

Percy Main Primary School

EYFS Long Term Overview – Reception

1.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	It's Good to Be Me.		What's hiding in the Trees?		Here comes the Sun.	
	Starting school Friendships Feelings / Emotions Halloween Bonfire Night Diwali Harvest Festival Christmas		Forest School Animals Farm Spring Growing Easter		Rockpools Weather Under The Sea Beach Pirates Mermaids Floating and Sinking Materials	
Communication and Language	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in storytimes. Show variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by the activity. Builds up a vocabulary that reflects the breadth of their experiences.	Listen to and talk about stories to build familiarity and understanding. Talks more extensively about things that are of importance to them. Use talk to explain what is happening and say what might happen next. Engage in non-fiction books. Listens and responds to ideas expressed by others in conversation and discussion. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Questions why things happen and gives explanations, who? what? when? how? in real situations and stories. Uses prepositions in the correct context. Uses language to imagine and recreate roles and experiences in play situations. Uses talk to organise sequence and clarify thinking, ideas, feelings and events. Able to follow a story without pictures or props.	Retell the story, once they have a deep understanding of the text, some as repetition and some in their own words. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Hold conversation when engaged in back and forth exchanges with their teachers and peers. Beginning to understand humour eg nonsense rhymes and jokes. Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.	Understands a range of complex sentence structures including negatives, plurals, tense markers. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read and during whole class discussions and small group interactions.
	Use new vocabulary in their play and conversation.		Learn rhymes, poems and songs.		Use learnt vocabulary in different contexts.	
Personal, Social and Emotional Development	Manage their own needs in the new classroom environment by learning to select activities during choosing time, looking after our resources and tidying away when they are finished. Begin to use the different areas of the classroom with a purpose eg. Malleable area, reading area etc. Including self selection at the snack table and using the toilet sensibly. Identify and moderate their own feelings socially and emotionally, seeking help if needed. Build respectful and meaningful relationships with teachers, lunchtime staff and peers.		Express their feelings through talk and consider the feelings of others by showing consideration, compassion either through their actions or words. Show resilience and perseverance in the face of challenge by: continuing to 'have a go', adapting their plans to improve an outcome and understanding that sometimes they can't do it "yet". Work and play cooperatively and take turns with others. Develop an understanding that some friends may choose to do things differently, and to be respectful of their choices.		Understands their own feelings and those of others. Seeks ways to manage conflict eg holding back, negotiation, sharing or compromise. Can explain the reasons for school rules, and talk about being ready, respectful and safe. Adapts behaviour accordingly in different environments around school and in differing situations such as lunchtime, assembly, playtime, PE and during carpet time. Show sensitivity to their own and others needs through their actions and words. Understands that their words or actions can have an impact on others.	
Physical Development	Fine Motor Is able to use a range of small tools i.e. scissors, paintbrushes, cutlery with increasing control. . Shows increasing accuracy and care when drawing.	Fine Motor Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	Gross Motor: Negotiate space and obstacles safely with consideration for themselves and others. Demonstrate strength, balance, and coordination when playing. Fine Motor Handles tools, objects, construction and malleable materials	Gross Motor: Develop a range of ball skills including throwing, catching, kicking, passing and aiming. Develop overall body strength, agility, coordination and balance. Fine Motor Forms a range of taught letters with accuracy and care.	Gross Motor Move energetically such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor	Shows accuracy and care when drawing forming letters and using small tools for purpose.

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	<p>Undertakes daily Dough disco/ Squiggle while you Wiggle sessions.</p> <p>Gross Motor Experiments with moving in different ways, testing out ideas and adapting movements to manage risk.</p> <p>Develop an understanding that regular exercise, drinking water, making healthy food choices, teeth brushing, hand washing, a good sleep routine and less screen time all add up to a “healthy me.” Manage basic hygiene and personal needs such as going to the toilet and dressing.</p>		<p>safely, uses tools with precision and intention.</p> <p>Begins to form recognisable letters independently.</p>			
Literacy	<p>Enjoyment and comprehension</p> <p>Enjoys an increasing range of books both fiction and non-fiction.</p> <p>Writing.</p> <p>Gives meaning to marks they make as they draw, write, paint or type.</p>	<p>Enjoyment and comprehension</p> <p>Uses vocabulary and forms of speech in conversation and in play that are increasingly influenced by their experiences of reading.</p> <p>Writing.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing familiar words such as their name.</p> <p>Beginning to hear and write initial sounds and write some CVC words.</p>	<p>Enjoyment and comprehension</p> <p>Describes main story events, characters and settings in increasing detail.</p> <p>Writing.</p> <p>Enjoys using writing as a part of their play eg making lists, birthday cards, tickets, invitations, plans.</p> <p>Uses Fred Talk to spell words by identifying the sounds and then writing the letters.</p>	<p>Enjoyment and comprehension</p> <p>Knows that information can be retrieved from books, computers and digital devices.</p> <p>Writing.</p> <p>Use their developing phonic knowledge to write labels and captions.</p> <p>Develops a confidence to use their phonic knowledge to write words, some of which are correctly spelt and some which are phonetically plausible.</p> <p>Beginning to use some high frequency words in their writing.</p>	<p>Enjoyment and comprehension</p> <p>Demonstrate an understanding of what has been read to them, or that they have read themselves by retelling narratives and using recently introduced vocabulary.</p> <p>Writing.</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>Enjoyment and comprehension</p> <p>Use and understand recently introduced vocabulary during discussion of books, poems and stories and using them to enhance their play.</p> <p>Writing.</p> <p>Write simple sentences which can be read by themselves and others. Can read and write simple words and use them in writing back and self correct.</p>
Phonics	Reading Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc	Read Write Inc
Mathematics	<p>Enjoys reciting numbers from 1-10 (and beyond) and back from 10-0.</p> <p>Count objects, actions and sounds to 5.</p> <p>Counts out up to 5 objects from a larger group.</p> <p>Matches the numeral with a group of items to show how many there are - 0-5.</p> <p>Arranges numerals in order from 0-5</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Uses everyday language and mathematical language to describe 2d shapes.</p>	<p>Gaining confidence in arranging numerals in order from 1-10</p> <p>Count objects, actions and sounds to 10.</p> <p>Counts out up to 10 objects from a larger group</p> <p>Matches the numeral with a group of items to show how many there are - 0-10.</p> <p>Engages in subitising numbers to 5.</p> <p>Continue, copy and create repeating patterns.</p> <p>Becomes familiar with measuring tools in everyday experience and play.</p> <p>Compare capacity using everyday and taught vocabulary.</p>	<p>Explore the composition of numbers to 10.</p> <p>Number bonds to 5.</p> <p>Number bonds to 10.</p> <p>In practical activities work out one more and one less, by adding or subtracting 1.</p> <p>Find out the total of two groups altogether.</p> <p>Investigates 3d shapes, flipping, turning and manipulating to create models, predicting how they will look.</p> <p>Use everyday language and mathematical language to talk about 3d shapes.</p> <p>Becomes familiar with measuring tools in everyday experience and play.</p>	<p>Automatically recall number bonds to 5 and 10.</p> <p>Estimates numbers of things, showing an awareness of relative size.</p> <p>Begins to conceptually subitise larger numbers by subitising smaller groups within the number eg. Sees 6 raisins as 3 and 3 .</p> <p>Doubling and halving - solving problems and recalling facts.</p> <p>Spots patterns in the environment.</p> <p>Orders familiar sequences and events using everyday language related to time.</p> <p>Compare length using everyday and taught vocabulary.</p>	<p>Begins to work out mathematical problems, using signs and strategies of their own choice. Including tallies, numerals, and + or - .</p> <p>Sharing - distributing quantities equally.</p> <p>Verbally counting to 20 and beyond - recognising the pattern of the counting system.</p> <p>Uses objects to create patterns beyond the AB structure and demonstrates an understanding of repetition within their patterns.</p>	<p>Compare quantities up to 10, talk about greater than, less than and equal amounts.</p> <p>Confidently subitise up to 5.</p> <p>Beginning to experience measuring time by using calendars and timers.</p> <p>Enjoys tackling problems involving weight, capacity and length - paying attention to fairness and accuracy.</p> <p>Odds and evens - number patterns.</p> <p>Compare capacity using everyday and taught vocabulary.</p>

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<p style="text-align: center;">Understanding the World</p>	<p>Talks about members of their own family and people in the community.</p> <p>Joins in with family celebrations and events.</p> <p>Knows that there are similarities and differences between themselves and others.</p> <p>Explore the natural world around them.</p> <p>Completes a simple programme on electronic device.</p>	<p>Understands that there are differences in the way families, cultures and communities celebrate and we may have different beliefs.</p> <p>Describe what they see, hear and feel outside.</p> <p>Compare and contrast images of familiar figures from the past/ present (stories/non fiction)</p>	<p>Describe their own environment using knowledge from observation, discussion and literature.</p> <p>Understand the changes which occur in Seasons and observe this in the natural environment.</p> <p>Talks about past events from their own experiences and family life.</p> <p>Uses ICT hardware to interact with age appropriate software.</p>	<p>Explore the natural world by making observations and drawings of animals and plants.</p> <p>Talk about changes and growth in nature such as plants and animals.</p> <p>Can use ICT device to record a video or draw a picture.</p>	<p>Explaining the differences between life in this country and life in other countries which has been explored through books and media.</p> <p>Comment on familiar images from the past, compare them to current images.</p> <p>Understands about using the internet with adult support to investigate and find useful information.</p>	<p>Taks about the differences between th own environment and a contrasting environment.</p> <p>Talks about differences between now the past, using knowledge gained from discussion, books, internet and investigation in class.</p>
<p style="text-align: center;">Expressive Arts and Design</p>	<p>Begins to build a collection of songs and dances.</p> <p>Introduces a storyline or narrative to their play.</p> <p>Able to name a variety of colours onsite</p> <p>Uses a range of colours the can name and for a specific purpose.</p> <p>Creates self portraits using a range of materials and collage, describing what the resources represent and how they feel. .</p>	<p>Makes music in a range of ways, eg plays along to a beat of a song we are singing..</p> <p>Chooses particular movements, instruments, materials, colours for their own imaginative purpose.</p> <p>Creates cards, posters, decorations and models independently, describing the reasons for their choice of materials.</p> <p>Experiments with different tyes of materials when building and creating</p> <p>Labels their creations and is able to describe what they have made both in verbal ad mark aking</p>	<p>Responds imaginatively to art and objects, eg this song sounds like dinosaurs, this sculpture is squishy.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking.</p>	<p>Make and use props and materials when role playing narratives and stories.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Invent, adapt and recount narratives with peers and their teacher.</p> <p>Uses combinations of art forms eg moving and singing, making and dramatic play, drawing and talking, construction and mapping.</p>	<p>Perform songs, rhymes and stories with others and move in time with the music</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, tex form and function.</p>