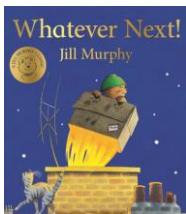
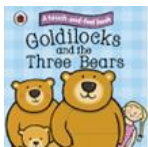






St. Mary's Catholic Primary School


RECEPTION - EYFS Overview: 2024-2025

	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Autumn 1	<p>Whatever Next</p>  <p>Goldilocks</p>  <p>Little Red Riding Hood</p>  <p>Form recognisable lower case and some capital letters.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>To understand how to listen carefully</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p><u>Speaking</u></p> <p>To talk in front of a small group</p> <p>To talk to class teacher and TA's.</p> <p>To learn new vocabulary</p>	<p><u>Non-number</u></p> <p>Spatial Reasoning</p> <p>Construction and 3d shapes</p> <p><u>Number</u></p> <p>Subitising quantities 1-3</p>	<p><u>PE</u></p> <p>Locomotion:</p> <p>Jumping</p> <p><u>Handwriting – Kinetic Letters</u></p> <p>Animal positions</p> <p>Finger rhymes.</p> <p>Floor push ups.</p> <p>Crawling</p> <p>Echo Clapping</p> <p>3 Friends</p> <p>6 letter moves</p>  <p>Letters – Jumper family – h, n, m, r, b, p.</p> <p>Abracadabra family – c, o, a,</p> <p>Pencil pick up song – steps 1 - 4</p> <p>Pencil checks song part 2</p> <p>3 Friends. Finger workout.</p>		<p><u>Geography</u></p> <p><u>Locational Knowledge</u></p> <p>Name and locate area around our school setting and the grounds</p> <p>Discuss their immediate environment using knowledge from observation, discussion and maps:</p> <p>Name the school you belong to</p> <p>Name the town that the school is in.</p> <p>Recognise and name the different areas and places in our school e.g playground, hall, library</p> <p>Name, locate and recognise features and places in Wednesbury</p> <p>Features such as road signs, traffic lights, trees, shops, houses, bus stop</p>	<p><u>D&T</u></p> <p>Junk Modelling – Structures</p> <p>Lesson 2 – Scissors Skills (Basic Skill)</p> <p>Lesson 3 and 4 – Choosing Resources/Making Models</p> <p>Lesson 6 – Temporary Joins</p> <p><u>Music</u></p> <p>Music and Movement – KAPOW Unit</p> <p><u>Singing Focus</u></p> <p>The importance of opening the mouth when singing</p> <p>Use of actions (including Makaton) to match the singing activities.</p>



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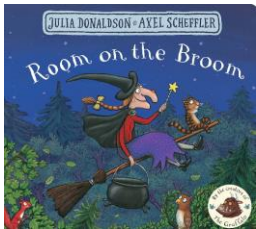





	<p>Write own first name.</p> <p>Begin to write labels and / or captions using initial sounds and then, by "sounding out" and writing the letters for the sounds they can hear.</p>					<p><u>Science</u></p> <p>OURSELVES</p> <p> Main</p> <p>Focus – Animals including humans</p> <ul style="list-style-type: none">* My Body* Exercise* Food and Hygiene	<p>Instrument Focus</p> <p>Children are able to recall their learning from Nursery (or to develop an awareness of the Nursery goals if they did not attend SMCP nursery).</p>
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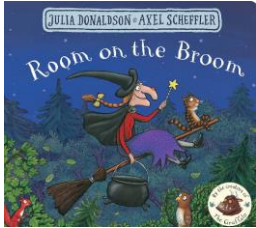



	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Autumn 2	<p>Room on the Broom.</p>  <p>The Three Little Pigs</p>  <p>The Nativity Story</p>  <p>Form recognisable lower case and some capital letters correctly. Write own first name.</p> <p>Write labels and captions using</p>	<p><u>Listening, Attention and Understanding</u></p> <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step.</p> <p><u>Speaking</u></p> <p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p><u>Non-number</u></p> <p>Spatial Reasoning</p> <p>2d shapes and shape puzzles</p> <p><u>Number</u></p> <p>Subitising quantities 1-5</p>	<p><u>PE</u></p> <p>Ball Skills Hands 1</p> <p><u>Handwriting – Kinetic Letters</u></p> <p>Animal positions</p> <p>Finger rhymes.</p> <p>Floor push ups.</p> <p>Crawling</p> <p>Echo Clapping</p> <p>3 Friends</p> <p>Letters – Abracadabra family – d, g, s, q.</p> <p>Window</p> <p>cleaner family – l, t, i, u</p> <p>Squirtle – e</p> <p>Fisher Family</p> <p>– j, g, f, y</p> <p>Slider family</p> <p>– v, w, x, z, k</p>	<p><u>RSE – Ten Ten Sessions</u></p> <p>EYFS Module 1, Unit 1</p> <p>– Story Sessions: Handmade with Love</p> <p>EYFS Module 1, Unit 2</p> <p>– Session 1: I Am Me</p> <p>Session 2: Head, Shoulders, Knees and Toes</p> <p>Session 3: Ready Teddy?</p>	<p><u>History</u></p> <p>Family History</p> <p>Enquiry 1: How have I changed since I was a baby?</p> <p><u>Science</u></p>  <p>Main Focus –</p> <p>Animals including humans</p>	<p><u>D&T</u></p> <p>Bonfire Night – design their own fruit rocket</p> <p><u>Music</u></p> <p>Performance Opportunities</p> <p>Nativity production</p>



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	"sounding out" and writing the letters for the sounds they can hear.			Pencil pick up song/ Pencil checks song – steps 1 - 2 Monkey smile targets – shapes, letters,			
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	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Autumn 2	<p>Room on the Broom</p>  <p>The Three Little Pigs</p>  <p>The Nativity Story</p>  <p>Form recognisable lower case and some capital letters correctly.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>To engage in story times, joining in with repeated phrases and actions</p> <p>To begin to understand how and why questions</p> <p>To respond to instructions with more than one step.</p> <p><u>Speaking</u></p> <p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p><u>Non-number</u></p> <p>Spatial Reasoning</p> <p>2d shapes and shape puzzles</p> <p><u>Number</u></p> <p>Subitising quantities 1-5</p>	<p>PE</p> <p>Ball Skills Hands 1</p> <p><u>Handwriting – Kinetic Letters</u></p> <p>Animal positions</p> <p>Finger rhymes.</p> <p>Floor push ups.</p> <p>Crawling</p> <p>Echo Clapping</p> <p>3 Friends</p> <p>Letters – Abracadabra family – d, g, s, q, Window cleaner family – l, k, i, u</p> <p>Squinter – e</p> <p>Fisher Family</p> <p>– j, g, f, y</p>	<p>RSE – Ten Ten Sessions</p> <p>EYFS Module 1, Unit 1 – Story Sessions: Handmade with Love</p> <p>EYFS Module 1, Unit 2 – Session 1: I Am Me</p> <p>Session 2: Head, Shoulders, Knees and Toes</p> <p>Session 3: Ready Teddy?</p>	<p><u>History</u></p> <p>Family History</p> <p>Enquiry 1: How have I changed since I was a baby?</p> <p><u>Science</u></p>  <p>Main Focus –</p> <p>Animals including humans</p>	<p><u>D&T</u></p> <p>Bonfire Night – design their own fruit rocket</p> <p><u>Music</u></p> <p>Performance Opportunities</p> <p>Nativity production</p>



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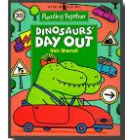
	Write own first name. Write labels and captions using "sounding out" and writing the letters for the sounds they can hear.			Slider family – v, w, x, z, k Pencil pick up song/ Pencil checks song – steps 1 - 2 Monkey smile targets – shapes, letters,			
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	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Spring 1	<p>Fiction Unit: Narrative We're going on a bear hunt.</p> <p><i>We're Going on a Bear Hunt</i> Michael Rosen Helen Oxenbury</p>  <p>NF unit: Fact file Penguins</p>  <p>Form lower case and capital letters correctly.</p>	<p><u>Listening, Attention and Understanding</u> To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures</p> <p><u>Speaking</u> To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because</p>	<p><u>Non-number</u> Pattern</p> <p><u>Number</u> Enumerating between 6 and 10 items</p>	<p><u>PE</u> Gymnastics: High, Low, Over, Under</p> <p><u>Handwriting – Kinetic Letters</u> Animal Positions 3 Friends Chats/Finger Rhymes</p> <p>Abracadabra Family letters – c, o, a, d, g, q Window Cleaner Family Fisher Family and Squirtle Slider Family</p>	<p><u>RSE – Ten Ten Sessions</u> EYFS Module 1, Unit 3 – Session 1: I Like, You Like, We All Like.</p> <p>Session 2: All The Feelings!</p> <p>Session 3: Let's Get Real</p> <p>EYFS Module 1, Unit 4 – Session 1: Growing Up</p>	<p><u>Geography</u> Human and physical Geography</p> <p>Use simple geographical words to describe physical features</p> <ul style="list-style-type: none"> Beach (The Bear in the Cave) forest, Little Red Riding Hood) sea, (The Snail and the whale) season, (science links) weather. (science links) <p>Use simple geographical words to describe human features</p>	<p><u>Music</u> Musical Stories – Kapow Unit.</p> <p>Singing Focus Sing in a group or on their own, increasingly matching the pitch and following the melody. Posture</p> <p><u>Art</u> Marvellous Marks (Drawing focus)</p>



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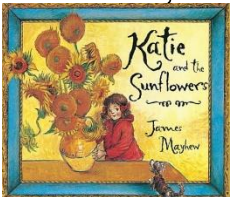
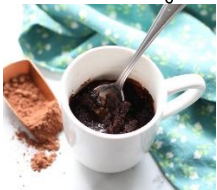


	<p>Write own first and surname.</p> <p>Begin to write short phrases, verbally rehearsing them first.</p> <p>Begin to write dictated phrases.</p> <p>Spell some common exception words/red.</p>			<p>Pencil Hold Progress</p> <p>Monkey Smile Targets</p>		<ul style="list-style-type: none">city, (A Walk in London by Salvatore Rubbino) The Bear in the Cave – Michael Rosen and Adrian Reynolds)farm, village (Rosie's Walkhouse, (The Three Little Pigs)shoptown <p><u>Science</u></p>  <p>Main Focus - Forces</p>	
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



	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Spring 2	<p>Fiction Unit: Narrative Katie and the Sunflowers</p>  <p>NF unit: Instructions Chocolate Mug</p>  <p>Form lower case and capital letters correctly.</p>	<p><u>Listening, Attention and Understanding</u></p> <p>To retell a story To follow a story without pictures or props</p> <p><u>Speaking</u></p> <p>To share their work to the class- standing up at the front To use new vocabulary in different contexts To engage in non-fiction books</p>	<p><u>Non-number</u></p> <p>Spacial reasoning Symmetry (inc. shape puzzles and construction)</p> <p><u>Number</u></p> <p>Partitioning numbers 2, 3, 4, 5 and 10 and number bonds for these numbers.</p>	<p><u>PE</u></p> <p>Dance: Nursery Rhymes</p> <p><u>Handwriting – Kinetic Letters</u></p> <p>Animal Positions Coin Challenge</p> <p>Pushing Numbers Pulling Numbers</p> <p>Abracadabra Family – Target Pairs Window Cleaner Family – Target Pairs</p>	<p><u>RSE – Ten Ten Sessions</u></p> <p>EYFS Module 2, Unit 1 – Session 1: Role Model.</p> <p>EYFS Module 2, Unit 2 – Session 1: Who's Who?</p> <p>Session 2: You've got a friend in me</p> <p>Session 3: Forever friends</p>	<p><u>Geography</u> Geographical skills and fieldwork</p> <p>Use simple maps and photographs</p> <ul style="list-style-type: none"> Locate our school and recognise features in our school grounds Use aerial photos and maps of the local area to recall and match the photographs of key features (See locational) <p><u>History</u></p>	<p><u>D&T</u></p> <p>Book Marks – Textiles Lesson 1 – exploring threading and weaving Lesson 2 – Paper Weaving</p> <p><u>Music</u> Instrument Focus Children are able to name an increasing number of percussion instruments and describe the types of sound they make.</p>



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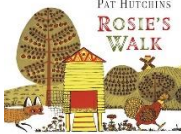



	<p>Write own first and surname.</p> <p>Write short sentences with a capital letter and full stop.</p> <p>Write short, dictated sentences.</p> <p>Spell some common exception words/red words.</p>			<p>Fisher Family – Target Pairs</p> <p>Jumper Family – Target Pairs</p> <p>Pencil Hold Progress</p> <p>Monkey Smile Targets</p> <p>Doodle trails/patterns</p> <p>Letter height – n, m, s, l, t, i</p> <p>Descenders correct</p>		<p>Lives of people around them and their roles in society</p> <p>Focus on</p> <p>Nurses</p> <p>Fire-fighters (recapping from Nursery)</p> <p>Study images from</p> <ul style="list-style-type: none">• Past• Modern past• Now <p><u>Science</u></p> <p>THE SCARECROW'S WEDDING by Julia Donaldson & Alec Scheffler</p> <p>Supertato </p> <p>Rosie's Hat </p> <p>The three little pigs</p> <p>Main Focus - Materials</p>	<p>Children begin to develop an awareness of what material the instruments are made from (e.g. claves are made from wood).</p> <p>triangle</p> <ul style="list-style-type: none">- maracas- claves- drums
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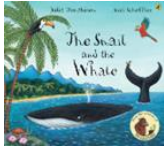
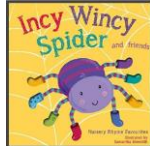


	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Summer 1	<p><u>Fiction Unit: Narrative</u> Rosie's Walk</p>  <p><u>Fiction Unit: Narrative:</u> Lost and Found</p> 	<p><u>Listening, Attention and Understanding</u> To understand questions such as who, what, where, when, why and how</p> <p><u>Speaking</u> To link statements and stick to a main theme To use talk to organise, sequence</p>	<p><u>Non-number</u> Measures</p> <p><u>Number</u> Composition of 6-9 and comparison of numbers to 10.</p>	<p><u>PE</u> Ball Skills Feet 1 Lessons 1-2</p> <p><u>Handwriting – Kinetic Letters</u></p> <p>Cube/ Blu-Tack twiddling</p> <p>Slider Family – target pairs</p>	<p><u>RSE - Ten Ten Sessions</u></p> <p>EYFS Module 2, Unit 3 – Session 1: What is the Internet?</p> <p>Session 2: Playing Online</p>	<p><u>Geography</u> <u>Place Knowledge</u> Know some similarities and differences between contrasting environments in other countries drawing on knowledge from stories, non-fiction texts and, when appropriate maps (Wednesbury and Africa) link with Handra's Surprise.</p>	<p><u>Music</u> Big Band – Kapow Unit</p> <p><u>Singing Focus</u> Performing songs confidently to an audience</p> <p><u>Art</u> Paint my World – KAPOW Unit</p>



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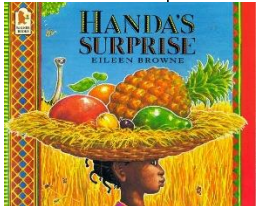
	<p>NF unit: Post card The Snail and the Whale</p>  <p>Begin to write for different purposes such as a list, a recipe, a story or a poem.</p> <p>Re-read what is written.</p> <p>Begin to remember more common exception/red words to use in their writing.</p>	and clarify thinking, ideas, feelings and events		<p>Capitals – straight line, curved lines, sliding line groups Snuggling letters into words – list 1.</p> <p>Pencil Hold Progress Monkey Smile Targets</p> <p>Letter height – w, k Snuggling into words</p>	EYFS Module 2, Unit 4 – Session 1: Safe Inside and Out	<ul style="list-style-type: none">• Show the location of Africa on the map/globe and use maps/photographs to discuss and compare to Wednesbury.• Know about some places/landmarks in Africa• Know how the weather is different in Wednesbury and Africa <p>Share fiction and non-fiction texts about Africa.</p> <p><u>Science</u></p>  <p>Main Focus - Living things and their habitats</p> <p>Habitats</p>	(painting and mixed media
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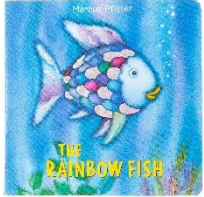
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	Literacy	C&L	Maths	PD	PSED	UtW	EAD
Reception Summer 2	<u>Fiction Unit: Narrative</u> Handa's Surprise 	To have conversations with adults and peers with back and forth exchanges <u>Speaking</u>	<u>Non-number</u> Pattern Spatial reasoning – maps and plans Measures <u>Number</u>	<u>PE</u> Games for Understanding <u>Handwriting – Kinetic</u> <u>Letters</u>	<u>RSE - Ten Ten</u> <u>Sessions</u> Session 2: My Body, My Rules	<u>Geography</u> Geographical skills and fieldwork Devise simple maps <ul style="list-style-type: none">Draw simple maps including key	<u>D&T</u> Picnic Week – June Design own picnic food. Lesson 3 – Design Picnic Food



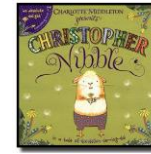
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<p>Fiction Unit: Narrative The Rainbow Fish</p>  <p>Non-Fiction Unit: Instructions How to get...</p> <p>Write for different purposes such as a list, a recipe, a story or a poem. Re-read what is written. Use full stops and capital letters sometimes accurately. Spell a range of common exception words/red words.</p>	<p>To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses</p>	<p>Patterns in numbers to 10</p>	<p>Cube/ Blu-Tack twiddling</p> <p>Snuggling letters into words – list 2-5 Pushing numbers Pulling numbers</p> <p>Pencil Hold Progress Monkey Smile Targets</p> <p>Snuggling into words Doodle trails/patterns</p>	<p>Session 3: Feeling Poorly</p> <p>Session 4: People Who Help Us</p> <p>EYFS Module 3, Unit 1 – Session 1: God is Love.</p> <p>Session 2: Loving God , Loving Others</p> <p>EYFS Module 3, Unit 2 – Session 1: Me, You, us</p>	<p>features of our school</p> <ul style="list-style-type: none">• Create maps (drawn cut and stick, construction, chalks) of key places e.g Africa <p>History Kingdoms-Kings and Queens – taught through Fairy Tales</p> <ul style="list-style-type: none">• What do Kings and Queens look like?• Where do they live i.e castles and kingdoms (past)• But we do still have a king today.• Create a timeline <p>Explore kings and queens through dressing up and role play</p> <p>Science</p>	<p>Lesson 4 – Fine Motor skills – use a knife safely Lesson 5 – Prepare picnic</p> <p>Music Instrument Focus Children are able to choose a percussion instrument to play to join in with a well-known song or rhyme.</p> <p>Art – end of year outcome Drawing To draw something recognisable – such as a car, balloon or face. To draw a picture and add details based on observations. To add texture through adding lines or dots. To attempt shading by using different pencil tones.</p> <p>Painting</p>
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St. Mary's Catholic Primary School



Main Focus - Plants

To paint something recognisable
To use a range of different size brushes and to be able to mix their own paints:
- to create secondary colours from primary colours.
- to create different shades of the same colour

History focus across the year

Enquiry 2: Why do we wear different clothes at different times of the year and different times of the day?

Historical Routines

What is a timeline?

Months of the year displayed as a year timeline with photos/images linked to each month and discuss with the language of *now, next, last, before, past, soon, then*