



EYFS (Reception) Curriculum Overview/Long Term Plan 2024 – 2025



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	Settling in	Celebrations (Fireworks, Birthdays, Diwali, Christmas)	People who help us Chinese New Year	Food Glorious Food	What a wonderful World	Caterpillars and Butterflies Animals
Key events	Part time – 6 days Full time Tuesday 7 th September Reception Baseline (RBA to complete)	Remembrance Day Odd socks day – Tuesday 12 th November Christmas Performance Tuesday 4 th December	Safer Internet Police officer visit TBD Firefighter visit TBD	Baking cakes Mother's Day Planting beans World book day – 7 th March	Class Assemblies – 22 nd May Father's Day	Farm June 12 th 2025 New intake visits Sports Day June 23 rd /25 th
Parental Involvement	Phonics Meeting – Friday 18 th October Muddy adventures – parents session – Tuesday 22 nd Oct Target sharing day – Friday 25 th October	Share Tapestry focus weeks with Parents Parents reading each Friday from 3.05pm	Share Tapestry focus weeks with Parents Target sharing – 14 th February Parents reading each Friday from 3.05pm	Share Tapestry focus weeks with Parents Parents reading each Friday from 3.05pm Target sharing day – end of Spring 2	Share Tapestry focus weeks with Parents Parents reading each Friday from 3.05pm	Share Tapestry focus weeks with Parents Parents reading each Friday from 3.05pm
Key Texts (Focus on new vocabulary)	Colour Monster	Christopher Pumpkin Norman the Snail Alan's Big Scary Teeth	What the Ladybird Heard	Lima's Red Hot Chilli Olivers Vegetables Olivers Fruit Salad Olivers Milkshake Don't Put Your Finger in the Jelly, Nelly! When Mum Turned into a Monster	Weekly fairy tales (Goldilocks, Three Little Pigs, Billy Goats Gruff, Jack and the Beanstalk) Lost and Found – Oliver Jeffers Handa's Surprise Meerkat Mail	Weekly fairy tales (Goldilocks, Three Little Pigs, Billy Goats Gruff, Jack and the Beanstalk) Ruby's Worry The Very Hungry Caterpillar The Gruffalo Gruffalo's Child Tadpole's Secret

PRIME AREA PSED/Jigsaw	<i>PSED as a Prime area of the curriculum is woven into every element of the school day. Teaching and supporting children with the following skills is fundamental to developing their personal, social and emotional development – developing confidence and independence, making friends and getting on with others, learning about right and wrong, self-regulation of their emotions, understanding about their own and others’ feelings, feeling good about themselves, being interested, excited and motivated to learn, gaining self- respect, developing respect for their own culture and beliefs and those of others. In addition we will focus on good health, including oral health.</i>					
	Starting school – learning my friends’ names using circle games and the parachute. Read Colour Monster and introduce emotion faces.	JIGSAW _ Celebrating Difference Looking after our teeth	JIGSAW - Dreams and Goals Looking after our teeth	JIGSAW - Healthy Me Healthy Eating – making fruit salad Looking after our teeth	JIGSAW - Relationships Looking after our teeth	JIGSAW - Changing Me Looking after our teeth
PRIME AREA Communication and Language	<i>CAL is developed throughout the year through high-quality speaking and listening interactions, daily class discussions, circle times, storytimes, role-play, singing and helicopter stories. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. In Reception, adults will comment on what children are interested in or are doing, echoing back what they say with new vocabulary added in order for children’s language to develop. Reading, engaging in stories and providing extensive opportunities to use and embed new words in a range of contexts will contribute to a child’s speech and language development.</i>					
	Reception Baseline Assessments Repeated weekly stories x 3 a week Introduce helicopter stories Poetry basket Talk Boost interventions to start	Performing in Christmas Show Repeated weekly stories x 3 a week Helicopter stories Poetry basket Talk Boost interventions continued	Helicopter stories Poetry basket	Helicopter stories Poetry basket	Helicopter stories Class assemblies Poetry basket	Helicopter stories Poetry basket

PRIME AREA Physical Development	<i>Physical Development is a Prime Area of Learning, based on the central importance of physical skills for all learning and development. ‘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. 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 co-ordination, 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’.</i>					
Literacy	It is crucial for children to develop a love of reading. Reading consists of two elements – language comprehension and word reading. <i>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, involves both the 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)</i>					
Maths	<i>Throughout the Reception year, developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children will 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, children will develop a secure base of</i>					
	Funky Fingers – arrival each day Disco Dough Muddy Adventures – Tuesdays PE - Wednesdays	Funky Fingers – arrival each day Sign in for school PE – Wednesdays Scissor control Handwriting single sounds	Name-writing each morning PE - Wednesdays Scissor control work Handwriting single sounds	Name writing each morning Scissor practise PE - Wednesdays Handwriting	PE - Wednesdays Handwriting capital letters and numbers formation Scissor practice	PE - Wednesdays Handwriting – letters, numbers and words Scissor practice
	Phonics – Week 2 start Additional phonics after lunch – 4 times a week Reading books home – Week 3 Guided writing - name writing practice 1 st Baseline Assessment writing piece	Introduce signing in for lunches Phonics AM Additional phonics after lunch – 3 times a week Library book home on a Friday morning Guided writing weekly 2 nd piece of writing journey	Daily phonic lessons AM Additional phonics after lunch – 3 times a week Guided writing – weekly Whole Class sentence time Library book home – Friday	DRAWING CLUB Daily phonic lessons AM Additional phonics after lunch – 3 times a week Guided writing – weekly Whole Class sentence time Library book home – Friday 3 rd piece of writing journey Writing helicopter stories independently	Daily phonic lessons AM Additional phonics after lunch – 3 times a week Guided writing – weekly Whole Class sentence time Library book home – Friday Writing helicopter stories independently	Daily phonic lessons AM Additional phonics after lunch – 3 times a week Guided writing – weekly Whole Class sentence time Library book home – Friday 4th piece of writing journey Writing helicopter stories independently

Use planning folders	knowledge and vocabulary from which mastery of mathematics is built. Maths in Reception will include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics, including shape, space and measures. Children will 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.					
	Introduce Ten Town Numbers 1 and 2 Followed by 4 sessions a week – teach a number, work on that number 3, 4 5, 6 7, 8, 9,	Ten Town continued once a week, with one follow-up session and two shape, space and measure sessions 10 – ways to make 11 and shape 12 and doubling 13 and repeating patterns 14 and half and quarters 15 and money 16 and weighing 17 and positional language	Ten Town concluded 18 and capacity 19 and addition 20, counting in 2s and addition 21 and 3d shapes Introduce – odd and even numbers and subtraction Revisit pattern and doubles and halves	Baking cakes – weighing ingredients Focus on 2 x number, alternate addition and subtraction Introduce number bonds. 2 x SSM a week Weight Length Sharing Shape	Odd and even numbers Calculating Number bonds Estimating Capacity Height and Length Shape 2d and 3d Weight	Odd and even Calculating Number bonds Symmetry Shape Pattern Maths meeting – use as revision whole class sessions
Understanding the World	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. 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.					
			Our local area – drawing a map Past and present jobs within society		Our World – where we live Google Earth Hot and Cold Places Contrast a Country TBD	Butterfly Life Cycle Skeleton – learning about our bodies
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. Children will 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.					
	BBC songs and rhymes Christmas Card Designs	BBC songs and rhymes Songs for Christmas performance Brush your teeth song	BBC songs and rhymes Brush your teeth song Learning how to draw Chinese animal of the year.	BBC songs and rhymes Artist – Arcimboldo pictures Brush your teeth song	BBC songs and rhymes Artist – Jackson Pollock work Brush your teeth song	BBC songs and rhymes Drawing butterflies Brush your teeth song

				Vegetable song – you tube Wiggles - fruit salad song		Skeleton song (You Tube) Gruffalo song Tiny Caterpillar song (You Tube)
Characteristics of Effective Learning	There are four overarching principles within the EYFS Statutory Framework: The Unique Child Positive Relationships Enabling Environments with teaching and support from adults Learning and Development These principles shape the practice in our Reception classes and are underpinned by the Characteristics of Effective Learning. The Characteristics of Effective Learning describe how children learn and we recognise these as fundamental to a child’s success. Playing and Exploring – children investigate and experience things and ‘have a go’ Active Learning – children concentrate and keep on trying if they encounter difficulties. They enjoy succeeding. Creative and Critical Thinking – children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experience which helps them to solve problems and reach conclusions.					