

EYFS – Reception – 2021/2022 OLSE

This is an overview of the expected learning to be taught in Reception during the academic year of 2021/22. Termly analysis will identify specific curriculum areas in need of targeted improvement and enhancement will be added according to needs identified. These themes may be adapted at various points to allow for children’s interests to flow through the provision
WELL-BEING and COHORT SEPCIFIC NEEDS are a priority.

General Themes		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Super Me, Super You! (What makes us unique?)	Colour and Light (Celebrations and Festivals)	Hot and Cold (Senses and Materials)	Ticket to Ride (Local area and Transport)	Growing and Change (Plants, Mini-beasts and Lifecycles)	Around the World (Different Cultures)
Possible Lines of Enquiry	Starting school / my new class / New Beginnings All about me, my family, houses and homes, my heroes/superheroes What am I good at? How do I make others feel? How do I look after myself? Oral Hygiene	(celebrations and festivals) Exploring different celebrations and cultures. Diwali, Christmas / Eid/ Weddings/ Birthdays etc. Bonfire Night, Diwali, Christmas, Toys of the past. Night and day animals Sun / Moon	Science exploration hot and cold countries. Explore changes of state – melting and freezing. Explore weather and seasonal change. Winter Materials Animals found in hot and cold countires. David Attenborough Seasonal Changes	Around the Town How do I get there? Our Local Area Where do we live in the UK / world? Vehicles past and present Design your own transport! Who was Neil Armstrong? Park visit – mapping our route Growing – planting seeds ready for the Summer term.	Plants, exploring food (healthy food choices), gardening Notice seasonal change – Spring to Summer Mini beasts Life cycles: bees, butterflies, frogs.	‘Marvin the Monkey’ travels around the world Cultures, food of the world Similarities & differences (places)	
Possible Enhancements	Autumn Walk Harvest Festival Dentist Visit Community Visitors	Perform in Nativity Celebration Cooking Visit from school family member celebrating Diwali Pantomime Visit	Ice Experiments	Walk in Locality Visit Library School Garden	Bug Hunting in School Garden Trip Out to ‘Bring Your Wellies’	Sports Day Visit Church	
PRIME	Communication & Language	Whole EYFS Focus –C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, story actions, EYFS productions, assemblies and weekly interventions.					
		Talk about their likes/dislikes. Talk about themselves and their family Speak in a full sentence Listening and Attention Focus on an activity for a short period of time.	Speaking skills. Use language to communicate and explain how they are feeling and what they want to do. Talk about celebrations in a simple sentence.	Listen and respond to stories with increasing attention. Ask how and why questions.	Following instructions and re-calling instructions given. Listen and respond to peers and adults.	Speaking skills. Organise talk and sequence ideas together to express opinions about their interests. Developing own narratives and explanations Developing an awareness of the listener when speaking	Answering ‘how’ and ‘why’ questions. Listen to others opinions. Performing in front of an audience
	PSED Self-Regulation Managing Self Building Relationships	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Frequently refer to characters: Resilient Rocky, Curious Connie, Teamwork Taz and					
	‘Being Me’ Settling in curriculum; new friendships, class rules & behaviour and trying new activities	‘Feelings and Emotions’ Anti-Bullying/Friendship Week Getting on and falling out.	Keeping safe Road Safety Online Safety Which class rules help keep us safe?	‘Being Responsible’ Looking after pets Looking After our Planet (Reduce, reuse, recycle)	Healthy me Looking After Ourselves and our minds Strategies for being resilient	‘HRSE’ Taking part in sports day - Winning and loosing Changing me Look how far I’ve come!	

			How to deal with anger Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.		Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on		Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
RE	God's World	God's Family	Getting to know Jesus	Joy and Sorrow	New Life	The Church	
Physical Development GM- Gross Motor FM – Fine Motor	<p>We will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> <p>From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running-hopping -skipping –climbing Progress towards a more fluent style of moving, with developing control and grace. 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 spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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.</p>						
	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed :	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	FM- Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego	
	GM- Basic skills• Experiments with different ways of moving. -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. Use their core muscle strength to achieve a good posture when	GM- Basic skills• Experiments with different ways of moving. -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. Use their core muscle strength to achieve a good	GM- Gymnastics Using Apparatus Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility	GM- Movement in Response to Stimuli Progress towards a more fluent style of moving, with developing control and grace -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 .	GM- Athletics / Sports Day 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.	GM- Games Children at the expected level of development will: 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.	

SPECIFIC

		sitting at a table or sitting on the floor.	posture when sitting at a table or sitting on the floor.				
SPECIFIC	Literacy	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	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme.</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>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists.</p> <p>Retelling stories using images / apps or story Maps.</p> <p>Retelling of stories.</p> <p>Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction retell facts</p> <p>Sequence story –use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making for LAs.</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>Make the books available for children to share at school and at home.</p>	<p>Information leaflets about transport</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</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 linked to topic</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>Rhyming words.</p> <p>Parents reading stories</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>Stories from other cultures and traditions</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.</p> <p>Fiction means story. -Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
	Phonics (Letters and Sounds Sequence)	<p>Phase 2</p> <p>Recognising letters and the sounds they make.</p> <p>Segmenting and blending simple CVC words.</p> <p>Recognising HFW</p>	<p>Phase 2/ Phase 3 for HA</p> <p>Segmenting and blending CVC and CCVC words.</p> <p>Spelling simple VC, CVC and CCVC words using phonics knowledge.</p> <p>Recognising and spelling HFW.</p>	<p>Phase 3</p> <p>Learning graphemes.</p> <p>Segmenting and blending phase 3 words using phonic knowledge.</p> <p>Read simple sentences.</p> <p>Recognising and spelling key HFW.</p>	<p>Reading sentences using letters and sounds to decode unfamiliar words.</p> <p>Recording sentences with key HFW and use of phonic knowledge.</p>	<p>Phase 3 Consolidation</p> <p>Re-capping what has been taught.</p> <p>Using and applying strategies through reading and writing.</p>	<p>Phase 4</p> <p>Move onto phase 4 to consolidate phase 3, using and applying strategies.</p>
	Writing	<p>Tripod Grip – Give meaning to marks</p> <p>Write own name</p> <p>Write some initial sounds</p> <p>Write simple words</p>	<p>Write own name</p> <p>Write some initial sounds</p> <p>Write simple words.</p> <p>Begin to record simple captions and labels using dominant sounds.</p>	<p>Write own name</p> <p>Write some initial sounds</p> <p>Write simple sentences using VC and CVC words.</p> <p>Record simple captions and labels using phase 2/3 sounds. Begin to write for a purpose, sequencing ideas together and recognising key features that need to be included such as finger spaces – instructional writing/ letter writing/ diary entries etc.</p>	<p>When writing use Phase 3 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g “First, Next, Then, After that, Finally” –</p>	<p>When writing use Phase 3/4 letters and sounds to support what is being written. Retell favourite stories using story language and time connectives e.g “First, Next, Then, After that, Finally” –</p>	<p>Consolidating what has been taught to ensure children have the confidence and stamina to write at length.</p> <p>Children begin to include detail in what they write and can read what they have recorded unaided.</p>
Suggested Core Texts in addition to Daily Story Sessions.	<p>Nursery Rhymes</p> <p>Traditional Tales eg The Little Red Hen or The Three Billy Goats Gruff</p> <p>Spot Goes to School</p> <p>Shark in the Park</p>	<p>Pumpkin Soup</p> <p>The Best Christmas Present Ever</p> <p>Kipper’s Birthday</p> <p>Owl Babies</p>	<p>Giraffe’s Can’t Dance</p> <p>Polar Bear, Polar Bear</p> <p>One Snowy Night</p>	<p>I’m going on a Bear Hunt</p> <p>I’m Going on a Lion Hunt</p> <p>The Naughty Bus</p> <p>The Magic Train Ride</p>	<p>Super Worm</p> <p>Jasper’s Beanstalk</p> <p>The Tiny Seed</p> <p>Jack and the Beanstalk</p> <p>Oliver’s Vegetables</p>	<p>Too Much Talk</p> <p>Handa’s Surprise</p>	

		Ten Little Superheroes	The Jolly Christmas Postman			Yucky Worms	
Maths White Rose	Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-5 Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less Shapes with 4 sides. Time- night and day	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Introducing zero Comparing numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Number 6, 7, 8 Making pairs, pairs wise, Doubles Combining 2 groups Length, height. Time	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10 Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Adding more Taking away Number bonds Shape – spatial reasoning Doubling Sharing and grouping Even and odd Patterns and relationships	
Understanding The World Experiences not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events. Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop PC, beebots.	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 –from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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.						
	Families and family lives All about me Similarities and differences Plant bulbs Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they can help us. How time has changed. Using cameras. Making bread Seasons - Autumn Using ipads to take ‘selfies’ Phonics games Maths games Using the IWB Understanding how to work technological equipment.	Can talk about what they have done with their families during celebrations in the past such as birthdays and Christmas Show photos of how Christmas used to be celebrated in the past. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen Light and Dark Nocturnal animals Owls ICT - Recording sounds Video devices/make simple recordings Purple Mash Firework Pictures.	Changes in materials – heat Freezing and Melting Take photographs on ipads Winter Contrasting hot and cold places and animals Ice Melting Experiments Changing Weather	Past and present events in their own lives and family members – How did they travel? UK Map Grandparents Questionnaire Changes in own lives ICT – research Map making – real and imaginary Boat Making – Floating Park visit – mapping our route Easter (RE) Growing – planting seeds ready for the Summer term. Maths games Phonic games Paint program ICT	Bug Hunting Caterpillar – Butterfly Tadpoles Caring For Plants Comment on Seasonal Changes ICT – electronic toys/using directional language/Beebots and Purple Mash 2GO	‘Marvin the Monkey’ travels around the world Cultures, food of the world Similarities & differences (places) World map ICT – Animation Selecting tech for a purpose	
Expressive Arts & Design	Drawing – self portraits Collage – scarecrows 3D – wood and nail hedgehogs Charanga Music – ‘Me’	Mark making Colour mixing Glitter pictures Christmas Nativity	Collage Animals Music - Mrs Watson Chinese New Year Craft – Weaving.	Sunflower collage pictures Easter cards Charanga – ‘Our World’	Printing – different objects, press print, mono prints, objects into clay Drawing Plants and Flowers Charanga – ‘Big Bear Funk’	Using a range of methods and materials Drawing – chalk and oil pastels Charanga – ‘Reflect , Rewind + Replay	

