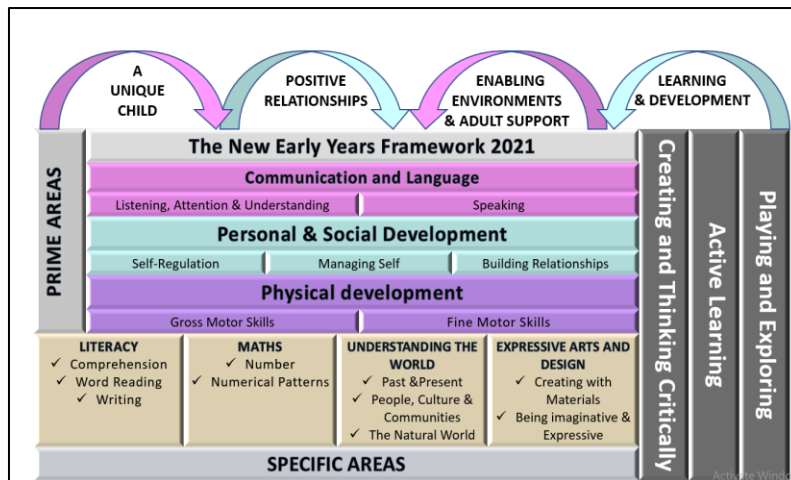


Reception EYFS Long Term Overview 2023-2024

School: North Petherwin	
Completed by a School Leader/ Key Stage Leader: Becky Johns (Class teacher)	Name/ Signature/ Date: <i>B. Johns</i> 05/09/21 (updated 01/09/23)
Shared with Curriculum Leaders: Jonny Phillpotts/Jan Buckthought	Name/ Signature/ Date: <i>J. Phillpotts</i> 05/09/21
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>J. Buckthought</i> 05/09/21



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Overarching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

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EYFS Curriculum - Intent, Implementation and Impact

Intent – Why do we teach what we teach?

At North Petherwin School we place great value on the development of children as individuals and providing them with the skills, knowledge and understanding they need to prepare them for the challenges in Key Stage One and beyond. Our aim in the EYFS is to build strong foundations rooted in academic success as well as moral and spiritual development, so that ultimately our pupils can be successful and go on to be active citizens of society and happy, curious life-long learners.

Our curriculum is therefore the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. Our EYFS Curriculum has been designed to reflect the nature of our school environment, the seasons of the year and the nature around our school. It aims to teach the children how their environment compares to different places, cultures and nature in other parts of the world.

Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration. As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which maximises opportunities for meaningful cross-curricular links and learning experiences as well as promoting the unique child by offering extended periods of play and sustained thinking following children's interests and ideas. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through vibrant continuous provision, alongside trips, visits and regular Wild Tribe sessions.

Implementation-How do we teach what we teach?

This ambitious Early Year's curriculum aims to teach all children the skills and knowledge they need in order that they reach the seventeen Early Learning Goals described in the Early Years Foundation Stage. Pupils learn through a range of child-initiated and adult-directed activities. Our timetable is carefully structured so that children have directed teaching in maths and phonics everyday, as well as English/Topic sessions three times per week and regular circle time sessions to focus on PSED. All activities are expertly modelled, and children are given sufficient time, support and resources to repeat and practise them. Our small class size enables the teacher to systematically check for understanding, identify and respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Children are provided with plenty of time to engage in play (busy learning) throughout the carefully planned environment which is designed to engage and challenge them in their continuous provision. The curriculum is planned for the inside and outside and equal importance is given to learning in both areas. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development including understanding the world and expressive art and design as well as to promote sustained thinking and active learning. We have carefully planned our curriculum to include diversity (gender, disability, BAME – Black, Asian and Minority Ethnic) to ensure it is diverse and inclusive. Where there are key links, these are highlighted in green.

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Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc program so that they meet good outcomes for reading. Both Nursery and Reception follow a half termly theme (which are adapted and evolve with the children's interests). From this, we have chosen multiple high-quality texts to create an integrated approach to learning from which pupils can experience the full curriculum ensuring that all children leaving the Foundation Stage are ready to start the KS1 curriculum. Each learning focus does not last a specific amount of time but is based on the children's learning at the time, and so can run from anything between two and seven weeks. All of the overarching themes have resources and activities ready to use in the enhanced provision. Specific concepts are introduced with a good quality storybook or age appropriate non – fiction text. Using books in this way teaches children that books and reading form the basis of all learning.

We follow the White Rose Maths scheme as well as supplementing materials using NCTEM with an emphasis on studying key skills of number, calculation and shape so that pupils develop deep understanding and the acquisition of mathematical language. Pupils learn through games and tasks using concrete manipulatives which are then rehearsed and applied to their own learning during exploration. Nursery pupils begin to develop these key skills during short daily maths sessions where they explore sorting, quantities, shape, number and counting awareness. These early mathematical experiences are designed to help pupils remember the content they have been taught and to support them with integrating their new knowledge across the breadth of their experiences and into larger concepts.

Our inclusive approach means that all children learn together but we do provide additional intervention and support to enhance and scaffold children who may not be reaching their potential or moving on children who are doing very well. This includes, for example, additional adult-led sessions, speech and language interventions and 'catch-up' provision in Maths. Staff also use 'pinny time' which is a quick, on the spot intervention focused on sight words, blending and number retention with target individuals. The characteristics of effective learning are viewed as an integral part of all areas of learning and are reflected in our observations of children.

Impact-How do we know what children have learnt and how well they have learnt it?

Our curriculum and its delivery ensure that children make good progress toward their age-related expectations before transitioning into Year One from their individual starting points. It is designed to meet the needs of all our children, including our disadvantaged pupils and those with SEND. We spend time looking at and evaluating how children are learning. This is achieved through talking to children, looking at their work, observing their learning experiences and analysing data and progress by year groups and individuals. Every member of staff uses ongoing observational assessment to identify children's starting points and plan experiences which ensure progress. We use the Development Matters checkpoints to establish whether children are on-track. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto ITrack which allows us to assess the impact of teaching and evaluate whether it has been enough. Evidence of children's learning including observations, photographs and contributions from parents are recorded using our online learning journey system 2simple and Class DoJo. Other evidence such as independent work samples and teacher annotations are recorded in the child's paper 'learning journey' which children use to reflect on their progress through pupil voice.

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Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests /Lines of Enquiry		All about Me! Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Human body/ Staying healthy/safe Roald Dahl Day Harvest Seasonal changes- Autumn	Let's Celebrate! World Space Week Neil Armstrong Guy Fawkes/ Bonfire night Diwali Hannukah Christmas Time/Nativity Black History Month Remembrance Day People Who Help Us Children in Need Anti- Bullying Week Seasonal changes-Winter	Ticket to Ride! Around our local area/local landmarks/where we live Vehicles past and Present Road Safety Map work - Find the Treasure Start of Ramadan Chinese New Year	All creatures great and small! Animals around the world Habitats-comparing places Animal Life cycles Night and day animals David Attenborough Seasonal changes-Spring Easter	Seeds, Soil and Sunshine! Growing/Plants & Flowers Plant Life cycles Mini Beasts & Lifecycles Weather/seasons Vincent Van Gogh Study Andy Goldsworthy: Sculptures World Environment Day-sustainability	Deep Sea Detectives! Under the sea Marine life Holidays around the world Fossils – Mary Anning Healthy Eating Week Recycling, looking after the world Seasonal changes-Summer
Key Texts	Fiction	'The Colour Monster goes to School' by Anna Llenas 'Elmer' by David McKee 'So Much' by Trish Cooke LT 'Hair Love' by Matthew Cherry 'Have you filled a Bucket Today?' by Carol McCloud 'Little Red Hen' by Kaye Umansky	'Whatever Next' by Jill Murphy 'Pumpkin Soup' by Helen Cooper 'Look Up' by Nathan Bryon and Dapo Adeola LT Christmas Story / Nativity Rama and Sita	'The Naughty Bus' by Jan Oke 'Mr. Gumpy's Outing' by Johns Burningham 'Beegu' by Alexis Deacon 'The Runaway Wok' By Ying Chang Compestine and Sebastia Serra 'Izzy Gizmo' by Pip Jones LT	'Mama Panya's Pancakes' by Mary and Rich Chamberlin 'Handa's Surprise' by Eileen Browne 'Bringing the Rain to Kapiti Plain' by Verna Aardema LT 'A Crown for Lion' by A.H. Benjamin and Jeff Crowther 'Hairy MaClary from Donaldson's Dairy' by Lynley Dodd LT	'Jack and the beanstalk' – Traditional Tale Oliver's Vegetables by Vivian French The Tiny Seed by Eric Carle LT The extraordinary Gardener by Sam Boughton LT 'The Very Hungry Caterpillar' by Eric Carle.	'The Night Pirates' by Peter Harris LT 'The Lighthouse Keepers Lunch by Ronda Armitage 'Flotsam' by David Wiesner 'Clean Up' by Nathan Bryon 'The Snail and the Whale' by Julia Donaldson
	Non-fiction	'Me and My Amazing Body' Joan Sweeney and Ed Miller	'Seasons' by Hannah Pang and Clover Robin	You Choose' by Pippa Goodheart and Nick Sharratt	'Caterpillar Butterfly' by Vivian French	'Caterpillar and Bean: A Science Storybook about Growing' by Martin Jenkins	'All About Fossils' by Cody Crane

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<p>Communication, Language and Literacy</p> <p><i>Listening, Attention and Understanding</i></p> <p><i>Speaking</i></p>	<p>We aim to become... Confident Communicators who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, speech and language interventions, Makaton, Pie Corbett T4W actions, The Write Stuff language, EYFS productions and assemblies. The development of children’s spoken language underpins all seven areas of learning and development.</p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> ▪ Listen attentively to key class stories/texts and respond to what they hear with relevant questions. ▪ Be confident to make a comment during a whole class discussion. ▪ Use actions to demonstrate ideas during small group interactions. ▪ Make comments about what they have heard in adult and child led activities. ▪ Independently ask questions to clarify their understanding. ▪ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking:</p> <ul style="list-style-type: none"> ▪ Express their ideas and feelings about their experiences using full sentences. ▪ Use past, present and future tenses in context with their own level of understanding e.g. When I was a baby I played with a rattle, now I like to kick a ball and when I’m grown up, I’ll have a real bike. ▪ Use of conjunctions, with modelling and support from their teacher (and, then, next) ▪ Participate in small group discussions with adult support. ▪ Have one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ▪ Offer explanations for why things might happen. ▪ Use vocabulary from key stories, non-fiction, rhymes and poems in child led play. ▪ Learn new vocabulary. ▪ Listen carefully to rhymes and songs, paying attention to how they sound. ▪ Use new vocabulary in different contexts. ▪ Use new vocabulary through the day. ▪ Learn rhymes, poems, and songs.
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	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times.	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	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.	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.	Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.					
Busy Learning	Practice using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.					
Story song time	Learn new vocabulary, engage in and talk about books. Learn rhymes, poems and songs. The Poetry basket.					
	Possible Enhancements:					
	Home corner role play area (traditional teddy bear, cards, cot etc.) Create feelings/emotions interest table Story telling shelves – The colour Monster	Story telling shelves – Whatever Next (space) Outdoor Role-Play-Rocket Party props added to role play area (celebrations) Create icy environments in small world area.	Story telling shelves – The naughty bus. Links to transport, maps etc. Role play-Ticket office props, suitcases, chairs, wheels etc. added to role play Outdoor Role Play-Garage	Role play-Kapiti Plain Tourist Information Centre/animal rescue Small World African Plains enhancements	Story telling shelves – Jack and the Beanstalk. Interest table-growing, plants, beans, life cycles.	Interest table-under the sea/fossils Role play-ice-cream shop resources Digging for treasure in the sand (grid reference)

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Personal, Social and Emotional Development Building Relationships Managing Self Self-Regulation	<p>We aim to become... <i>Independent Individuals</i> who can follow our School rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy.</p> <p>And <i>Fantastic Friends</i> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.</p> <p>Children's personal, social and emotional development (PSED) is crucial in order for them to lead healthy and happy lives, and is fundamental to their cognitive development. We understand that children develop in individual ways and at varying rates; physically, cognitively, linguistically, socially and emotionally.</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> ▪ Take into considerations the feeling of others e.g. comforts a peer when they are hurt, finds way to compromise to solve disagreements, sharing and negotiating. ▪ Know and accept consequences for some behaviours of themselves and others and is able to tolerate and manage feelings when their wishes cannot be met e.g. accepting and managing the disappointment felt when accessing a wanted resource that isn't available or being used by another. ▪ Follow and listen to what the adults says even when engaged in another activity e.g. stopping an activity and returning to the carpet when asked. ▪ Awareness of behavioural expectations and follows routines – e.g. sitting on carpet spot, lining up, RWI expectations, tidying up. <p>Managing Self:</p> <ul style="list-style-type: none"> ▪ Accept and seek challenges willingly and are confident to try new activities, showing, independence, resilience and perseverance e.g. shows confidence in selecting resources and persevering to achieve the chosen activity when difficulties arise – trying again and rebuilding a tower that collapses. ▪ Is happy to confidently share with others their own needs, interests' opinions in familiar group e.g. willing to describe what they can do well and want to get better at in a positive way. ▪ Show an understanding for the need for expectations and is able to explain why they are important e.g. to keep themselves and others safe. Follows the rules and expectations. ▪ Manage their own toileting and handwashing needs as well as dressing and undressing e.g. follows the handwashing sequence and washes hands after the toilet, dresses and undresses independently for wild tribe, discusses the importance of healthy food. ▪ Shows a clear understanding of the importance of healthy food choices e.g. sugary foods vs vegetables. <p>Building Relationships:</p> <ul style="list-style-type: none"> ▪ Plays cooperatively and take turns with others during play projects and set challenges. ▪ Comes into class independently and confidently leave parents/carers. ▪ Form positive attachments with known adults and friendships with peers. 					

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	▪ Show sensitivity to their own and to others’ needs e.g. listening to others ideas and adapting to keep play going.					
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
	PSHE Coram Education-SCARF SCARF: Safety, Caring, Achievement, Resilience, Friendship					
	Me & My Relationships	Valuing Difference	Keeping Safe	Rights & Respect	Being My Best	Growing & Changing
	All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	I'm special, you're special. Same and different Same and different families. Same and different homes. I am caring I am a friend	What's safe to go onto my body? Keeping Myself Safe - What's safe to go into my body (including medicines)? Safety indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	Seasons Life stages - plants, animals, humans. Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys
Daily Routines	Self-registration, book voting, tidy-up time routines, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during busy learning), lunchtimes, getting ready for home, follow the class rules/charter, to be ready, safe and respectful.					
Busy Learning	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others					
Story/song time	Experience, explore and talk about positive relationships, feelings and emotion, diversity					
Physical Development	We aim to become... Amazing Athletes who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. And Talented Tool Users who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Gross Motor	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. 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.					
Fine Motor						

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	<p>Gross Motor Skills:</p> <ul style="list-style-type: none"> ▪ Ride a balance bike with control and stop on command. ▪ Throw an object e.g. bean bag, small ball, foam javelin over a 1 metre distance. ▪ Run, skip and jump on different surfaces confidently (grass, concrete, PE equipment) ▪ Roll /bend knees when dismounting from inside apparatus or outside active provision including ramps, trees, slopes. <p>Fine Motor Skills:</p> <ul style="list-style-type: none"> ▪ Hold a pencil effectively so mark making/formation is legible. ▪ Uses scissors to cut paper, thin card, fabric, thin plastic and textiles. ▪ Uses a screwdriver to screw screws into wood. ▪ Uses a hammer to place nails into soft items (such as a pumpkin). ▪ Uses a saw to cut thin pieces of wood. ▪ Uses a variety of paintbrush sizes. ▪ Uses a knife, fork and spoon when eating at dinner time. ▪ When drawing, controls the pencil carefully, showing some accuracy • Develop the foundations of a handwriting style which is fast, accurate and efficient. 				
	Physical Education				
	Me & Myself	Movement Development	Dance	Fitness	Fun & Games
	<p>Move with confidence, travel in different ways with control and co-ordination.</p> <p>Further develop the skills they need to manage the school day successfully: Waiting for their turn, finding a space, lining up and queuing, following simple instructions, dressing & personal hygiene.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Combine different movements with ease and fluency.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>

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Funky Fingers	Activities to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term					
Lunch Time	Hold and use a knife and fork correctly, understand about healthy eating.					
Busy Learning	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination. Refine and develop fine motor skills and use a range of tools competently and safely, combine movement, develop ball skills					
Squiggle While we Wiggle	Neurological and physiological movements which develop, strength, balance and co-ordination.					
Literacy <i>Comprehension, Word Reading Writing</i>	<p>We aim to become... <i>Brilliant Bookworms</i> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). And <i>Wow Writers</i> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p> <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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, taught later, 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)</p> <p>Comprehension:</p> <ul style="list-style-type: none"> ▪ Retell class stories and narratives using newly introduced vocabulary in the correct context. ▪ Listen, consider and reason what might happen next when being read to. ▪ Use their knowledge and vocabulary encountered from stories and narratives in their play and discussions with others e.g. using characters and events in their role play, discussing why and how things happen/work (non-fiction) and performing rhymes and poems. <p>Word Reading: <i>Following Little Wandle Letters and Sounds Revised;</i></p> <ul style="list-style-type: none"> ▪ Know phase 2 and 3 sounds and use them to decode words with them in. ▪ Become proficient with using robot talk and blending in your head to blend and read words. ▪ Be able to read aloud at least red/yellow books and the common exception words they encounter e.g. the, I, you, he, she, was. <p>Writing:</p> <ul style="list-style-type: none"> ▪ Use the correct formation to form letters that can be identified by others. ▪ Use their phonic knowledge (at least phase 2 and phase 3 sounds) to identify and write sounds they hear in words. ▪ Articulate and construct a string of words together to form phrases or sentences that can be read by others. 					

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	<p>▪ Use finger spaces and begin to have some understanding of capital letters and full stops.</p>					
	<p>Little Wandle Letters and Sounds Revised.</p>					
	<p><i>Phonic Sounds: LW Phase 2</i></p>	<p>Phonic Sounds: LW Phase 2</p>	<p>Phonic Sounds: LW Phase 3</p>	<p>Phonic Sounds: LW Phase 3</p>	<p>Phonic Sounds: LW Phase 4</p>	<p>Phonic Sounds: LW Phase 4</p>
	<p><i>Working on using common consonants and vowels which they can blend for reading simple CVC words.</i></p>	<p><i>Working on reading CVC words using a wider range of letters inc. consonant, digraphs and double letters e.g. bell, chick</i></p>	<p><i>Read some letter groups that each represent one sound and say sounds for them.</i></p>	<p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words.</i></p>	<p><i>Form lower-case and capital letters correctly.</i></p>	<p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p>
	<p><i>Read individual letters by saying the sounds for them.</i></p>	<p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i></p>	<p><i>Read a few common exception and tricky words matched to the LW programme.</i></p>	<p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p>	<p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p>	<p><i>Re-read what they have written to check that it makes sense.</i></p>
	<p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Using 'segmenting fingers' as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups. Provide opportunities for children to read words containing familiar letter groups.</p>	<p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p>

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Literacy Comprehension and Vocabulary	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character</p> <p>Record stories through picture drawing/mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI.</p> <p>Make the books available for children to share at school and at home.</p> <p>World Book Day March 22nd</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	Overview of writing progression across the year					

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Literacy Writing	Working on using common consonants and vowels which they can segment for writing simple CVC words.	Working on writing CVC words using a wider range of letters inc. consonant digraphs and double letters e.g. bell, chick	Working on writing a range of CVC words using all the letters and less frequent consonant digraphs and some long vowel phonemes. Spell phase 2 tricky words. Form Letters correctly	Working on blending adjacent consonants in words and apply this in writing. Write each letter correctly.	Working on segment adjacent consonants on words and apply this in writing. Spell phase 3 tricky words. Write each letter correctly.
Busy Learning	Writing for a purpose, notes, symbols, words, phrases, signs. Read messages left by others, write messages, engage in and talk about books, retell stories and create their own.				
Phonological Awareness	Orally blend and segment, identify rhyme and continue a rhyming strong, count syllables, discriminate between sounds.				
Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems (poetry basket) and song				
	Possible enhancements for writing (Literacy Tree Writing Roots)				

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Text as stimulus: <i>These may change with children's interests</i>	So Much (Family and Friends)	Look Up (Knowing Yourself)	Mr Gumpy's Outing T4W	Bringing the Rain to Kapiti Plain	Jack and the Beanstalk T4W	Big Blue Whale (Information Text)
	The Night Pirates					
	Thinking about characters feelings and posting in feelings box.	Signs and labels	Report about the animals falling into the water	Labels and simple captions	retell parts of the story / repeated refrains / speech bubbles	Write facts about whales
	Sort phrases from story into Feelings Zones and then explore who they have in their lives that they enjoyed doing things with 'So Much'.	Writing cards/ notes/ messages.	Oral storytelling scribed by the adult.	Oral storytelling scribed by the teacher.	Label and write captions.	Writing in role
	Writing notes home to family.	Diagrams and factsheets about people.	Writing captions to go with the pictures from story.	Tourist Information Leaflet	Recall parts of the story. Speech bubbles and thought bubbles from characters in story.	Pirate Passports.
	Oral storytelling to create their own 'So Much' story scribed by the teacher.	Speech/thought bubbles.	Speech/thought bubbles for the characters.	Writing for the role play area Kapiti Plain tourist information centre.	Shared writing 'How to trap a giant'.	Lists, signs and banners
			Write a postcard to and letter to and from friends.		Writing questions to Jack and the Giant.	How to be a pirate guide
					Labelling diagram of plants.	Write or dictate own versions of the story.
						Making maps

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<p>Maths</p> <p>Number</p> <p>Numerical Pattern</p> <p>Shape and Space</p>	<p>We aim to become... Masters of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should 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 - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children 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.</p> <p>Number: To be competent to use the maths rich continuous provision and adult led teaching to demonstrate a deep understanding of numbers to 10, including the composition of each number by;</p> <p>Counting</p> <ul style="list-style-type: none"> *Enjoy reciting numbers from 0 to 10 (and beyond) and back from 10 to 0. Counting from different starting points. Learning, singing, using in role play and reciting number rhymes and stories. *Be confidence in putting numerals in order - 0 to 10 (ordinality) *Understand the 'one more than/one less than' relationship between consecutive numbers. <p>Cardinality</p> <ul style="list-style-type: none"> *Be able to subitise numbers to five. Identify patterns of numbers within objects and pictures. Using opportunities of amounts in the environment outside and inside as well as maths resources including 10 frames, counters and rekenrek. *Matching the numeral with a group of items to show how many there are (up to 10). *Accurately counting out up to 10 objects from a larger group and counting objects, actions and sounds. Using one to one correspondence and saying the numbers in order and matching one number name to each item. Saying how many there are after counting – for example, "...6, 7, 8. There are 8 balls" –appreciating that the last number of the count indicates the total number of the group. This is the cardinal counting principle. <p>Composition</p> <ul style="list-style-type: none"> *Be aware that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. Conceptually able to subitise larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three. *In practical activities, adds one and subtracts one with numbers to 10. Beginning to be able to explore and work out mathematical problems, using signs and strategies of their own choice. *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. Using opportunities that arise e.g. there are 5 of us, 3 of us have clipboards how many more do we need? <p>Numerical Patterns: To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond.</p> <p>Comparison</p> <ul style="list-style-type: none"> *Use number names and symbols when comparing numbers and showing interest in numbers. *Understand the 'one more than/one less than' relationship between consecutive numbers. *Use the vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to' when discussing amounts and numbers and when estimating a number of things, showing understanding of relative size. *Use concrete objects to explore and represent patterns (numbers up to 10) including odd and even numbers, double facts and sharing.
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White Rose Maths	Match, Sort and Compare Match objects; Match pictures & objects; Identify a set; Sort objects to a type; Explore sorting techniques; Create sorting rules; Compare amounts.	Circles and Triangles Identify & name circles & triangles; Compare circles & triangles; Shapes in the environment; Describe position. 1,2,3,4,5 Find 4 & 5; Subitise 4 & 5; Represent 4 & 5; 1 more; 1 less; Composition of 4 and 5; Composition of 1-5. Shapes with 4 sides Identify & name shapes with 4 sides; Combine shapes with 4 sides; Shapes in the environment; My day and night.	Alive in 5 Introduce zero; Find 0 to 5; Subitise 0 to 5; Represent 0 to 5. Mass and Capacity Compare mass; Find a balance; Explore capacity; Compare capacity. Growing 6,7,8 Find 6, 7 and 8; Represent 6, 7 and 8; 1 more. Length, Height & Time Explore length; Compare length.	Length, Height & Time cont. Explore height; Compare height. Building 9 and 10 Find 9 and 10; Compare numbers to 10; Represent 9 and 10; Conceptual subitising to 10. Explore 3D Shapes Recognise and name 3-D shapes; Find 2-D shapes within 3-D shapes; Use 3-D shapes for tasks.	To 20 and beyond Build numbers beyond 10 (10-13); Continue patterns beyond 10 (10-13); Build numbers beyond 10 (14-20); Continue patterns beyond 10 (14-20). How Many Now? Add more; How many did I add?; Take away; How many did I take away? Manipulate, Compose & Decompose Select shapes for a purpose; Rotate shapes; Manipulate shapes; Explain shape arrangements. Sharing & Grouping Explore sharing; Sharing; Explore grouping; Grouping; Even and odd sharing; Play with and build doubles.	Visualise Build & Map Identify units of repeating patterns; Create own pattern rules; Explore own pattern rules. Make Connections Deepen understanding; Patterns and relationships. Consolidation
	White Rose materials will be supplemented by other resources and planning ideas including NCETM (Mastering Number) and Karen Wilding.					
	Daily Routines					
	Self-registration, calendar, visual time-table, book voting (10 frame)					
	Busy Learning					
	Practise taught skills. Use and apply taught skills in real life situations, maths rich environment					
	Story/song-time					
	Practise taught skills, 'What do you notice? What do you wonder?'					
Understanding the World People, Culture and Community	We aim to become... Exceptional Explorers who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places. And... Compassionate Citizens who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.					

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The Natural World Past and Present	<p>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.</p> <p>Past and present:</p> <ul style="list-style-type: none">▪ Talking and commenting on images, books and objects that show familiar past events and discuss the similarities and differences based on their experiences.▪ Using class texts to explore past and present e.g. pirates, castles and characters.▪ Discussing when the story takes place and the similarities and differences. <p>People, culture and communities:</p> <ul style="list-style-type: none">▪ Use introduced vocabulary to describe their immediate environment including place names. Being able to interpret and identify areas on a simple map and attempt to draw their own, using observations, stories and non- fiction text. <p>Be confident to share details about their family and community and make comparisons with other families and communities. Drawing on real life experiences and books. Joining in with SMSC discussions and RE learning and understanding similarities and differences between religious and cultural communities and how they celebrate special times in different ways. Using these discussions and experiences in their play.</p> <ul style="list-style-type: none">▪ Be able to compare and contrast differences and similarities in life in this country and others, using knowledge and vocabulary gained through stories and texts, maps, pictures and videos and discussions. <p>The Natural Word:</p> <ul style="list-style-type: none">▪ Be curious to explore the natural world and use their senses to investigate hands on experiences including natural processes e.g. ice melting, changing of the seasons.▪ Understand how to care for the natural environment.▪ Make close observations of animals and plants and draw pictures including details observed and being able to articulate using introduced vocabulary including the name of plants and animals.▪ Join in with discussions comparing the features of our immediate environment with those of others (local, national and the world) by drawing on first hand experiences, information from books, videos and pictures.					
	Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways.	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.
	Name and describe people who are familiar to them.	Recognise some similarities and differences between life in this country and life in other countries				Compare and contrast characters from stories, including figures from the past.

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Character, setting, event from the past	Florence Nightingale	Guy Fawkes Neil Armstrong	Launceston Castle	David Attenborough	Vincent Van Gogh King Charles iii coronation	Mary Anning Grace Downing
Busy Learning	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts					
Story/Song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries					
Science Links (working scientifically)	<u>Evaluate</u> Use their observations and ideas to suggest answers to questions.	<u>Observe and measure</u> Observe closely, using simple equipment.	<u>Set up enquiry</u> Perform simple tests. <u>Record</u> Gather and record data to help in answering questions.	<u>Make predictions</u> Predict their outcome and carry out an investigation. Compare findings	<u>Interpret and Report</u> Identify and classify. Use appropriate scientific language to communicate ideas. <u>Observe and measure</u> Observe closely, using simple equipment.	<u>Ask Questions</u> Ask simple Qs and recognise that they can be answered in different ways
	Possible Enhancements					
	Animals including humans – What is this part of my body called? Body parts.	Seasonal changes – Why do the leaves on trees look different? Properties and changes of materials– How can we change what soup looks like? Signs of Autumn	Everyday materials – Which materials help vehicles to travel furthest? Which materials make the vehicles travel faster or slower?	Animals Animal habitats Lifecycles (butterfly/frog). Minibeasts	Plants – What will happen to this seed/bulb? Planting bean and sunflower seeds. Lifecycles (plants)	Exploring materials – Can you make a boat that floats? Making a boat to carry a passenger. Making a boat out of plasticine and tin foil Sinking and floating
Technology	To engage with age appropriate software.	To explore the use of technology as a means of capturing images.	To explore programming using bee bots.	To use technology to promote speaking and listening.	To use technology as a research tool.	To produce our own images and videos.
	IWB and I Pads Using the recordable devices to record. Torches for dark	Use of I-Pad as a camera. Introduce Chatterpix app.	Bee-bots	Introduce Walkie talkies in role-play Using the recordable devices to record.	Using iPads/laptops for research.	Using the I-pads, recordable devices to tell new intake what our class is like.

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	reading den.					
RE (Understanding Christianity)	Being Special: Where do we belong?	Incarnation: Why do Christians perform Nativity plays at Christmas?	God/Creation: Why is the word 'God' so important to Christians?	Salvation: Why do Christians put a cross in an Easter garden?	What places are special and why?	What times/stories are special and why?
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<p>We aim to become...Proud Performers who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm. And Dynamic Designers who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children 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.</p> <p>Creating with Materials:</p> <ul style="list-style-type: none"> Plan what they are going to create and how they will go about it Experiment with combining a range of materials and to consider how problems can be overcome. Thinking about the best way to join materials e.g. tape, different sorts of glue, tags, string etc. Experiment with colour mixing to produce different colours e.g. powder paint, poster paint and watercolours. Independently use processes to shape materials e.g. scissors, tearing, sawing. Creating collaboratively, sharing ideas, resources and skills. Creatively use props and materials (loose parts that can symbolise different things) to role play characters and situations whilst collaborating with others. Review their creations and talk about them (part of the play project cycle). Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do. 					

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	Being imaginative and expressive: <ul style="list-style-type: none"> ▪ Know and join in with a collection of songs, rhymes and dances and perform them as part of the class, groups and individually. ▪ Introduces a story or narrative to their play. Drawing on experiences, stories and narratives used in class and beyond. Recounting, adapting and inventing stories and narratives. ▪ Joining in and acting out experiences with others. Keeping play going and considering others. 				
	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.
	Possible Enhancements:				
	Self-portraits Self-portraits in the style of Pablo Picasso Drawing families Building models with various materials Basic mark-making using one colour Naming and using primary colours Experimenting with variety of tools.	Transient art, Night pictures and natural collages. Rangoli Patterns. Use clay to mould Diva Lamps. Making simple sculptures Firework dances Listen to music and make their own dances in response Story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories	Explore Wassily Kandinsky Art and create own images Use Printing techniques Exploration of other countries – dressing up in different costumes Provide children with a range of materials for children to construct with. Informal colour mixing Naming, mixing and using secondary colours	Yayoi Kusama artist study: create polka dot and abstract collages Collage and symmetry paintings Creating mini-beasts using different mediums (paint, collage, transient art). Selecting the tools and techniques needed to assemble materials that they are using Exploring working with paint on different surfaces/textures and in different ways Painting without tools.	Still life drawings/pastel drawings of plants and flowers. Explore Van Gogh's work and create own images. Beginning to predict the end result when mixing colouring. Water pictures, collage, shading by adding black or white, colour mixing (Olivia Pilling) Mixing colour more purposefully to make a waterscape and then adding more detail to paintings in a number of sessions Puppet shows: Provide a wide range of props for play which encourage imagination.

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D and T (joining)	Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour		Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler		High Level Joins hole punch (single and double) split pins, treasury tags, stitching	
Music	Charanga – Me!	Charanga – My Stories	Charanga - Everyone	Charanga – Our World	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and Replay
	Use voices expressively and creatively (nursery rhymes) Body percussion IWB and nursery rhyme sheets	Explore untuned instruments, expressively and musically Chants Untuned instruments:: triangle, drums (bongo, bass, snare), cymbals, tambourine, maracas, agogos, castanets	Explore tuned instruments, expressively and musically Tuned instruments: boomwhackers, glockenspiel, chimes, guitars, flute, xylophone, timpani drums	Follow and identify steady beats and rhythms. Listen, with concentration, to a range of music and try to move in time with it.	Experiment with, create, select and combine sounds (work in pairs/in a group)	Create own instrument (craft) and explain how to use it to others.
Off Site Enrichment		Fire Station Visit		Zoo trip	Woodland Skills Centre	Beach Trip
Internal Enrichment	Wild Tribe Police visit	Wild Tribe Midwife visit Balanceability	Wild Tribe Pony Visit	Wild Tribe Vet Nurse visit Health and Well-being Day	Wild Tribe Growing/releasing Butterflies	Wild Tribe Lifeguard Visit

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Early Learning Goals – for the end of the year - Holistic / best fit Judgement						
Communication & Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts & Design
<p>ELG: Listening, Attention and Understanding 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</p> <p>ELG: Speaking 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.</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>	<p>ELG: 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.</p> <p>ELG: Fine Motor Skills 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.</p>	<p>ELG: Comprehension 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.</p> <p>ELG: Word Reading 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.</p> <p>ELG: 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.</p>	<p>ELG: Number 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.</p> <p>ELG: Numerical Patterns 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.</p>	<p>ELG: 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. ELG: People, Culture 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. ELG: 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.</p>	<p>ELG: Creating with Materials 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.</p> <p>ELG: Being Imaginative and Expressive 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.</p>

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