

North Petherwin EYFS Class1 (Reception) Long Term Overview

| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|--|---|--|--|
| Communication and Language | 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 the story 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. |
| <p>Learn new vocabulary Use new vocabulary through the day</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p> <p>Use new vocabulary in different contexts</p> | | | | | | |
| Personal, Social and Emotional Development | See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs. | | Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others | | Think about the perspectives of others. | |
| <i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i> | | | | | | |
| Physical Development | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop the foundations of a handwriting style (introduction) | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. | 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. | 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, being a safe pedestrian. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. | Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. |
| <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p> | | | | | | |
| Literacy | Read individual letters by saying the sounds for them. Form lower-case correctly (start teaching alongside sound) | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. | Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. | Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. | Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. |
| Phonics | RWI Set 1 (single sounds) | RWI Set 1 (single sounds and digraphs) | RWI Set 1 (Introduce set 2) | RWI Set 2 (reading and spelling) | RWI Set 2 (Introduce set 3) | RWI Set 3 |
| Mathematics | Matching, Sorting & Comparing Numbers 1, 2, 3 Subitising patterns Time Shape | Numbers 4, 5, 0 Addition & subtraction within 5 Money Time Shape & sorting Early doubling | Numbers 5, 6, 7, 8, 9, 10 Addition & subtraction within 10 Measures Money Time Shape Early doubling | Numbers 10, 11, 12, 13, 14, 15 Halving Doubling Sharing | Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing Measures | Depth of Numbers within 20 Money, time, shape Halving, doubling, sharing |
| Understanding the World | Talk about members of their immediate family and community. Name and describe people who are familiar to them. | Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. | Recognise some similarities and differences between life in this country and life in other countries. | Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live | Explore the natural world around them. Draw information from a simple map. | Compare and contrast characters from stories, including figures from the past. |
| <p style="text-align: center;">Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p> | | | | | | |
| Expressive Arts and Design | 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. | Watch and talk about dance and performance art, expressing their feelings and responses |
| <p style="text-align: center;">Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p> | | | | | | |