EYFS-Reception

In the EYFS we follow the children’s interest therefore we do not follow set topics. We firmly believe that a child learns best through active, hands-on and meaningful experiences. Although we follow the child’s lead and recognise each child’s different starting points, we do explore seasonal changes and celebrations through the stories we read and real life experiences. We will also encourage key aspects of child development through play to ensure each child is ready for the next stage in their journey.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Area of Learning** | **Autumn** | **Spring** | **Summer** | **Possible stories** |
| **Personal, Social and Emotional Development**  **C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\5867B570.tmp** | * Introducing class/school rules * Building positive relationships with peers and adults * To respect the room and tidy up their activity when they have finished * Celebration assembly * Jigsaw (PSED programme) * To sign up to school values | * To gain confidence and ask more questions * To develop self-awareness and awareness of others feelings * To take turns and listen to other’s ideas * Road safety and how to stay safe out of school * Internet safety | * Begin transition into Year 1 and talk about the changes * Sun safety * To promote being independent learners * Attend all Assemblies * SRE | * Feelings books * The Jar of Happiness * Weekends with dad * A Place to Stay * The Picky Eater * When someone dies * What’s worrying you? * How are you feeling today? * Me and My friends collection * Only One You * A Bad Seed * A Good Egg * Owl Babies |
| **Communication and Language** | * Introduce talk partners * Daily story sessions * Poetry Basket * To follow instructions * Monday Morning News * Make SALT referrals and assess using Wellcomm * Colourful Semantics identification * Sing new songs | * To develop concentration span * To sit on the carpet for longer periods of time * To add to discussions with increasing confidence * To listen and respond to others | * To use new vocabulary in conversations * To develop own narratives and explanations | **All books/poems we read will promote every aspect of this area of learning.** |
| **Physical Development** | * Dough disco/sensory salt trays * Fine motor skills * To explore different ways of travelling * Health and Hygiene * Number/letter formation * To continue to support those who need toilet training * Chunky pencils for writing * P.E- Gymnastics and catching skills * Children to continue to practice zips on coats | * Germs * Healthy Eating * To show good control and co-ordination when using scissors, pencils, knives and forks * P.E- Dance and Games * To dress and undress independently * Thin pencils given to those who are ready | * P.E – athletics and bat and ball games * Sports Day preparations * Healthy Eating and exercise | * The Busy Body book * The Pigeon needs a Bath * Big Smelly Bear * Brush your teeth please * Good Enough to Eat * Little Pea * Oliver’s Fruit Salad and Vegetables |
| **Maths**  **C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\556CFE3A.tmpWe follow White Rose Scheme of work** | * Place value – numbers to 5 and comparing groups * Addition and Subtraction-Sorting and change within 5 * Measurement- Time * Logins given for Mathseeds | * Addition and Subtraction-Numbers to 5 then 10 * Place Value- to 10 * Geometry- Shape and Space | * Addition and Subtraction- count on back * Place value-numbers to 20 * Multiplication and Division- Numerical patterns * Measurement- Measure * Geometry- exploring patterns | * Washing Line * Anno’s Counting Book * The Button Box * Frog and Toad- A Lost button * The Gingerbread Man * The Enormous Turnip * Mr Grumpy’s Outing * The Enormous Turnip * The Very Hungry Caterpillar * Maisy goes Camping * Five Tiddly Widdly tadpoles * The Bad Tempered Ladybird * A Second is a hiccup * Peace at Last * The very busy spider * Ten terrible dinosaurs * How do Dinosaurs Count to 10 * Animals on Board * We’re Going on a Bear Hunt * The Shape Book Series * Pattern Bugs * The Shopping Basket * Mouse Count * Kippers Toy Box * Bean Thirteen * Titch * Tall * Where’s my Teddy? * How much does the Ladybird weigh? * Who Sank the Boat * Goldilocks and the Three Bears |
| **Literacy**  **We follow RWI Phonics**  **C:\Users\stkh001.SLINF\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\3639FE79.tmp**  Please see progression document for Writing. | * Introduce ‘Story of the Week.’ * Writing names * To discuss the pictures and key elements * To learn set 1 sounds * Re-inforce oral blending * To develop blending and segmenting skills through magnetic boards and RWI Spellings * Encourage mark-making independently * Reading books and set 1 sounds to go home * Fred Frog to be sent home- home/school reading links | * Monthly Library visits * Author visits * To sound words out using Phonics knowledge to write words/simple sentences * Finger spaces/capital letters and full stops * To begin to write for different purposes * To begin to read sight words (red words) and simple sentences. * To read books matched to reading ability (RWI) * Introduce set 2 sounds | * To spell some sight (red) words correctly * To consolidate reading and writing skills * To write letters correctly and on lines * To understand what they have read and can read back own sentences * Writing more freely with increasing independence around the classroom | * All traditional tales * Julia Donaldson books * Eric Carle books * Poems |
| **Understanding of the World**  Naturally, children are inquisitive and want to learn about their world. Here are some examples of interests that we explored last year:   * Germs * Our bodies * Space * Transport * Looking after babies and pets * Plastic pollution * Life Cycles * Football * Helping others- food safety | * Talking about families * Meeting new staff around school * IPads * Class CD player * Harvest * Diwali * Christmas * Bonfire Night * Armistice Day * Emergency Services visits * Nativity * Visit to Boston Pantomime * Seasonal Change -Autumn * To explore environment and discuss plants and animals | * Looking after our local environment and the world * Recognise differences and similarities with each other and with places around the world * Chinese New Year * Holi Festival * Seasonal Change- Winter/spring * Easter * Lifecycles-butterfly/chicks/frogs * Bluebots * Mother’s Day * Science experiments * Visits from External Visitors e.g. Authors, Poets, Emergency Services etc | * Laptops * Taking photos using cameras and IPads * Father’s Day * Islam/Ramadan * Seasonal Change- summer * Sun safety * Summer trip | * Handa’s Surprise * Jack and the Beanstalk * Little Red Riding Hood * Once there were Giants * One Year with Kipper * Tadpole’s promise * The Gruffalo * The Tiny Seed * The Three Little Pigs * The Naughty Bus * Non-fiction books * The Very Hungry Caterpillar * Leaf Man * The very helpful Hedgehog * Pumpkin Soup * Awsome Autumn * Cubs first winter * Stick Man * Animals in winter * Flotsam * Summer days and nights * What the ladybirds heard on holiday |
| **Expressive Art and Design** | * Learning new songs * Christmas cards * Nativity Play * To join in with imaginative role-play, creating own story lines * To explore the Art area and investigate all materials * Different sounds using body | * Explore different sounds using instruments and make their own * To have own ideas and select own materials * To create own movements in response to music * Easter crafts | * To carefully think about uses and purposes of media and materials * To introduce musical vocabulary- pitch/rhythm/beat/tempo * To represent their own ideas through a variety of dance/music/art * Summer Fayre craft | * The dot * Chalk * Beautiful oops! * Not a Box * Flotsam * Eric Carle books * Giraffes can’t Dance * Footloose |

Please note that although the themes are ‘boxed’ under each term, some will continue throughout the year and some may be covered earlier or later on in the year, depending on the cohorts needs. Cross-curricular links are encouraged through the above themes and child’s interests.