



# Year Overview: Reception

## EYFS Areas of Learning

Please Note: all children learn and develop at their individual pace and the skills set out below are simply a guide to 'typical' skill progression

|          | Communication and Language (CL)   |          | Personal, Social, Emotional Development (PSED)  |               |                                 | Physical Development (PD)  |   | Literacy (L)   |  |  | Maths (M)   |  | Understanding the World (UTW)  |                |                               | Expressive Art and Design (EAD)  |                                  |
|----------|---|----------|---|---------------|---------------------------------|--|---|--|--|--|---|--|--|----------------|-------------------------------|--|----------------------------------|
|          | Listening, Attention and Understanding  | Speaking | Self-Regulation   | Managing Self | Managing feelings and behaviour | Gross Motor  | Fine Motor                                  | Writing  |  | Reading                                    | Number  | Numerical Patterns                       | The World  | Past & Present | People, Culture & Communities | Creating with Materials  | Being Imaginative and Expressive |
|          |   |          |   |               |                                 |  |   | Skills   | Talk 4 Writing Text  |  |   |  |  |                |                               |  |                                  |
|          | <ul style="list-style-type: none"> <li>Children's CL skills will progress throughout the year and at their own pace. This progresses in the expectations for lengths of listening periods, adults developing language and vocabulary through quality interactions with children as well as direct teaching where meanings of words will be explored.</li> </ul>   |          | <ul style="list-style-type: none"> <li>Children in Reception will start with learning each other's names and getting to know their peers through a range of circle times and games. Throughout the year, children will be taught how to make relationships with each other. Lots of this learning takes place in the learning environment when problems occur. These are talked through with adults and discussions happen to ensure learning is taking place to develop the children's conflict-solving skills.</li> </ul> |               |                                 | <p><i>*PD opportunities will always be available in the learning environment throughout the day through activities planned to build children's strength, balance and co-ordination e.g. scissors, painting, pencil control, tweezers bikes, balancing equipment, balls, playground at lunchtimes etc</i></p> |   | <p><i>*Daily Little Wandle phonics sessions with children in differentiated reading groups. Rapid targeted catch up will occur for any children at risk of falling behind. Children will learn to write throughout the year in small groups, beginning with writing their name and initial sounds, progressing to writing longer pieces with multiple sentences, punctuation, and well-formed letters.</i></p> |  |  | <p><i>*Provision in the Foundation stage supports mathematical development through continuous provision as well as taught lessons with a teacher. Pupils take part in a teacher directed learning session daily, where the focus on the session is based on developing understanding of early mathematical concepts. Pupils participate in teacher initiated tasks based on current learning, and also develop their own ideas when accessing continuous provision independently.</i></p> |  | <p>Cornerstones Themes</p>   |                |                               | <ul style="list-style-type: none"> <li>Children will be encouraged to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas.</li> </ul> |                                  |
| Autumn 1 | <ul style="list-style-type: none"> <li>Speaking will be continuously modelled by all adults in the setting to a high level. Strategies such as 'my turn, your turn' will be used to extend vocabulary and the ability to speak using correct speech. The children will be expected to use whole sentences and we will work with them to be able to hold conversations with adults and their peers.</li> </ul> |          | <ul style="list-style-type: none"> <li>Children will be taught about behaviour at school and understand the behaviour system and how this works. Opportunities to learn about managing feelings and behaviour will happen on a daily basis as they will be discussed with staff members and children involved. These conversations will support them to learn about how to manage their feelings and behaviour.</li> </ul>  |               |                                 | Being Me   | PE: Movement                                | <ul style="list-style-type: none"> <li>Children will have continuous opportunities to develop their fine motor skills daily.</li> </ul>  | <ul style="list-style-type: none"> <li>Writing names and initial sounds</li> <li>Correct letter formation.</li> </ul>  | Five Minutes Peace<br>Jill Murphy          | <p>Little Wandle Phonics (daily sessions)<br/>Decoding, comprehension and fluency skills</p> <p>See White Rose Maths<br/>Long Term Plan</p>   | Me and my Community<br>Exploring Autumn  | <ul style="list-style-type: none"> <li>Children will have continuous access to creative materials to enable open-ended opportunities for children to explore a range of media and materials.</li> </ul>  |                |                               |  |                                  |
| Autumn 2 |   |          |   |               |                                 | Celebrating Differences  | PE: Balance                                 | <ul style="list-style-type: none"> <li>Planned provision to support the strengthening of the muscles in the hand such as using scissors, cutlery at lunchtime, tweezers, paintbrushes and writing tools.</li> </ul>  | <ul style="list-style-type: none"> <li>Writing CVC words and short captions.</li> <li>Correct letter formation.</li> </ul>   | Mrs Armitage on Wheels<br>Quentin Blake    |   | Sparkle and Shine<br>Marvellous Machines | <ul style="list-style-type: none"> <li>Children will be exposed to a broad range of stories, non-fiction texts and poems which will develop children's awareness and knowledge of the world they live in including culture, society and technology.</li> </ul> |                |                               |  |                                  |
| Spring 1 |   |          |   |               |                                 | Dreams and Goals   | PE: Gymnastics                              | <ul style="list-style-type: none"> <li>Children will be taught how to hold pencils effectively in preparation for fluent writing and how to show accuracy when drawing and creating art work.</li> </ul>   | <ul style="list-style-type: none"> <li>Sentence writing with emerging punctuation such as finger spaces and full stops.</li> <li>Correct letter formation.</li> </ul>  | The Way Back Home<br>Oliver Jeffers        |   | Starry Night<br>Winter Wonderland        | <ul style="list-style-type: none"> <li>Children will be encouraged to have the confidence to perform songs and dances to each other and also offer opinions about these performances</li> </ul>  |                |                               |  |                                  |
| Spring 2 |   |          |   |               |                                 | Healthy Me   | PE: Throwing and Catching                   |  | <ul style="list-style-type: none"> <li>Writing sentences with increasing independence and forming letters correctly.</li> <li>Capital letters beginning to be used alongside finger spaces and full stops.</li> </ul>                                | The Girl and the Dinosaur<br>Hollie Hughes |   | Dangerous Dinosaurs<br>Signs of Spring   | <ul style="list-style-type: none"> <li>Through experiences such as creating and acting out stories, performances such as the yearly Christmas Show, and direct, quality teaching, children will be able to express themselves freely.</li> </ul>               |                |                               |  |                                  |
| Summer 1 |   |          |   |               |                                 | Relationships  | PE: Dribbling and Striking                  |  | <ul style="list-style-type: none"> <li>Writing sentences with increasing independence and forming letters correctly.</li> <li>Writing longer pieces</li> <li>Capital letters beginning to be used alongside finger spaces and full stops.</li> </ul> | Handa's Surprise<br>Eileen Brown           |   | Animal Safari<br>Creep, Crawl & Wriggle  |  |                |                               |  |                                  |
| Summer 2 |   |          |   |               |                                 | Changing Me  | Consolidation of skills<br>Sport's Day Prep |  | <ul style="list-style-type: none"> <li>Writing with a high level of independence and consistently well-formed letters.</li> <li>Longer pieces of writing</li> <li>Consistently using finger spaces, capital letters and full stops</li> </ul>        | The Snail and the Whale<br>Julia Donaldson |   | Big Wide World<br>Splash                 |  |                |                               |  |                                  |