

# St John's Catholic Primary School

## EYFS Long Term Overview – Reception

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Themes/Interests/Lines of Enquiry</b>	All about me Family This is my name Autumn- non-fiction seasons and fiction, Winnie's pumpkin Harvest- sharing songs Halloween- Winnie the Witch stories	Autumn/Winter Remembrance Day Percy the Park Keeper Bonfire Night Fire safety Diwali Christmas/Christmas around the world Nativity story	Winter Arctic- links to non-fiction Whatever next/Peace at last Chinese New Year People who help us- Local visits e.g. police officers, fire fighters	Pancake Day Easter Growing up – generations- Once there where giants, Titch Planting/Gardening/Spring- non-fiction seasons Oliver's Garden, Jaspers Beanstalk Recycling and the environment	Life cycles – Frog/butterfly/plant Traditional Tales Local Area- Liverpool, history and local landmarks Mini Beasts Farm animals- farm trip	Summer holidays (past and present) Where shall we go? Postcards Hot places Mermaids and Pirates Under the sea- what can we find
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times. Families- talking about experiences that are familiar to them. Following instructions Showing interest in others.  Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times. Retell stories Begin to take part in discussion.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell story with story language. Remember key points from a story.	Describe events in some detail Use talk to help work out problems and organise thinking and activities Explain how things work and why they might happen. Explore vocabulary and articulate ideas and thoughts into well-formed sentences.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in detail.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. same as poems, rhymes and songs. Use new vocabulary in different contexts. Talk about past and present events.
<b>Personal, Social and Emotional Development</b>	All about me- what makes me special? Who can help me? Looking after ourselves, keeping healthy, oral health. Know that some actions and words can hurt others feelings. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Keeping myself safe, indoors, outdoors, online. Identifying and listening to my feelings. Looking after myself and my family, how to care for our home and classroom- links to healthy eating. Caring for our world. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Confidence and resilience- yes I can. Think about the perspectives of others. Manage their own needs.  Transition to year – what does this mean? How do I feel?	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing-oral health, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	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, sport, and swimming. 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 spoon. Fine motor activities include- threading, cutting, weaving, playdough, manipulating objects, buttons, zips, pegs. Develop self help skills e.g. putting on coats, shoes, gloves, using a knife and fork, managing the toilet independently. Develop pencil control and grip, moving from whole hand grasp to tripod. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
<b>Literacy</b>	Read individual letters by saying the sounds for them. Name recognition Pre writing skills- directionality, pencil grip/control, posture Begin formation of sounds through daily Read Write Inc sessions	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Different forms of text- non fiction, lists, stories.	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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
<b>Phonics</b>	Each week the children will participate in a guided reading session, 1:1 reading with Teacher/TA, Library visits- book to take home and share (library reward card), Read and rhyme activities to take home.					
	<b>RWI Set 1</b>	<b>RWI Set 1</b>	<b>RWI Set 1</b>	<b>RWI Set 1/2</b>	<b>RWI Set 1/2</b>	<b>RWI Set 1/2</b>

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<b>Mathematics</b>	Matching, Sorting & Comparing Making comparisons Number of the week 0-3 Repeated Patterns- odd one out Positional Language, spatial thinking Loose parts, sorting, finger gym Shape 2D circles and triangles, 3D cylinders and pyramids	Number of the week 4-5 Numbers to 5 Ordering by size 1 more/ 1 less Shapes with 4 sides Combining shapes Early doubling Light and dark Time- language associated with time.	Number patterns to 20 Introducing 0 All about number 5- comparing numbers to 5 Composition of 4 and 5 Numbers 6-8 Compare capacity Length/height/weight Making pairs Time-consolidation Time- measuring time	Numbers 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Number Patterns to 20 Patterns- consolidation	Consolidating key skills- subitising, counting, composition, sorting and matching, comparing and ordering Building numbers beyond 10 Counting patterns Spatial reasoning Adding more Taking away	Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, Sharing and grouping Odd and even Spatial reasoning Patterns and relationships Consolidation of concepts taught throughout the year
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	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 Explore and engage in music making and dance, performing solo or in groups.						
<b>Possible Focus Books throughout the year</b>	Seasons- non-fiction books all year) We're going on a Bear Hunt Winnie's magic pumpkin Room on the Broom Stick Man Percy the park keeper- One snowy night. Ridiculous Jingle bells Thread Bear Five minutes peace- large family book series linked to different types of family, growing families and family life Pumpkin Soup Snowball The Snowman Gruffalo Gruffalos Child Penguin The Night Before Christmas Owl Babies Rosie's Walk		People who help us –non-fiction books- going to the dentist, doctor etc People who help us- fiction- hospital dog, Our NHS Heroes Chinese New Year (Non- fiction books from other cultures) Handa's Surprise Handa's Hen A is for Africa The princess and the wizard Where the Wild Things Are Whatever Next Peace at last- Winter, dark nights Elmer Supertato Tiger who came to tea The Runaway Pea SuperWorm Super Daisy Elliot Midnight Adventure Bedtime for Batman What the ladybird heard Can't you sleep little bear Ten little aliens Zog		Traditional Tales including Jack and the Beanstalk The three little pigs Goldilocks and the three bears Rumpelstiltskin Little Red Riding Hood 3 Billy Goat's Gruff The Gingerbread Man The Enormous Turnip The Elves and the Shoemaker Puss in Boots Sleeping Beauty Cinderella The Princess and the Pea Snow White Hansel and Gretel Ten Little pirates Pirate Pete Blackbeard A home for a pirate Pirates love underpants Life cycle of the caterpillar The very hungry caterpillar Life cycle of the frog	
Books and activities may alter throughout the year based on the children's interests.						