilocks and the Three Bears</i>	<i>Bedknobs and Broomsticks scene</i> <i>Traditional Tale:</i> <i>Jack and the Beanstalk</i>	<i>The Tiny Seed</i> <i>The King of Tiny Things</i> <i>Superworm</i> <i>The Easter Story</i> <i>Traditional Tale:</i> <i>Three Billy Goats Gruff</i>	<i>Sea shanties</i> <i>Traditional Tale:</i> <i>Little Red Riding Hood</i>	<i>Traditional Tale:</i> <i>The Gingerbread Man</i>
WOW Experience	Making friends-party Autumn Trail Harvest Time Birthdays	Nurse / Vet/ Firefighter visit A walk in the local community Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day Write to the King	Planting seeds Easter Nature Scavenger Hunt Mother's Day Queen's Birthday Easter Egg Hunt	Map work - Find the Treasure Start of Ramadan Eid Green Screen- Under the Sea	Food tasting – different cultures Father's Day Heathy Eating Week Ice – Cream picnic School trip Sport's Day

Early Years Foundation Stage Profile

Characteristics of Effective Learning	<p style="text-align: center;">We want our children to:</p> <ul style="list-style-type: none"> • <i>Play and Explore the world around them</i> <ul style="list-style-type: none"> • <i>Try new things</i> • <i>Develop an 'I can' attitude towards learning</i> <p style="text-align: center;">We aim to support our children to be:</p> <ul style="list-style-type: none"> • <i>Life-long learners</i> • <i>Active learners who keep on trying</i> • <i>Proud of themselves and their achievements</i> <p style="text-align: center;">Our enabling environment will allow children to:</p> <ul style="list-style-type: none"> • <i>Create and think critically</i> • <i>Have their own ideas and enhance their own learning</i> • <i>Make links to new knowledge and skills in their everyday play</i> 					
Communication and Language <i>Listening, Attention and Understanding</i>	<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>					
Communication and Language-Half Termly Areas Communication and Language is developed throughout the year through high quality	Welcome to EYFS! <i>Tell me about yourself</i> <i>Talk to your friends</i> <i>Listen to others</i> <i>Enjoy a story</i>	Tell me a story! <i>Sequence familiar stories</i> <i>Use story language</i> <i>Enjoy new stories</i>	Tell me why! <i>Ask questions</i> <i>Describe events</i> <i>Discuss thoughts and opinions</i> <i>Listen to other's ideas</i>	Tell me what happened! <i>Create own stories, events and characters</i> <i>Use language to recreate roles and experiences</i>	Talk it through! <i>Understand why listening to others is important</i> <i>Follow instructions</i> <i>Give instructions to others</i>	Time to share! <i>Read to friends</i> <i>Share ideas</i> <i>Talk to an audience</i> <i>Sing to others</i> <i>Share songs from other cultures/family favourites</i>

interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and targeted booster groups.	<i>Sing a rhyme Listen for sounds Look for letters Begin to recognise letters</i>	<i>Learn and use new vocabulary Use rhyming words in tasks Listen to others Listen for sounds in words</i>	<i>Retell a story in correct sequence Learn new songs Talk about favourite stories and explain why you liked it</i>	<i>Explain your story/play Talk about what you have read in detail</i>	<i>Discuss thoughts and processes to others Take on the opinion of others</i>	<i>Discuss new knowledge in detail</i>
Personal, Social and Emotional Development <i>Self-Regulation Managing Self Building Relationships</i>	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.					
“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they	<i>Settling in Following new rules and routines Making new friends Becoming independent learners It's good to be me! Looking After our Planet</i>	<i>Dealing with emotions Falling out with friends Being respectful of others Learning ways to express ourselves Being kind to others Understand that we all have different needs</i>	<i>Learning about differences and similarities Acts of kindness Think about our feelings and those of others How can we help others in our family/class/school/ community?</i>	<i>Relationships What makes a good friend? Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and look after resources</i>	<i>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss with friends, our wants and needs and respect the wants</i>	<i>Look how far we have come Sports day-winning and losing Proud of ourselves and others Transition Ready for change Excellent behaviour demonstrated</i>

have done.” Education Endowment Foundation.		<i>Looking after pets</i>			<i>and needs of others</i>	
Physical Development Gross Motor Skills Fine Motor Skills	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 coordination, 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.					
Children cannot be expected to hold a pen correctly for writing if their muscles have not developed correctly. Opportunities for large and small scale play is vital in developing such muscles	<i>Parachute</i> <i>Balancing</i> <i>Large space play</i> <i>Moving to music</i> <i>Using large equipment</i> <i>Threading</i> <i>Dough play</i> <i>Cutting</i> <i>Small equipment play</i> <i>Model pencil grip –use felt pens/white board pens to write</i> <i>Writes familiar letters and shapes/marks</i>	<i>Balls –throw, roll, catch</i> <i>Balance bikes</i> <i>Climbing equipment</i> <i>Yoga</i> <i>Exercise</i> <i>Model tripod grip</i> <i>Scissor control</i> <i>Dough equipment</i> <i>Dough disco</i> <i>Pencil control</i> <i>Writes recognisable letters</i>	<i>Begins to control balls/equipment for own use and purpose</i> <i>Can balance independently</i> <i>Begins to write letters with correct formation using correct pressure on paper</i> <i>Uses scissors with increasing control</i>	<i>Plays and passes large equipment with control and in safety</i> <i>Can climb higher equipment</i> <i>Holds pencils effectively for writing</i> <i>Uses small equipment in play</i> <i>Can draw/cut specific shapes</i>	<i>Obstacle activities</i> <i>Physical games</i> <i>Build up speed and agility</i> <i>Develop specific skills to a mastery level</i> <i>Writes effectively using a range of pens/pencils/felt pens</i> <i>Sizing of writing is appropriate for audience</i>	<i>Large equipment is used safely</i> <i>Sports are played using a variety of equipment</i> <i>Specific skills are secured</i> <i>Can write on a line</i> <i>Letter sizes differ for capital letters and for emphasis</i> <i>Letters are formed correctly</i> <i>Shapes with various edges are cut out accurately</i>
Literacy Comprehension	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the					

Word Reading Writing	speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Comprehension “Reading should not be presented to children as a duty. It should be offered as a gift.” Kate DiCamillo *Reading area *Class library *CP enhancements *Bug Club *Reading Bingo *Home reading book	<i>Story time</i> <i>Joining in with rhymes</i> <i>What’s your favourite story?</i> <i>Class author- Julia Donaldson</i> <i>Singing songs</i> <i>Understanding that print has meaning</i> <i>Telling a story</i> <i>Using story language</i> <i>Talking about story characters</i> <i>What do you think will happen next?</i>	<i>Learn new vocabulary and use in play</i> <i>Retell stories</i> <i>Use story language in imaginative play</i> <i>Non-fiction focus-what information can you tell me about...?</i> <i>Enjoy an increasing range of stories and rhymes</i>	<i>Create own stories</i> <i>Act out new characters –who are you?</i> <i>Use new vocabulary in play</i> <i>Use non-fiction openers to talk about something</i> <i>Understand how a story is structured</i> <i>Predict the ending</i> <i>What would happen if...?</i> <i>Draw pictures of characters</i>	<i>Re-read stories to develop fluency in reading</i> <i>Revisit favourite stories to develop a love of story telling</i> <i>Create your own stories</i> <i>Use Imovie to tell own stories using props and imaginative play</i>	<i>Talk about a story in detail, answering questions about a specific event or character</i> <i>Talk about your home</i> <i>reading/library book with others</i> <i>Hot seat</i> <i>Describe events/characters</i> <i>Understand the internet can be used for information gathering</i>	<i>Use a wide range of books for enjoyment, to read, to learn from, to discuss, to listen to, vote for, take home</i>
Word Reading ‘To decode unknown words and recognise familiar printed words. Can understand the meaning of the words and the grammatical structure of spoken language and uses this knowledge to understand printed text’ Rose Report	<i>Recognise own name</i> <i>Letter and sound correspondence – Supersonic Phonic Friends phonic program</i> <i>Some familiar words-mum, dad, the</i> <i>Understand that print has meaning and is read from left to right</i> <i>Uses pictures to tell the story</i> <i>Begins to understand story structure</i> <i>Can predict words using pictures</i> <i>Oral blends and segments</i> <i>Repetitive text in book</i>		<i>Developing fluency in simple cvc word reading and recognition</i> <i>Uses new phase three digraphs and trigraphs in reading</i> <i>Recognises taught tricky words in text</i> <i>Can read taught hfw from sight</i> <i>Is able to read simple captions and sentences independently</i> <i>Reads with developing fluency</i> <i>Understands story structure and can predict ending</i>		<i>Can apply phonic knowledge to decode consonant blends (phase 4) and digraphs and trigraphs taught (phase 3)</i> <i>Is fluent when reading simple cvc words in sentences (phase 2)</i> <i>Can predict what might happen next using what has been read so far</i> <i>Can discuss in detail, what has been read</i> <i>Can find information from non-fiction texts using contents page or the internet</i>	

	<i>Recognises word page to page</i> <i>Uses initial letter to predict word</i> <i>Begins to blend to read simple cvc words</i>	<i>Can discuss about what has been read in detail using some story language form the text</i>	
Writing “You can make anything by writing” C.S. Lewis	<i>Using a dominant hand</i> <i>Appropriate grip on pen (model tripod grip)</i> <i>Mark making-giving meaning to marks</i> <i>Labels</i> <i>Letters/invites/stories/lists/notes</i> <i>Writing initial sounds and simple captions.</i> <i>Use familiar letters to communicate meaning</i> <i>Write own name using a name card</i> <i>Write letters following phonic scheme</i> <i>Use writing in focused tasks</i> <i>Write simple cvc word</i> <i>Write short captions using hfw/tricky words eg: the cat</i> <i>Begin to use non-fiction openers in shared/guided writing</i> <i>Write about pictures</i> <i>Type using lpads</i>	<i>Applies phonic phase 2 knowledge to write simple captions</i> <i>Begins to use simple punctuation in focused tasks</i> <i>Writes about pictures in greater detail</i> <i>Writes instructions using imperative verb</i> <i>Begins to apply phase 3 digraphs and trigraphs independently and in child-initiated activities</i>	<i>To be able to:</i> <i>Write a sentence using a capital letter and full stop</i> <i>Write own full name</i> <i>Write labels, captions</i> <i>-independently in child initiated activities as well as focused tasks</i>
Mathematics Number Numerical Patterns	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive		

	attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<p>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</p> <p>Shakuntala Devi</p>	<p>White Rose Maths <i>Just like me!</i></p> <p>Number rhymes Counting 1:1 Sequencing numbers Using mathematics resources in play-counters, sorting objects, games, dice, money 2D shapes Interactive whiteboard games</p>	<p>White Rose Maths <i>It's me 1, 2, 3! Light and Dark</i></p> <p>Counting 1:1 Sequencing numbers Subitising amounts Sorting and comparing amounts Linguistic concepts of weight and capacity in play Time, patterns, money and positions in everyday language and play 2D & 3D shapes</p>	<p>White Rose Maths <i>Alive in 5! Growing 6, 7, 8</i></p> <p>Counting 1:1 Sequencing numbers Subitising amounts Seeing numbers on a larger scale-hundred square Recording number in a variety of ways Using mathematical language to add/subtract Prediction of 3D shapes Linguistic concepts to measure-height, length</p>	<p>White Rose Maths <i>Building 9 and 10</i></p> <p>Counting 1:1 Sequencing numbers Subitising amounts Applying new concepts in games Using mathematical language in every day play-linguistic concepts, calculations, counting Time, patterns, money and positions</p>	<p>White Rose Maths <i>To 20 and beyond First, then and now</i></p> <p>Sequencing numbers Subitising amounts Using numbers to record Playing games Applying new skills to problem solve Estimate Time-by the hour Linguistic concepts to measure – capacity</p>	<p>White Rose Maths <i>Find my pattern On the move</i></p> <p>Sequencing numbers Subitising amounts Use skills to explore number and numerical patterns</p>
<p>Understanding the World</p> <p>Past and Present People, Culture and Communities The Natural World</p>	<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><i>'For any child, life remains a sea full of rich experiences just waiting to be explored'</i> Natan Gendelman</p>	<p><i>All families are different Family traditions What do you like to do? Learn about a famous person – Tim Peake NASA-space landing Look at the world around us-use 'Here We are' Oliver Jeffers Autumn display</i></p>	<p><i>What do we mean by community? 'It's me that builds community' song Occupations-when I grow up... Christmas Learn about different animals-what pets do we have as a class? Understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Create a weather station</i></p>	<p><i>Long ago-talk about the differences Use video clips-Bedknobs and Broomsticks – castle scene Changing of the guard Look at our monarchy-The Queen, Buckingham Palace Arctic animals Winter display</i></p>	<p><i>Learn about new life Baby animals What we use animals for? Vegetable and growing Planting seeds and caring for flowers Build a 'bug hotel' Draw pictures of the natural world-bugs Spring display</i></p>	<p><i>Ocean animals Look at different islands Where have we travelled to? Modes of transportation Use 'Beebots' to navigate a map</i></p>	<p><i>Learn about an African artist Listen to African music Share non-fiction texts that offer an insight into contrasting environments Summer display</i></p>
<p>Expressive Arts and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p>	<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>					

<p>'Creativity is as important as literacy' Sir Ken Robinson</p>	<p>Join in with songs Mix colours when painting Role play Puppets and story-telling resources Build models using construction equipment Self-portraits Junk modelling Painting Attaching using glue, sellotape Tapping out of simple rhythms Circle games Use different textures and materials to create</p>	<p>Listen to music and make their own dances in response Create own music with instruments Follow a beat Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Celebrations Role Play of The Nativity</p> <p>Art skills: Create Christmas decorations attaching using glue</p>	<p>Castle models Design and create using different media Develop modelling by adding detailed features Use story language in role play Create small worlds using a variety of resources Chinese music and composition Ice pictures</p> <p>Art skills: lighter/darker colour mixing</p>	<p>Natural pictures Real life pictures- daffodils –look at colours and details Life cycles-Eric Carle artist Paint/collage Outdoor art – large scale</p> <p>Art skills: curling paper-octopus tentacles</p>	<p>Sand art Water painting Bubbles Making own props for role play-telescopes, patches Green screen IMovies Make own instruments Create own dances Put on a show Use new materials in play: Create shiny mermaid tails Mermaid bracelets Shell pictures</p>	<p>Green screen IMovies Puppet shows Use a variety of media in child initiated activities applying new skills to draw, paint, cut out, attach, design and create Build detailed models using large and small construction materials inside and out</p>
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