

EYFS- Reception

Long Term Curriculum Overview

EYFS Reception	Autumn	Spring	Summer
<i>Personal, Social and Emotional Development</i>	To begin to form positive attachments to adults and develop friendships with their peers. Become familiar within a new environment such a classrooms, outdoor space, canteen and hall. Begin to talk about what it feels like to be happy, sad, angry, scared and to feel loved. Express their feelings and consider the feelings of others. Manage their own needs. Begin to understand the rules and take part in routines of the day, sometimes with support. To become more confident in solving conflicts and regulating feelings and emotions through co-regulation. Weekly yoga sessions Teach the feelings song.	Think about the perspectives of others. See themselves as a valuable individual and speak about themselves positively. Children to talk about their strengths and the things they would like to get better at. Identify and moderate their own feelings socially and emotionally. To be able to follow the rules and routines of the day with little reminders or support. To play co-operatively in a small group and begin to resolve any conflicts with others. To feel confident in approaching and speaking to familiar adults. To show increasing resilience when faced with challenges in their play. Begin to develop own strategies to regulate their feelings and emotions.	To demonstrate a good understanding of their feelings and the feelings of others and be able to self-regulate their behaviour. To be able to wait for what they want. To be able to control their immediate impulses. To give focused attention to others and respond in conversations. To be able to follow instructions involving several ideas or actions. Work and play co-operatively with others, taking turns when playing. Show sensitivity to their own and other's needs. Show independence and resilience when engaging in new activities. To be able to explain the reason for rules and have a good understanding of

	Explore the book The Colour Monster. To identify feelings such as happy, sad, angry, scared and loved. Play turn taking games.		right and wrong. Be able to behave appropriately. To be able to manage their own basic hygiene and personal needs. Demonstrate the understanding of when to self-regulate and have the skills to know how.
Communication and Language	Articulate their ideas and thoughts in well-formed sentences. Start a conversation with an adult or a friend and continue it for many turns. To begin to be able to take part in small group discussions using new vocabulary. To be able to sit, listen and respond appropriately for a period of time appropriate for their age. To become more confident in using tenses in the correct context. Children to know and begin to use the Makaton signs with adult support: yes, no, toilet, hello, home, coat, food, drink, please, thank you, sitting, good morning, good afternoon and well done. Word Aware concepts according to the document.	To be able to sit, listen and respond appropriately for a period of time appropriate for their age. To be able to talk about the features of a non-fiction book and extend and develop vocabulary based on what they have read. To be able to take part in small group discussions using new vocabulary. To retell familiar stories using their own words or phrases from the book. (See Pie Corbett Literacy) Children to know and begin to use the Makaton signs for with adult support: toast, milk, to wash and stand up. Word Aware concepts according to the document.	To be able to talk about fiction and non-fiction books using new knowledge and vocabulary. Offer explanations for why things might happen, making use of newly learned vocabulary when appropriate. Express themselves using full sentences, including use of past, present and future tenses. To be able to use conjunctions, with some modelling and support from the teacher. To listen attentively in a range of situations and respond with appropriate and relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify understanding. Children to know and begin to use the Makaton signs for with adult support:

			who, what, where and know the initial sound in their name. Word Aware concepts according to the document.
Physical Development	Walk up the stairs with alternative feet and with growing confidence. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use a comfortable (pincer grip) with good control when holding pens and pencils. Have the confidence to attempt to travel across the monkey bars to support the development of their core and upper body strength. Begin to form letters correctly. Sit with a good posture on the carpet and on a chair. Begin to understand ways on how to be calm e.g. breathing, meditation and peer massage. Take part in weekly yoga sessions and explore moving their body to create yoga poses. PE lessons exploring indoor games- fundamentals and gymnastics.	Continue to develop fine motor skills during continuous provision. Use a range a tools in their play with increasing control e.g., paintbrushes, wooden spoons, tweezer and child friendly knife when preparing food. 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. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing etc. Take part in weekly PE sessions and develop skills in throwing and catching balls and negotiating obstacles when holding a ball. Children to continue to take part in pegs to paper to support fine motor development.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools with good control including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. To be able to form most letters of the alphabet correctly. 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.

	Children to take part in pegs to paper to support fine motor development. Take part in daily dough disco sessions to help strengthen their muscles for writing. Teach the children how to form lines, circles, swirls etc according to letter join.		PE lessons exploring outdoor games-fundamentals.
Literacy-Reading	Autumn 1 - Vehicle Text- Supertato- Sue Hendre Narrative- A Superhero Story Character Description of the Evil Pea / Supertato Autumn 2 - Vehicle Text- The Owl Who Was Afraid of the Dark- Jill Tomlinson Narrative- An Overcoming a Fear Story Poetry- Senses poems or shape poems about the night. Reading individual letters by saying the sound for them. Read simple phrases and sentences made up of words with known letter – sound correspondences and a few exception words.	Spring 1 - Vehicle Text- The Way Back Home- Oliver Jeffers Narrative- Adventure Story Information: Compare contrasting countries Spring 2 - Vehicle Text- What the Ladybird Heard- Julia Donaldson Narrative- Friendship and Teamwork Story Instructions- How to trap Lanky Len and Hefy Hugh. Children to know the letter name. To recognise and read diagraphs within phase 3 –Spring 1: qu, ch, sh, th,ng. Spring 2: ai,ee, igh, oa, oo, Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Re-read what they have written to check that it makes sense.	Summer 1 - Vehicle Text- Dear Dinosaur- Chae Strathie and Nicolq O’Byrne Narrative: A Friendship Story Letter Writing: A Letter to a Dinosaur Summer 2 - Vehicle Text- The Pirates Next Door- Jonny Duddle Narrative: A Friendship and Adventure Story Instructions - How to Find Buried Treasure To recognise and read diagraphs within phase 3 ar, or, ur, ow,oi, ear, ure, er. To be able read some phase 4 common exception words. Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending.

Literacy - Writing	To be able to break down a sentence into words and keep it in their head. Use some of their print and letter knowledge in their early writing e.g. writing a shopping list that starts at the stop of the page and write 'M' for mummy. Children to be able to write their name and some letter accurately. Hear, say and write the sounds in words based on their phonic knowledge. Write phase 2 common exception words and read them back.	Begin to use capital letters and full stops with adult support. Begin to write simple captions and sentences that they can read back. Write phase 3 common exception words and read them back. Children to begin to write independently during child-initiated play.	Sit with the correct posture at a table for some time. Write for different purposes. Use 3 finger, tripod grip to hold writing tools. Write phase 4 common exception words and read them back. Form most letters correctly. Write simple sentences that can be read by others. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Maths	Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 1-5 (See Maths Hub Planning) Recall the name and properties of some 2D shapes. Subitising up to 5 objects. Begin to learn number bonds to 5. To be able to sort objects according to given criteria and begin to set their own criteria for sorting objects.	Exploring mathematical themes such as composition, addition, subtraction, ordinality etc. of numbers 5-10 (See Maths Hub Planning) Recall the name and properties of 3D shapes. Use prior knowledge learn number bonds to 10. Begin to explore doubling and halving in practical situations using numerals to 10.	Begin to develop an understanding of numbers to 20, such as composition of numbers, patterns within 20 etc. (See Maths Hub Planning) 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 and beyond, including evens and odds, double facts and how quantities can be distributed equally.

	To recognise patterns in the environment. To begin to use mathematical language to compare objects e.g. Taller/shorter. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Explore comparing weight, length and capacity in a range of practical situations.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create simple AB and ABB patterns.	Continue, copy and create more complex patterns ABBC patterns.
Understanding the World Investigation & Exploration	Understand ideas connected to light and dark – e.g. reflection, nocturnal animals etc Investigate light and dark and experiment with shadows, explaining findings and talking about changes. Explore the natural world around them through quality and nonfiction texts, exploring different animal habitat. To know that information can be found on the internet as well as nonfiction books.	Recognise some environments that are different that they live through quality texts, nonfiction books and looking at a world map. Explore changing states of matter such as exploring non-reversible changes in ingredients when mixing together and cooking as well as reversible changes such as freezing and melting water/ice. Understand the key features of the life cycle of a plant – seed, shoot, flower, Name the parts of the plant – root, stem, leaves, and flower.	Children to make observations and drawings of plants and animals in world around. Talk about the cycle of the seasons using prior knowledge when exploring summer.
People, culture and communities	Talk about members of their family and community. Talk about different cultures and describe and begin to understand that some places are special to members of their community.	Observe and talk about the features of our school and local environment. Children to be able to identify familiar landmarks with our school grounds.	Recognise and similarities and differences of life in this country and others through stories and festivals relating children's own cultures within our diverse class. Children to draw a simple map of EYFS outdoor area.

Time	Recognise that people have different beliefs and celebrate special times in different ways.		
	Use language associated with time – today, tomorrow, yesterday, week, month, year .	Understand and speak about events in past, present, future. Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read in class.	Order a sequence of up to 5 events Talk about the lives of people around them and their roles in society.
Expressive Arts and Design	Draw with increasing complexity and detail, such as representing a face with a circle and including details (self-portraits) Explore different mediums of mark making e.g. chinks, paints, squeeze bottles. Exploring different joining techniques such tape, string, PVA glue and pritt sticks in open ended activities. Explore the properties and textures of natural materials to create 3D collages. Listen attentively, move to and talk about music, expressing their feelings and responses. Begin to develop storylines in their pretend play. Make use of props and materials when role playing characters in narratives and stories.	Children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent. Make marks with increasing control. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. Begin to create simple compositions. 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.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Invent, adapt and recount narratives and stories with peers and their teacher. Remain engaged for an extended time during role play whilst co-operating with others. Create a detailed representation of something they can see e.g., observational drawing. Explore and engage in music making and dance, performing solo or in groups. Knowing a wide repertoire of nursery rhymes and feel confident in a group or solo. Safely use and explore a variety of materials, tools and techniques,

	Explore the work of some artists linking to their skills development. Explore different instruments to express their feelings and ideas. Join in with songs. Tap rhythms to accompany words, such as tapping the syllables of name, objects, animals and the lyrics of a song.		Sing in a group or on their own, increasingly matching the pitch and following the melody. Begin to keep a steady beat.		experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	
Music	Joins in with familiar songs, finding their singing voices. Engage in movements to the steady beat. Experiences, moves and sings loudly and quietly.	Staff will continue to sing the songs that Mrs Naylor taught them in class time.	Tap the steady beat using instruments. Claps/ taps simple repeated patterns of rhythms within known songs and chants. Responds to and initiates movement to music. Experiences, moves and sings fast and slow.	Staff will continue to sing the songs that Mrs Naylor taught them in class time.	Engages with kinaesthetic movements to high and low. Explore how sounds can be changed with percussion.	Staff will continue to sing the songs that Mrs Naylor taught them in class time.