

**Shine as Lights in the World**

EYFS- Reception Overview

Our vision for EYFS children here at St Mary’s CE School is for them to be happy and engaged. We know that children learn best when they are happy and highly involved in their learning, and this underpins all that we do. We aim to enable children to develop and grow and to be confident, independent, curious, resilient, creative, and empathetic individuals. We encourage children to assess and take risks and promote the development of communication skills through all that they do. Our vision is for children to develop a love of learning through a combination of positive relationships, child-initiated play opportunities, an enabling environment and quality adult-led interactions which seek teachable moments; foster children’s next steps; and are led by the interests of the children. Our aim is to enrich children’s experiences and build their cultural capital, enabling them to ‘shine as lights in the world’.

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| This is an overview of planned learning experiences and development of skills throughout the academic year. These will be adapted and enhanced to reflect the interests and needs of the children as the year progresses. Children’s next steps are supported through both child initiated and adult led activities within an enabling environment, and through high quality interactions with adults. | | | | | | |
|  | **Autumn** | | **Spring** | | **Summer** | |
| **Values**  **Themes**  **Special Events** | **Respect**  **All about me**  **Harvest** | **Resilience**  **Celebrations**  **Diwali, Christmas** | **Integrity**  **Travel, Space**  **Lunar New Year** | **Respect**  **Dinosaurs, Mini Beasts**  **Eid, Easter, Class experience** | **Resilience**  **Let’s Grow**  **People that help us** | **Integrity**  **How have we changed?**  **Sports Day, Class experience** |
| **Prime Areas of Learning** | | | | | | |
| **Personal, Social and Emotional Development: Self-Regulation, Managing Self and Building Relationships** | | | | | | |
| 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  Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy.  Thrive as they develop self-assurance.  Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.  Play with increasing confidence on their own and with other children because they know their key person is nearby and available.  Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.  Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.  Are talking about their feelings in more elaborate ways.  Engage with others through gestures, gaze and talk.  Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.  Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.  Develop friendships with other children. | Getting to know the individuals in their class and forming positive relationships.  Building confidence to share and express themselves, and to say when they do or don’t need help.  Exploring our families and what makes us unique and special.  Introduce our ‘Special Person’ circle times to reflect on what is special about individual children and to support them to develop a positive sense of themselves.  Understanding the routines and boundaries and why they are important and working together to develop class rules.  Begin to recognise and express how we are feeling.  Begin to understand the ‘Values’ and the ‘values ladder’ system as celebrating those behaviours.  Begin to build resilience when we are challenged. | | Continue to explore our ‘Values’ using circle time sessions and social stories.  Children to use their ‘Mood Monsters’ independently to recognise and monitor their feelings.  Explore respect and ways that we can demonstrate respect at school.  Reinforce class rules and expectations and introduce monitor roles to develop a sense of responsibility.  Develop respect for others and the environment.  Model and develop empathy and the ability to reflect on the viewpoint of somebody else.  Build perseverance and willingness to try alternative ways of doing things and to wait for what they want.  Learn how to manage feelings and to behave appropriately in a group.  Continue with ‘Special Person’ to continue to promote a positive sense of self. | | Demonstrate an understanding of own feelings and a sensitivity to the needs and feelings of others and begin to adjust behaviour appropriately.  Give focused attention to what an adult says, responding appropriately even when engaged in an activity.  Have confidence in their own abilities and show a willingness to try new things.  Manage their own basic hygiene and personal needs independently including dressing, snack/healthy eating and washing hands effectively.  Work and play cooperatively, taking turns and sharing and resolving conflicts peaceably.  Work with a partner, in a small group or collaboratively as part of a team.  Confident to speak in a familiar group, talk about their ideas and select resources needed for their chosen activity. | |
| **Communication and Language: Listening and Attention and Speaking** | | | | | | |
| 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  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 | Develop listening skills and confidence to share with others.  Taking turns to speak and listen in activities such as circle time.  Follow instructions with more than one step.  Listen to and join in with story times, discussing what has happened and predicting what might happen next.  Talk about themselves and their families and the things that they are interested in (share chatterboxes).  Ask questions to find out more information or to check if they are unsure.  Develop new language.  Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems | | To follow directions without adult support.  Listen intently to stories and to respond with relevant comments, questions or actions.  To answer how and why questions about their experiences and in response to stories or events that they have experienced.  Retell a familiar story.  Articulate their ideas and thoughts in well-formed sentences.  Develop new language.  Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems. | | Apply new vocabulary in different contexts.  Give their attention to what others say and respond appropriately, even while engaged in another activity.  Develop new language.  Express themselves effectively, showing an awareness of the listeners’ needs.  Use past, present and future forms accurately when talking about events.  Develop their own narratives and explanations by connecting ideas or events.  Communicate confidently to a familiar group.  Read frequently to children and engage them actively in stories, non-fiction, rhymes and poems. | |
| **Physical Development: Fine and Gross Motor Skills** | | | | | | |
| 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  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 | Develop the skills needed to manage the school day successfully: lining up, mealtimes and personal hygiene.  Revise and refine the fundamental movement skills that they have already acquired: rolling, crawling, walking, jumping, climbing, hopping, skipping, running. | | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  Know and talk about the factors that support their health and wellbeing: regular physical activity, healthy eating, tooth brushing/oral health, hand washing, good sleep routine and being a safe pedestrian.  Progress towards a more fluent way of moving with improving control and coordination. | | Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus both inside and outdoors.  Negotiate space and obstacles safely with consideration of self and others.  Hold a pencil effectively in preparation for fluent writing- using the tripod grip in most cases.  Use a range of small tools. | |
| Develop overall body strength, co-ordination, balance and agility needed to engage successfully with future physical sessions and disciplines, including: dance, gymnastics, sport and swimming.  Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently including: pencils, paintbrushes, scissors and cutlery. | | | | | |

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| **Specific Areas of Learning** | | | | | | |
| **Literacy: Writing** | | | | | | |
| Write recognisable letters, most of which are correctly formed.  Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others | **Aut 1:** Developing gross motor skills.  Mark making in different media (water/paint/sand etc.)  Developing fine motor skills through a range of activities (bead threading/cutting/sticking etc.)  Correct pencil grip.  **Aut 2:** Introduce writing in phonics.  Work on forming letters.  Write some letters accurately.  Correct pencil grip.  Write own name. | | **Spr 1:** Begin to write CVC words.  Begin to form lower case letters accurately and  to spell words by identifying the sounds and writing them using a phonetic strategy.  **Spr 2:** Write CVC words and short sentences phonetically.  Begin to write simple labels, lists and captions. | | **Sum 1:** Write recognisable letters, most of which are correctly formed.  Write sentences or phrases with some words spelt correctly and some phonetically plausible.  Begin to use a capital letter and full stop.  Begin to write simple narratives and recounts.  **Sum 2:** Write sentences that can be read by themselves and somebody else.  Read a sentence back to check that it makes sense.  Begin to use some story language such as ‘once upon a time’.  Begin to think about what to write ahead of writing. | |
| **Literacy: Comprehension and word reading** | | | | | | |
| 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, non-fiction, rhymes and poems and during role-play  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 | Read individual letters by saying the sound for them.  Read some letter groups that each represent one sound and say sounds for them.  Introduce some high frequency words.  Enjoy books, rhymes, songs and poems with children. | | Blend sounds into words so that they can read short words made up of known letter-sound correspondences.  Begin to read simple phrases and sentences made up of words with known letter-sound correspondences.  Read taught high frequency words.  Enjoy books, rhymes, songs and poems with children. | | Re-read books to build up their confidence in word reading, fluency, understanding and enjoyment.  Re-read what they have read to check it makes sense. Read words consistent with their phonic knowledge by sound blending.  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  Begin to read some frequently used irregular words.  Demonstrate understanding when talking with others about what they have read. | |
| **Mathematics: Number and Numerical Patterns** | | | | | | |
| Have a deep understanding of number to 10, including the composition of each number  Subitise (recognise  quantities without counting) up to 5  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 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, including evens and odds, double facts and how  quantities can be distributed equally | Place Value- Numbers to 5  Addition and Subtraction- Sorting into groups  Number and Place Value- Comparing groups  Addition and Subtraction- Change within 5  Measurement- Time  Vocabulary | | Addition and Subtraction- Numbers to 5  Number and Place Value- Numbers to 10  Addition and Subtraction- Addition to 10 Geometry- Shape and space  Vocabulary | | Geometry- Exploring Patterns Addition and Subtraction- Count on and back  Number and Place Value- Numbers to 20  Multiplication and Division- Numerical patterns  Measurement- Measure  Vocabulary | |
| **Knowledge and Understanding of the World: People and Communities** | | | | | | |
| Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps  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  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 | Make sense of their own life story and their family’s history.  Talk about members of their immediate family and community.  Know that other children don’t always enjoy the same things.  Know about similarities and differences between themselves and others.  Listen to broad selection of stories/non-fiction/rhymes/ | Recognise and explore special times and events for them and others, understanding that people have different beliefs and celebrate special times in different ways.  Listen to broad selection of stories/non-fiction/rhymes/poem  Introduce new vocabulary. | Understand that some places are special to members of their community.  Recognise similarities and differences between life in their community and others.  Listen to broad selection of stories/non-fiction/rhymes/poems.  Introduce new vocabulary. | Explore and show an interest in different occupations- people who help us (police officers/nurses/firefighters).  Listen to broad selection of stories/non-fiction/rhymes/poems.  Introduce new vocabulary. | Recognise some environments and explore how they are different, identifying similarities and differences through photos/books etc.  Listen to broad selection of stories/non-fiction/rhymes/poems.  Introduce new vocabulary. | Recognise and explore how people influence and protect the environment.  Listen to broad selection of stories/non-fiction/rhymes/poems.  Introduce new vocabulary. |
| **Celebration and Values** | Harvest | Christmas |  | Easter | Eid |  |
| **Knowledge and Understanding of the World: 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 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. | Explore how things work.  Understands growth and changes over time.  Recognises their body parts and how to keep themselves healthy. Explore their senses. | Understands and explores similarities and differences between places, objects and materials. | Talk about the different properties between materials and the changes that they notice.  Describe what they hear and feel whilst outside.  Draw information from a simple map. | Understand the key features and life cycle of an animal and understand the need to care for the natural environment and all living things.  Talk about and observe living things and talk about the changes and similarities/ differences.  Begin to understand the need to respect and care for the natural environment and all living things.  Recognise some environments that are different to the one in which they live. | Understand the key features and life cycle of a plant.  Understand the need to care for the natural environment and all living things.  Plant a seed and notice and talk about the changes as it grows. | Know and identify similarities and differences between places and how environments compare to one another. |
| **Knowledge and Understanding of the World: Past and Present** | | | | | | |
| 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 | Comment on images of familiar situations in the past.  Pictures of them when younger/celebrations. | | Talk about the lives of the people around them and their roles in society. | | Compare and contrast characters from stories, including figures from the past.  Comment on images of familiar situations in the past. Understand the past from drawing on their experiences and what has been read in class. | |
| **Knowledge and Understanding of the World: Technology** | | | | | | |
| Children who can select and use technology for a given purpose. | Discuss online safety through stories.  Discuss sensible amounts of screen time. | | Talk about information relevant to them.  Use the internet as a learning tool. | | Use positional language when giving instructions to peers.  Program a bee-bot to move to a given place following commands. | |
| **Expressive Art and Design: Creating with Materials, Being Imaginative** | | | | | | |
| 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  Make use of props and materials when role playing characters in narratives and stories  Invent, adapt and recount narratives and stories with peers and their teacher  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 | Develop storylines in their pretend play.  Sing in a group or on their own, increasingly matching the pitch and following the melody. | | Return 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, performance art,  expressing their feelings and emotions. | |
|  | Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function.  Make use of props when role playing characters in narratives and stories.  Sing a range of well-known nursery rhymes and songs.  Regular opportunities to explore and play with a range of media and materials.  Children exposed to quality and variety in terms of what they see, hear and participate in to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. | | | | | |

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| **Celebration**  **and Values (RE)** | Harvest | Christmas | |  | Easter | | Eid |  |
| **Knowledge and Understanding of the World:**  **The World** | Explore how things work.  Understands growth and changes over time.  Recognises their body parts and how to keep themselves healthy. Explore their senses. | Understands and explores similarities and differences between places, objects and materials. | | Talk about the different properties between materials and the changes that they notice.  Describe what they hear and feel whilst outside.  Draw information from a simple map. | Understand the key features and life cycle of an animal and understand the need to care for the natural environment and all living things.  Talk about and observe living things and talk about the changes and similarities/differences.  Begin to understand the need to respect and care for the natural environment and all living things.  Recognise some environments that are different to the one in which they live. | | Understand the key features and life cycle of a plant.  Understand the need to care for the natural environment and all living things.  Plant a seed and notice and talk about the changes as it grows. | Know and identify similarities and differences between places and how environments compare to one another. |
|  | Ongoing Outdoor Learning-  Explore the natural world around them.  Understanding the effect of the changing seasons on the natural world around them. | | | | | | | |
| **Knowledge and Understanding of the World:**  **Past and Present** | Comment on images of familiar situations in the past.  Pictures of them when younger/celebrations. | | Talk about the lives of the people around them and their roles in society.  Compare and contrast characters from stories, including figures from the past. | | | Comment on images of familiar situations in the past. Understand the past from drawing on their experiences and what has been read in class. | | |
| **Knowledge and Understanding of the World:**  Children who can select and use technology for a given purpose.  **Technology** | Know technology is used in lots of different places.  Mouse control- IWB.  E-Safety. | | Paint program.  Beebots- programming toys.  Select the technology needed for a particular purpose. | | | Use of word.  Saving work.  Introduce dance mat typing. | | |
| **Expressive Art and Design**  Children who enjoy exploring, experimenting and playing with a wide range of media, tools and materials.  Children who are confident to express themselves, their thoughts/ideas/feelings through a variety of media. | Develop storylines in their pretend play.  Sing in a group or on their own, increasingly matching the pitch and following the melody. | | Return 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, performance art,  expressing their feelings and emotions. | | |
|  | Safely use and explore a variety of materials, tools and techniques with colour, texture, design, form and function. | | | | | | | |
|  | Make use of props when role playing characters in narratives and stories. | | | | | | | |
|  | Sing a range of well-known nursery rhymes and songs.  Regular opportunities to explore and play with a range of media and materials.  Children exposed to quality and variety in terms of what they see, hear and participate in to develop their understanding, self-expression, vocabulary and ability to communicate through the arts. | | | | | | | |