

**Sherington Primary School**  
**EYFS – Reception Long Term Overview – 2021 Framework**

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>Marvellous Me</b> Autumn Harvest Family Myself Healthy Eating Looking after our bodies/teeth Mindfulness/wellbeing	<b>Our World</b> Autumn Halloween Bonfire Night Diwali Remembrance Day Environment/Our Planet Christmas/Father Christmas story Christmas around the world	<b>A Mysterious Egg</b> Winter Arctic Weather Lunar New Year Water,ice	<b>A Little Seed</b> Pancake Day Easter Growing up – generations Planting/Gardening Spring Traditional Tales	<b>Life Cycles</b> Frog/butterfly/plant life cycles Changes/colour/state Growth Summer Story writing	<b>Journeys</b> Arts Week Change/Transition Reflection Colour mixing Own story writing and retelling Poetry Past and Present
Books to Supplement Learning (Not limited to)  <i>This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout.</i>	Owl Babies by Martin Waddell The Colour Monster by Anna Llenas The Proudest Blue by Ibtihaj Muhammad The Big Umbrella by Amy Jane Bates Rapunzel –Once Upon a World Pumpkin Soup by Helen Cooper Amazing Grace by Mary Hoffman	Wild by Emily Hughes What We'll Build by Oliver Jeffers How to Put a Whale in a Suitcase by Raul Guridi The Way Back Home by Oliver Jeffers The Last Tree by Emily Haworth Booth Whatever Next By Jill Murphy Above and Below by Patricia Hegarty	The Emperor's Egg by Martin Jenkins The Ugly Duckling by Jerry Pinkney And Tango Makes Three by Justin Richardson and Peter Parnell Croc Bird by Alexis Deacon The Snow Queen by Hans Christian Andersen The Rainbow Bear by Michael Morpurgo Eyes that Kiss in the Corners by Joanna Ho	The Extraordinary Gardener by Sam Boughton When Lola Visits by Michelle Sterling The Princess and the Pea by Rachel Isadora The Gigantic Turnip by Aleksei Tolstoy Mr Wolf's Pancakes by Jan Fearnley The Gingerbread Man by Jim Aylesworth The Three Billy Goats Gruff by Henriette Barkow	Tadpole's Promise by Jeanne Willis Bee by Patricia Hegarty Aaaarrghh. Spider! By Lydia Monks Tad by Benji Davies Minibeast information books Beware of the Crocodile by Martin Jenkins Bog Baby by Jeanne Willis	Naughty Bus by Jan and Jerry Oke 100 Best Poems for Children I am the Seed that Grew the Tree Jabari Jumps by Gaia Cornwall Carmela Full of Wishes by Matt De La Pena Julian is a Mermaid by Jessica Love Major Dizzy and Major Glad by Jan Oke
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.  Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.  Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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.  Use new vocabulary in different contexts	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.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<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	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.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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, tweezers, chopsticks, tools, 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						
Literacy	Read individual letters by saying the sounds for them. Name writing- correct letter and case Pencil grip Writing initial sounds	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identifying initial and end sounds when writing	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, a few exception words. Re-read these books to build up confidence in word reading, fluency,	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Captions and simple sentences	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to check that it makes sense.

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			Writing simple words- cvc	understanding and enjoyment. Labels and caption writing	Five Finger Rule	
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4
<b>Mathematics</b>	Baseline Counting- cardinality, one to one and stable order principles Matching and sorting numerals 0-10 Comparison of numbers – bigger/smaller Exploring patterns	Representing and forming number 0-10, 0-20 Composition -Partitioning using early number bonds Counting- One more one less 2d shape Night and day (time of day)	Calculating- finding the total of two groups Calculating- Addition within 10 Mass and capacity Composition – partitioning using number bonds Intro to subitising Counting- Numbers to 20	Length and height Composition-Number Bonds to 10 2d and 3d shape Subitising Calculating- Addition Calculating- Early subtraction	Counting patterns (odd/even etc) Calculating-Addition Calculating- Subtraction Composition -Number Bonds Subitising Time and Money	Calculating-Sharing and halving Calculating- Doubling Calculating- Addition and subtraction Number patterns Using a number line Composition- Number bonds Subitising
<b>Understanding the World</b>	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. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
<b>Expressive Arts and Design</b>	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
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.						