

Reception EYFS Long Term Overview 2026-2027

School: North Petherwin	
Completed by a School Leader/ Key Stage Leader: Becky Johns (Class teacher)	Name/ Signature/ Date: <i>B. Johns</i> 05/09/26
Shared with Curriculum Leaders: Jonny Phillpotts/ Jodie Trevorah	Name/ Signature/ Date: <i>J. Phillpotts</i> 05/09/26
Monitored by Curriculum Leader: To ensure subject coverage and weighting.	Name/ Signature/ Date: <i>J. Trevorah</i> 01/09/26



Characteristics of Effective Teaching and 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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Early Years Foundation Stage Vision “Achieving together, inspiring learners for life”

At North Petherwin Primary School, we believe every child deserves to feel safe, valued and inspired from the very beginning of their learning journey. As a small, rural school with a strong sense of community, we place relationships at the heart of everything we do and are committed to providing an inclusive and ambitious curriculum where every child can flourish.

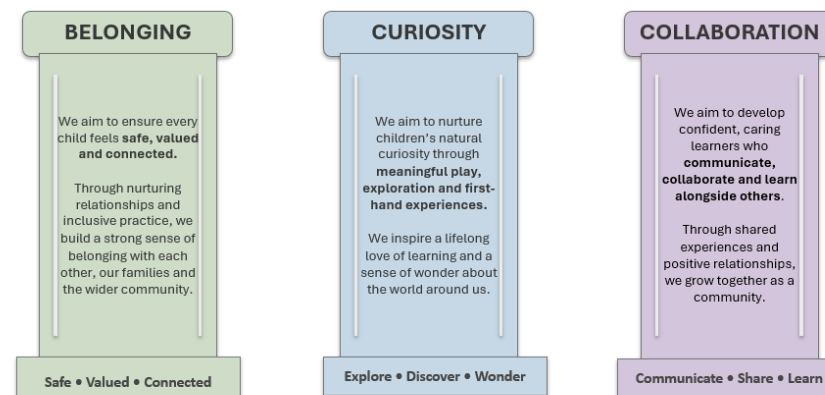
Our Early Years curriculum is carefully designed to develop confident, curious and collaborative learners through meaningful play, high-quality interactions and rich first-hand experiences. Through a balance of child-initiated play and purposeful adult-led learning, we support children to develop the knowledge, skills and attitudes needed for future learning and success.

Our EYFS curriculum is underpinned by three Pillars of Practice which shape every aspect of teaching, learning and provision within our setting:

Our Pillars of Practice

Belonging • Curiosity • Collaboration

These three Pillars of Practice are the foundations of everything we do in our Early Years setting. They shape our curriculum, environment and relationships, supporting every child to thrive as confident, curious and collaborative learners.



Rooted in our rural community, we provide rich opportunities for every child to grow, thrive and reach their potential - now and in the future.

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Belonging

We believe children thrive when they feel a strong sense of belonging. We prioritise warm, trusting relationships with children and their families, creating a welcoming environment where every child feels safe, valued and respected for who they are. Through nurturing interactions and consistent routines, children develop the confidence and emotional security needed to explore, take risks and engage positively in their learning.

We place great importance on children's personal, social and emotional development and support children to recognise, understand and talk about their feelings through daily interactions, circle times and **Chatties** sessions. By getting to know children as individuals and understanding their unique starting points, we support children in developing strategies to manage emotions, build resilience and feel confident within their learning environment.

We want our children to feel happy, safe and confident to speak, share their ideas and express themselves throughout the school day. When children feel secure enough to communicate openly through play, discussion and problem solving, they naturally develop stronger communication and oracy skills. Through emotion coaching and high-quality adult support, children are encouraged to become **reflective, resilient, collaborative** and increasingly **independent** learners who are able to recognise when they need support, regulate their emotions and positively approach challenges.

Positive partnerships with families are central to our practice. We value parents and carers as children's first educators and work closely together to support every child throughout their learning journey. Through regular communication on **Class Dojo**, home-book sharing opportunities and children's paper learning journeys, we celebrate children's achievements and encourage strong connections between home and school.

We recognise the importance of smooth and supportive transitions within the Early Years and beyond. Through transition visits, shared experiences and strong communication with families, we help children to feel secure, confident and ready for the next stage of their learning journey.

Through shared experiences, local links and opportunities to learn together, children begin to understand the importance of kindness, respect and belonging within their local community and beyond. Our curriculum is carefully planned to reflect and celebrate diversity, including gender, disability and a range of cultural backgrounds, ensuring it is inclusive and representative of the world around us. Alongside this, children are encouraged to develop an awareness of sustainability and their role in caring for the environment, helping them to become thoughtful, responsible citizens of the future.*

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Curiosity

We aim to nurture children's natural curiosity and inspire a lifelong love of learning through meaningful experiences, purposeful play and rich first-hand opportunities.

Learning Focus Hook → Topic Map → Responsive Next Steps → Enhanced Provision

Each Half Term begins with an engaging hook or first-hand experience designed to spark awe, wonder and excitement. Adults and children then work together to create topic maps which uncover children's prior knowledge, interests, ideas and questions. We value the unique insights children bring to their learning and use these discussions to shape responsive next steps and enhanced provision opportunities both indoors and outdoors.

By responding to children's interests and allowing their ideas to help lead learning, we create an environment where play is meaningful, engaging and appropriately challenging. Through exploration, sustained shared thinking and high-quality adult interactions, children are encouraged to become **curious, independent, reflective, resilient** and **collaborative** learners who make connections across their learning.

Our enabling environments are carefully designed to promote imagination, creativity and exploration. Our rural setting and weekly **Wild Tribe** sessions provide rich opportunities for children to explore the natural world, experience seasonal change and develop confidence through first-hand outdoor learning experiences.

Reading lies at the heart of our curriculum. Our carefully designed Reading Spine ensures children experience a rich diet of high-quality texts that drive both literacy and the wider curriculum. Stories provide meaningful opportunities to develop vocabulary, knowledge and understanding through discussion, sustained shared thinking and first-hand experiences. Alongside the Reading Spine, our carefully sequenced Vocabulary Progression ensures ambitious vocabulary is introduced, revisited and embedded in meaningful contexts, enabling children to develop increasingly rich language and communicate with confidence. The Reading Spine has also been carefully planned to revisit significant authors and illustrators, enabling children to become increasingly familiar with different storytelling styles, language patterns and artistic techniques while developing a lifelong love of books.

Nursery children participate in **Little Wandle Foundations for Phonics**, **Little Wandle Rhyme Time** and **Foundations for a Love of Reading** sessions which foster a love of stories, rhyme and language from an early age. Both Nursery and Reception children take part in weekly home-book sharing opportunities to further develop a love of reading at home and school. Reception children also participate in daily **Little Wandle** phonics and reading practice sessions. To further develop communication, imagination and early literacy skills, children engage in **Story Dough** and **Story Club** sessions which immerse them in storytelling, vocabulary and meaningful mark-making opportunities. Children with identified speech and language needs are further supported through targeted **WellComm** interventions within play and adult-led interactions.

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Children also participate in daily **Squiggle Whilst You Wiggle** sessions to support gross and fine motor development in preparation for early writing.

Mathematical language and thinking are developed through practical exploration, discussion and problem solving. We use **NCETM Number** to develop deep understanding of early number concepts and **White Rose Maths** to support learning in shape, space and measure. Children learn through games, investigation and concrete manipulatives which develop confidence, reasoning and mathematical language.

Collaboration

We believe that children learn best when they learn with and from others through play, exploration and high-quality adult interactions. Adults use sustained shared thinking to extend children's ideas, deepen understanding and encourage children to think critically alongside others. We place a strong emphasis on a rich, open-ended play ethos where children are encouraged to share ideas, negotiate roles, solve problems together and build positive relationships. Through collaborative play, partner talk, shared storytelling and group learning experiences, children develop the confidence to communicate, collaborate and learn alongside others.

Our continuous provision is carefully designed to provide meaningful opportunities for children to explore, create and work together at their own stage of development. Through responsive planning, enhanced provision and in-the-moment interactions, adults support children to deepen their thinking, extend their language and make connections within their learning. We value play as a vital part of children's development and believe children need time, space and freedom to become fully immersed in their learning, both indoors and outdoors.

Communication and language are central to our curriculum and high-quality adult interactions are prioritised throughout the day. Through role play, discussion, outdoor teamwork and shared problem-solving experiences, children develop the vocabulary, oracy and social skills needed to express themselves confidently and listen to the ideas of others. We value opportunities for children to learn from one another, share their ideas and contribute their own voice within play and discussion. Through these opportunities, children are encouraged to become **collaborative, reflective, curious** and increasingly **independent** learners.

We value opportunities for children to collaborate beyond the classroom through shared celebrations, local visits, visitors and community experiences which strengthen children's communication, teamwork and sense of connection with others.

We believe that children's play provides valuable insight into their understanding and development. Observations, discussions and interactions within play help adults to identify children's next steps, interests and achievements. Ongoing assessment, informed by high-quality interactions, observations

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and our EYFS checkpoints, supports staff in understanding what children know, what they can do and how learning can be further developed. Evidence of children's learning is gathered through observations, photographs, independent work and recorded within children's learning journeys.

Throughout our curriculum documentation, opportunities to promote **diversity and inclusion are highlighted in **green**, while links to **sustainability** are highlighted in **yellow**.*

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lines of Enquiry	Where Do I Belong? Starting school and new beginnings Me, my family and where I belong Feelings and emotions My body, health and self-care Our school and local community Autumn and seasonal change	Let's Celebrate! Celebrations, traditions and special times Different cultures, beliefs and communities People and events from the past Toys past and present Space and exploration Winter and seasonal change	On the Move! Our local area and landmarks Journeys and routes Maps, symbols and directions Transport past and present Road safety and safe journeys Exploring places beyond our local area	Animals Near and Far! Animals around the world Habitats and environments Comparing places and climates Animal life cycles and adaptation People who help us understand the natural world Spring and seasonal change	Seeds, Soil and Sunshine! Plants, flowers and growing What plants need to grow Plant and minibeast life cycles Observation and change over time Caring for living things and the natural world Summer and seasonal change	Deep Sea Detectives! Oceans, seas and coasts Marine life and habitats Fossils and the past Human impact on the natural world Caring for our oceans and environment Exploring and comparing places
	NB: These themes may be adapted at various points to allow for children's interests to flow through the provision					

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Core Texts Literacy Tree Drawing Club	Fiction	'The Colour Monster Goes to school' by Anna Llenas DC 'So Much' by Trish Cooke LT Goldilocks and the Three Bears-Traditional Tale 'Little Red Hen' by Kaye Umansky DC 'The Leaf Thief' by Alice Hemming DC	'Room on the Broom' by Julia Donaldson DC 'Rama and Sita' – Malachy Doyle DC 'Whatever Next' by Jill Murphy DC 'Look Up' by Nathan Bryon and Dapo Adeola LT 'The Runaway Iceberg' – A Twinkl Original The Gingerbread Man – Traditional Tale DC	'Rosie's Walk' by Pat Hutchins DC 'The Naughty Bus' by Jan Oke LT 'The Everywhere Bear' by Julia Donaldson Martha Maps It Out – Leigh Hodgkinson 'The Great Race' by Christopher Corr DC 'Emma Jayne's Aeroplane' by Katie Haworth DC	'Mama Panya's Pancakes' by Mary and Rich Chamberlin 'Handa's Surprise' by Eileen Browne DC 'Bringing the Rain to Kapiti Plain' by Verna Aardema LT 'The crafty Chameleon' by Hadithi Mweenye DC 'Where the Wild Things are' by Maurice Sendak DC Supertato: The Great Eggscape by Sue Hendra & Paul Linnet	'Jack and the beanstalk' – Traditional Tale DC Jack and the Jelly Beanstalk by Rachael Mortimer The Enormous Turnip-Traditional Tale DC 'The Tiny Seed' by Eric Carle LT 'The extraordinary Gardener' by Sam Boughton LT 'Tree' by Patricia Hegarty, illustrated by Britta Teckentrup	'The Lighthouse Keepers Lunch' by Ronda Armitage 'The Snail and the Whale' by Julia Donaldson DC 'Clean Up' by Nathan Bryon 'Somebody Swallowed Stanley' by Sarah Roberts 'The Night Pirates' by Peter Harris LT DC 'Julian is a Mermaid' by Jessica Love LT
		'Me and My Amazing Body' Joan Sweeney and Ed Miller	National Geographic Little Kids First Big Book of Space – Catherine D. Hughes	Children's Picture Atlas by Ruth Brocklehurst	One Day on Our Blue Planet... in the Savannah by Ella Bailey	'Caterpillar and Bean: A Science Storybook about Growing' by Martin Jenkins	All About Fossils – Cody Crane

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Communication, Language and Literacy	Curriculum Aspiration: A confident Communicator Begins to communicate wants, needs and ideas through words, gestures and play. Develops confidence to listen, take turns in conversation and use an increasingly rich vocabulary through stories, songs, meaningful interactions and sustained shared thinking.
<i>Listening, Attention and Understanding</i> <i>Speaking</i>	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. Listening, Attention and Understanding: ▪ 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. Speaking: ▪ 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:					
	Story telling shelves – The colour Monster Create feelings/emotions interest table.	Story telling shelves – Whatever Next (space) Create icy environments in small world area.	Story telling shelves – The naughty bus. Links to transport, maps etc. In all areas-various maps	Story telling shelves- Handa's Surprise Small World-animal habitats	Story telling shelves – Jack and the Beanstalk. Interest table-growing, plants, beans, life cycles.	Interest table-under the sea/fossils Digging for treasure in the sand (grid reference)

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Personal, Social and Emotional Development	Curriculum Aspiration: A Reflective and Resilient Learner Begins to persevere when faced with challenge, explores new experiences with encouragement and develops confidence to try independently. Learns that mistakes are part of learning and begins to reflect on experiences with adult support.		
	Curriculum Aspiration: A Collaborative Learner Begins to play alongside and with others, sharing ideas, taking turns and solving simple problems with support. Develops positive relationships through shared play and discussion.		
Building Relationships Managing Self Self-Regulation	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. Self-Regulation: - 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, Phonics expectations, tidying up. Managing Self: - 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. Building Relationships: - 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. - 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.	Show resilience and perseverance in the face of challenge.	Think about the perspectives of others.
	Build constructive and respectful relationships.		Manage their own needs.

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	Express their feelings and consider the feelings of others.	Identify and moderate their own feelings socially and emotionally.				
	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	Curriculum Aspiration: A Healthy and Active Learner Develops strength, coordination, control and confidence through active play, outdoor learning and purposeful fine and gross motor experiences.					
Gross Motor Fine 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. Gross Motor Skills: ▪ 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. Fine Motor Skills:					

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	▪ 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	Ball Games
	Move with confidence, travel in different ways with control and co-ordination. 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.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Combine different movements with ease and fluency.	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.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.
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.					

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Literacy	Curriculum Aspiration: A Reader and Storyteller Develops a love of stories, rhyme and books through the Reading Spine, joining in with repeated language, talking about pictures and retelling familiar stories through play. Begins to use newly introduced vocabulary in meaningful contexts. Curriculum Aspiration: A Confident Writer Uses drawing, mark-making and early writing to communicate ideas, experiences and stories with increasing confidence.
<i>Comprehension, Word Reading Writing</i>	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) Comprehension: ▪ Listen attentively to and engage with a range of stories, non-fiction, rhymes and poems. ▪ Retell familiar stories and narratives, using their own words and recently introduced vocabulary. ▪ Talk about characters, settings and key events and anticipate what might happen next. ▪ Develop and use vocabulary encountered through books, using it in discussion, play and role play. ▪ Talk about and share what they have learned from non-fiction texts. Word Reading: <i>Following Little Wandle Letters and Sounds Revised:</i> ▪ Learn the taught grapheme–phoneme correspondences and use these to decode words. ▪ Use sound talk and blending to read words, developing accuracy and fluency. ▪ Read taught tricky words with increasing automaticity. ▪ Read and reread books that are matched to their secure phonic knowledge, developing confidence, fluency and understanding. Writing: ▪ Develop increasingly accurate and fluent letter formation through taught handwriting. ▪ Apply taught phonic knowledge to segment words and represent the sounds they hear in writing. ▪ Orally compose ideas before writing and increasingly record these as words, phrases and simple sentences. ▪ Develop independence in writing simple sentences that can be read by themselves and others. ▪ Begin to use finger spaces, capital letters and full stops where appropriate.

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	Little Wandle Letters and Sounds Revised.					
	Phonic Sounds: LW Phase 2	Phonic Sounds: LW Phase 2	Phonic Sounds: LW Phase 3	Phonic Sounds: LW Phase 3	Phonic Sounds: Lw Phase 4	Phonic Sounds: LW Phase 4
	<i>Working on using common consonants and vowels which they can blend for reading simple CVC words.</i> <i>Read individual letters by saying the sounds for them.</i> 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.	<i>Working on reading CVC words using a wider range of letters inc. consonant, digraphs and double letters e.g. bell, chick</i> <i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i> 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.	<i>Read some letter groups that each represent one sound and say sounds for them.</i> <i>Read a few common exception and tricky words matched to the LW programme.</i> 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.	<i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, exception words.</i> <i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i> 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.	<i>Form lower-case and capital letters correctly.</i> <i>Spell words by identifying the sounds and then writing the sound with letter/s.</i> Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.	<i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i> <i>Re-read what they have written to check that it makes sense.</i> Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
Literacy Comprehension and Vocabulary	Joining in with rhymes and showing an interest	Retell stories related to events through acting/role play.	Making up stories with themselves as the main character	Re-read books to build up their confidence in word reading, their fluency and	Stories from other cultures and traditions	Can draw pictures of characters/ event / setting in a story

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	in stories with repeated refrains. Environment print. 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. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Retelling stories using images. Editing of story maps and orally retelling new stories. Non-Fiction Focus Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	Record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. World Book Day March 22nd	their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions 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. Sort books into categories.
	Overview of writing progression across the year					
Literacy Writing	Develop physical foundations for writing. Make purposeful marks, lines and patterns and give meaning to marks. Orally compose and share ideas.	Apply taught phonics to segment and write simple CVC words, including taught consonant digraphs and double letters (e.g. <i>bell, chick</i>). Develop correct formation of taught letters.	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.					

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Story/song time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems (poetry basket) and song					
Literacy Tree	Possible enhancements for writing (writing roots)					
Text as stimulus: <i>These may change with children's interests</i>	So Much (Family and Friends) Composition: Talk about characters, feelings and family experiences; orally compose messages to family. Transcription: Represent ideas through drawings and early mark-making; begin to write/copy names and meaningful letters/sounds. Adult scribing used to capture children's orally composed ideas.	Look Up (Knowing Yourself) Composition: Orally compose messages, labels and ideas linked to the story. Transcription: Apply taught phonics to write initial sounds and increasingly decodable words; write meaningful labels, cards, notes and messages. Adult scribing/shared writing models how spoken ideas can be recorded.	The Naughty Bus (Non-Fiction-recounts) Setting description Composition: Orally describe settings/events and generate ideas for new journeys or scenes. Transcription: Apply taught phonics to write decodable words, labels, lists and increasingly simple captions. Shared writing can capture children's ideas for an additional adventure/sequel.	Bringing the Rain to Kapiti Plain Composition: Retell and orally compose ideas linked to characters, setting and events; contribute ideas for information about Kapiti Plain. Transcription: Independently apply taught phonics to labels and captions and begin to record simple phrases/sentences. Shared/adult-scribed writing supports more ambitious outcomes such as tourist information.	Jack and the Beanstalk DC Composition: Retell, innovate and orally compose ideas in role; formulate questions and explanations. Transcription: Write increasingly independent captions, speech/thought bubbles, questions and simple sentences using taught phonics. Shared writing supports longer outcomes such as <i>How to Trap a Giant</i> .	The Night Pirates Composition: Write/dictate in role, orally rehearse and develop own story ideas. Transcription: Independently write purposeful lists, signs, captions and increasingly readable sentences using taught phonics. Children may record parts of their own story and information texts. Big Blue Whale (Information Text) Write facts about whales
Drawing Club	Possible opportunities for writing					
Text as Stimulus <i>These may change with children's interests</i>	Little Red Hen/ Goldilocks and the Three Bears Drawing representations making purposeful marks, lines and patterns, orally telling an adult about ideas/creations	Whatever Next/ Room on the Broom/ Rama and Sita Drawing and describing creations, meaningful marks, labels, simple words linked to phonics knowledge	Rosie's Walk/The Great Race/Emma Jayne's Aeroplane Writing phonetically decodable words, labels and captions	Handa's Surprise/ The Crafty Chameleon Writing phonetically decodable words, phrases and captions including phase 2 tricky words	Jack and the Beanstalk, The Enormous Turnip Writing phonetically decodable words, simple sentences including instructions or questions	The Night Pirates/ The Snail and The Whale Writing phonetically decodable words, sentences which can be read by other's including phase 3 tricky words
Maths	Curriculum Aspiration: Develops early mathematical language and thinking through practical exploration, play and discussion. Notices pattern, quantity, shape and measure in meaningful everyday experiences.					

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Number	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. 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; Counting *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 confident in putting numerals in order - 0 to 10 (ordinality) *Understand the 'one more than/one less than' relationship between consecutive numbers. Cardinality *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. Composition *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? Numerical Patterns: To recognise patterns in the counting system e.g. 10s and ones, and enjoying verbally counting to 20 and beyond. Comparison *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.
Numerical Pattern	
Shape and Space	

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Our teaching of maths in reception is based on the Mastering Number (NCTEM) programme and supplemented through the White Rose curriculum for Shape, Space and Measure units and for planning continuous provision throughout the week.						
White Rose Maths	Mastering Number Subitise 3 and 4 - Counting sequences/ -1 correspondence - Composition of number 4 - All numbers are made of 1s - Compare sets by looking and language more than/fewer than Talk about Measures and Patterns (WRM) Make comparisons between objects relating to size, mass, length, weight and capacity. Explore simple patterns (WRM) Copy & continue simple patterns; create simple patterns.	Mastering Number Subitise 5 - Explore cardinality of 5 - Begin to count beyond 5 - Explore concept of wholes and parts - Composition of 5 - Compare sets by looking/subitising and matching Circles and Triangles (WRM) Identify & name circles & triangles; Compare circles & triangles; Shapes in the environment; Describe position. Shapes with 4 sides (WRM) Identify & name shapes with 4 sides; Combine shapes with 4 sides; Shapes in the environment; My day and night.	Mastering Number Subitise 5 cont. - Explore patterns of number beyond 5 - Develop verbal counting, 20 and beyond - Use fingers to represent quantities between 5-10 - Composition of 5/ hidden/missing parts - Compare sets and explore equal/unequal Mass and Capacity (WRM) Compare mass; Find a balance; Explore capacity; Compare capacity. Length, Height & Time (WRM) Explore length; Compare length. Explore 3D Shapes (WRM) Recognise and name 3-D shapes; Find 2-D shapes within 3-D shapes; Use 3-D shapes for tasks.	Mastering Number Explore un/symmetrical patterns - Consolidate cardinality within 10 - Familiarise pattern to 20 - Explore composition of odd and even numbers - Even numbers/doubles - Composition of numbers within 10 - Reason with 'how-many-ness' of numbers Length, Height & Time cont. (WRM) Explore height; Compare height. Manipulate, Compose & Decompose (WRM) Select shapes for a purpose; Rotate shapes; Manipulate shapes; Explain shape arrangements.	Mastering Number Subitise numbers in different patterns - Subitise structured/unstructured within 10 – Appropriate to count/subitise - Develop verbal counting, 20 and beyond - Composition of 10 - Order sets of objects - Understand ordinal system Manipulate, Compose & Decompose Cont. (WRM) Select shapes for a purpose; Rotate shapes; Manipulate shapes; Explain shape arrangements. Sharing & Grouping (WRM) Explore sharing; Sharing; Explore grouping; Grouping; Even and odd sharing; Play with and build doubles.	Mastering Number Consolidation of all concepts within a variety of contexts with particular focus on: Taking away, Doubling, Sharing and grouping Even and odd, Number beyond 20. (Supplement with WRM) Visualise Build & Map (WRM) Identify units of repeating patterns; Create own pattern rules; Explore own pattern rules. Make Connections (WRM) Deepen understanding; Patterns and relationships.
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?'					

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Understanding the World (History, Geography, Science, Computing, RE)	Curriculum Aspiration: A Compassionate Citizen Develops kindness, empathy and respect through positive relationships, stories and shared experiences. Begins to understand how to care for others, living things and the environment. Curriculum Aspiration: A Curious Explorer Explores with curiosity through meaningful play, first-hand experiences and outdoor learning. Notices change, investigates with their senses and begins to ask questions about the world around them.
People, Culture and Community The Natural World Past and Present	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. Past and present: ▪ 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. People, culture and communities: ▪ 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. 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. ▪ 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. The Natural World: ▪ 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.

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History UTW – Past and Present	To know about my own life-story To know how I have changed Now and then – houses. Talk about familiar people within their family, school and local community and the roles they have.	To know about figures from the past (Guy Fawkes/Neil Armstrong) To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Toys and Teddy's) Traditions: Birthdays Christmas Remembrance Day	Now and then – transport. Fire engines from the past Famous explorers – link to Geography work. Launceston Castle map and investigation	History of St Piran - 5th March To know about the past through settings, characters and events encountered in books read in class and storytelling Know about the life and work of David Attenborough and how he has helped people learn about the natural world. Now and then-farming	To know about figures from the past (Vincent Van Gogh) Link to Artwork. Observations & Timeline-how do things change over time?	Now and then – the seaside. To know about figures from the past and why they are important (Mary Anning/Grace Darling) Fossils
Possible Enhancements	Household items (such as telephones, old iron)	Toys and Bears from the past- Trip to Charlie Bears Museum	Old map, pictures of transport through history. Old picture of Launceston/school	Farming artifacts-What could they be? Photos of farming through history	Pictures of different gardens from around the world to compare and contrast	Old compass Aquarium Trip
Geography: UTW – People, Culture and Communities WTW-The Natural World	Explore our school and its immediate environment. Talk about where we live and our journey to school, noticing familiar features and landmarks. Begin to develop knowledge of North Petherwin and the local area.	What is there in North Petherwin/Launceston that we already know and what can we find out? Use a world map/globe to locate places linked to children's experiences, celebrations and stories. Begin to recognise that people live in different places around the world.	Explore our local area and recognise familiar landmarks. Follow simple maps and routes, using positional and directional language. Recognise and use simple symbols on maps and create own simple maps. Use maps and globes to explore journeys and places beyond our local area.	Locate Kenya and the UK on a world map/globe. Explore and compare features of our local environment with environments in Kenya, including climate and landscape. Explore where different animals live and how habitats vary around the world (Links to Science).	Explore where some of our food comes from and how it is grown. Recognise that different plants and foods grow in different places and environments.	Explore oceans, seas and coasts using maps and globes. Explore and compare coastal places with our own local environment. Use simple maps to locate and represent places linked to our learning and first-hand experiences.

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Enrichment opportunities	Police visit school	Charlie Bears Museum Visit Church	Fire Station Visit	Farm animal Visit	Woodland Skills Centre	Lifeguard Beach Safety Talk
Science (Thinking scientifically)	Evaluate Use their observations and ideas to suggest answers to questions.	Observe and measure Observe closely, using simple equipment.	Set up enquiry Perform simple tests. Record Gather and record data to help in answering questions.	Make predictions Predict their outcome and carry out an investigation. Compare findings	Interpret and Report Identify and classify. Use appropriate scientific language to communicate ideas. Observe and measure Observe closely, using simple equipment.	Ask Questions Ask simple Qs and recognise that they can be answered in different ways
UTW-The Natural World Sustainability focus	Growing and changing. Human life cycles. Explore the natural environment using our 5 senses. Begin to show respect and care for the natural environment. Know that some things in the world are man-made and some things are natural.	Recognise the signs of Autumn. Features of the world and Earth (river, forests, sea, land etc...) Changing states of matter World Science Day-10 th Nov	Recognise the signs of Winter. Know some important processes and changes in the natural world including states of matter (freezing) Everyday materials – Investigate Friction Which materials help vehicles to travel furthest?	Recognise the signs of Spring. Lifecycles of animals (butterfly/frog). Animals – how have different animals adapted to their habitats? Know that animals live in hot and cold places Love our planet-how can we help care for the environment to protect animals?	Know about features of my own immediate environment and how they might vary from another. Planting seeds – observing growth. Caring for plants. parts of a plant. What will happen to this seed/bulb? What do plants need to grow? Where does food come from? Lifecycles (plants)	Recognise the signs of Summer. Explore marine animals and how they are suited to their habitats. Consider how human actions can affect marine environments. Explore materials and textures (recycling). Know some important processes and changes in the natural world including states of matter (melting, floating and sinking)
Enrichment opportunities:	Wild Tribe Breaking bread	Wild Tribe Nurse/Midwife visit Diwali cooking experience	Wild Tribe Balance-ability THINK-Road safety education	Wild Tribe Pet visit Health and Well-being Day Newquay Zoo Trip	Wild Tribe Planting bean and sunflower seeds. Growing and releasing Butterflies	Wild Tribe Making a boat to carry a passenger. Making a boat out of plasticine and tin foil Beach Trip

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Technology-Computing	Engaging with age appropriate software: Ipad CD player IWB	Use iPad stopwatch app – link to maths work on time. Use Beebots – basic operations	Use of technology in home and school. What technology do you have at home? How is this the same/different to what you have at school? E-Safety Day.	Use technology to promote speaking and listening. Use Beebots - moving from A to B Using the recordable devices to record.	Engaging with age-appropriate software Google maps on the iPad linked to Geography work.	Engaging with age-appropriate software: Produce our own images and videos using: Ipad CD player IWB
RE / SMSC UTW-People Cultures and Communities	Being Special: Where do we belong? Family structures, who is part of our families. Similarities and differences between themselves and peers. People who help us within the local community Traditions e.g. Harvest	Incarnation: Why do Christians perform Nativity plays at Christmas? How Hindus celebrate Diwali. The Christmas Story and how it is celebrated. Know that people around the world have different religions. Curiosity suitcase: Diwali (coloured rice, Henna, Diva lamps, books etc).	God/Creation: Why is the word 'God' so important to Christians? Chinese New Year. How is it celebrated? Traditions. People who help us within the local community, Curiosity suitcase: Chinese New Year (masks, chop sticks, umbrellas etc).	Salvation: Why do Christians put a cross in an Easter garden? To understand celebrations such as Mothering Sunday and Easter To understand the celebration of St Piran's Day	What places are special and why? Important places in our community and beyond To understand that there are different places of worship in both the UK and wider world which are special to people.	What times/stories are special and why? Share details about their family and community and make comparisons with other families and communities around the world. To listen to stories and reflect on what we can learn from them/ understand their importance to people
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					
Expressive Arts and Design (Art, DT, Music and Drama)	Curriculum Aspiration: A Creative Thinker Explores, creates and expresses ideas through art, music, role play, storytelling, construction and imaginative play. Begins to use experiences and stories to inspire creativity.					

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Creating with Materials Being Imaginative and Expressive	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. 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. Creating with Materials: - 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. Being imaginative and expressive: - 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.					
Art and DT	Drawing: Explore making marks with wax crayons. To investigate the marks and patterns made by different textures. Painting and Mixed Media: Explore paint through finger painting.	Drawing: Explore making marks with felt tips. Use felt tips to make patterns. Painting and Mixed Media: Create natural paintbrushes using found objects.	Drawing: Explore making marks with chalk. Make controlled large and small movements with the chalk. Compare different ways of making marks and drawing. Painting and Mixed Media:	Drawing: Explore mark making using pencils. Create a simple observational drawing Painting and Mixed Media: To make child-led collages using mixed media.	Drawing: Use their observational skills to create a self portrait. Painting and Mixed Media: Explore the artist Megan Coyle. Create landscape collages inspired by the work of Megan Coyle.	Drawing: Use a variety of colours and materials to create a year 6 portrait. Compare how colour is used by artists. Painting and Mixed Media: Create a large piece of group artwork (Under the sea)

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	Describe the texture and colours as they paint Talk about their work. Sculpture and 3D: Explore clay and its properties. Experimenting with variety of tools. Craft & Design: Develop scissor skills.	Explore with natural paintbrushes and mud paint to create artwork. To talk about their work. Sculpture and 3D: Explore playdough and its properties Use tools safely and with confidence. Craft & Design: Develop threading skills. Seasonal Crafts: Making clay Divas Junk model – join with tape/glue and embellish	Respond to music through the medium of paint, Use paint to express ideas and feelings. Sculpture and 3D: Create natural 3D landscape pictures using found objects. Craft & Design: Explore the different ways we can join materials together and practise these techniques. Seasonal Crafts: petal mandala sun catchers	To use loose parts to create a piece of transient art. Sculpture and 3D: Generate inspiration and conversation about sculpture art and artists. Create a design for 3D animal sculpture Craft & Design: To learn how to fold, curl and cut paper to achieve a desired effect.	Sculpture and 3D: Begin to make a 3D clay sculpture using the designs created last term. Craft & Design: Create a design for a tissue paper flower.	Experiment with colour, design and painting techniques. Sculpture and 3D: Share their creation, explaining the processes they have used. Craft & Design: Refine small motor skills through the use of drawing, cutting and manipulating paper. Junk model – moving parts
Focus Artist:	Pablo Picasso (abstract faces)	John Dyer (fireworks)	Wassily Kandinsky (Shapes/pattern)	Yayoi Kusama (polka dot and abstract collages)	Vincent Van Gogh (observational drawing of plants)	Olivia Pilling (colour mixing)
Possible Enhancements:	Self-portraits Self-portraits in the style of Picasso Drawing families Building models with various materials Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour	Transient art, Night pictures and natural collages. Rangoli Patterns. Use clay to mould Diva Lamps. Basic Level Joins glue stick, PVA glue with a glue brush, PVA glue with a spreader, make glue from flour	Provide children with a range of materials for children to construct with. Informal colour mixing Naming, mixing and using secondary colours Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler	Creating 3D mini-beasts using different mediums (sculpture, collage, dough, transient art). Mid-Level Joins masking tape, sticky tape, folding paper and card, elastic band, sticky tack, a paper clip, a stapler	Still life drawings/pastel drawings of plants and flowers. Images of Van Gogh's work and create own images. Create a tissue paper flower High Level Joins hole punch (single and double) split pins, treasury tags, stitching	Water pictures, collage, shading by adding black or white Mixing colour more purposefully to make a waterscape and then adding more detail to paintings in a number of sessions High Level Joins hole punch (single and double) split pins, treasury tags, stitching
Music & Drama	Charanga – Me!	Charanga – My Stories	Charanga - Everyone	Charanga – Our World	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and Replay

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	Use voices expressively and creatively (nursery rhymes) Body percussion Harvest song and performance IWB and nursery rhyme sheets	Listen to music and make their own dances in response Signing nursery rhymes Exploration of other countries – dressing up in different costumes-Diwali	Listen, with concentration, to a range of music and try to move in time with it. Listening to classical music – CD player. Signing nursery rhymes	Follow and identify steady beats and rhythms. Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively sharing ideas, resources, and skills.	Experiment with, create, select and combine sounds (work in pairs/in a group) Listen attentively, move to and talk about music, expressing their feelings and responses.	Create own instrument (craft) and explain how to use it to others. Watch and talk about dance and performance art, expressing their feelings and responses
Possible enhancements	Develop storylines in their pretend play through use of real props	Firework dances Nativity singing and performance.	Story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories	Outdoor performance stage - addition of percussion instruments	Outdoor performance stage – addition of tuned instruments	Puppet shows: Provide a wide range of props for play which encourage imagination. End of year production
Home corner enhancements	Home corner with baby station Autumn/Harvest foods/Halloween	Winter clothing/party ware/invitations Christmas decorations/presents/ tree etc. Outdoor Role-Play-Rocket	Train station with train Chinese New Year Outdoor Role Play-Garage	Vet (animals and First Aid kit resources) Pictures of animals with their young	Garden Centre resources Flowers Sunhats and umbrellas Outdoors-Sensory Mud kitchen (herbs grown in garden)	Ice-cream shop/Café Outdoor role play-Boats and pirates
Drawing Club	Develop drawing skills, use imagination, develop stories					
Busy Learning	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play					
Story/sing time	Sing a range of songs/nursery rhymes, understand the structure of stories.					

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