EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

Hv n/789+Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Marvellous Me!**  90* **Starting School** **My Family and home** **People who help us in Frome** **Harvest & fruits around the world**	**Special Celebrations**  **Celebrations and special times** **Autumn** **Light and Dark** **Nocturnal animals**	**Winter Wonderland**  **Winter** **Freezing and melting** **Frozen places - Antarctica** **Customs around the world**	**Once upon a time…**  **Spring** **Goldilocks and the Three Bears** **The Three Little Pigs - materials** **Homes around the world and maps**	**The Tiny Seed**  **Planting seeds** **Growing flowers and vegetables** **Life cycles – how do caterpillars and tadpoles change?**	**Beside the Seaside**  **Summer** **Comparing Frome to Weymouth** **Sea Creatures and rock pools** **Pirates and Treasure maps**
Key Events	Settling into school Autumn welly walks Harvest Festival Visit from the Dentist	Bonfire Night Diwali Visit the Post Office in Frome Christmas singing	Winter frosty walks Chinese New Year Food tasting – different cultures Safer Internet Day	Faith Week World Book Day Easter Egg hunt Visit from Frome PCSO	Caterpillar and tadpole transformation Growing sunflowers seeds Growing fruit & vegetables Visit Market/Greengrocers in Frome.	Sports Day Frome Olympics Trip to Fairfield Animals Park Transition to year 1
Talk Through Stories	Elmer Handa's Hen	Owl Babies Stickman	One Snowy Night Can't you Sleep Little Bear?	On the Way Home Billy and the Dragon	Supertato The Extraordinary Gardener	Tiddler Ruby's Worry
Literacy Tree texts & Topic texts	Elmer Super Millie and the Super School Day	123 What can you see on Bonfire Night? The Best Diwali Ever Ning and The Night Spirits	The Magic Paintbrush I love Chinese New Year	Little Red Martha Maps it Out	The Tiny Seed Oi Frog! The Very Hungry Caterpillar	The Night Pirates Sharing a Shell
Literacy **Comprehension**	**Listening to stories** -Join in with rhymes and stories with repeated language. -Print around the classroom. -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. -Sequence familiar stories using pictures to tell the story. -Join in conversations about stories, learning new vocabulary.	**Beginning to retell stories** - Enjoy an increasing range of books. -Choose favourite books from the bookshelf to listen to again. -Retell stories through role play. -Retell stories using pictures. -Use simple story maps and actions to retell stories. -Use new vocabulary to talk about stories. -Act out stories through small world play.	**Retelling stories with new vocabulary**. -Act out stories with small world play, puppets and in the Home Corner. -Make up stories with themselves as the main character. -Encourage children to record stories using pictures and labels. -Use new vocabulary during discussions about stories and to retell stories. -Use new vocabulary to retell the beginning, middle and end of a story	**Building fluency and understanding** -Reread familiar stories to develop fluency, understanding and enjoyment. -Re-tell stories with puppets and in the Home Corner using new vocabulary, repetitive language and story phrases. -Explain the main events of a story and draw pictures of characters and events. -Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. -Develop their own narratives and explanations by connecting ideas or events. -Make their own story books based on stories they know.	**Explaining the stories they have listened to or have read themselves.** -Explain the main events of a story. -Use story language when acting out a narrative. -Draw pictures of characters, events and the setting in a story. This may include labels, captions and writing phrases. -Explore and make information books about plants and growing. - Explore and match rhyming words and phrases.	-Talk about characters, settings and events in seaside stories. -Listen to stories, anticipating key events and respond to what they hear with relevant comments, questions and reactions. -Explore and discuss what they read in non-fiction books. -Show the front cover, back cover, blurb, illustration, illustrator and author. ***ELG Literacy Comprehension*** ***• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.*** ***• Anticipate (where appropriate) key events in stories.*** ***• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play***
Literacy **Read Write Inc Phonics** **Word Reading**	**Linking sounds to letters.** **Phonic Sounds**: Follow the RWI *Making a Strong Start* document. -RWI Set 1 sounds - whole class teaching. -Little green sound books and RWI videos sent home on Seesaw **Word Reading:** -Oral blending with *Fred Talk.* -Support children to read the set 1 sounds speedily. -*Fred Talk – read the word* starting with words with single sounds children know. -*Fred Talk – read the word* through building cvc words with magnetic letters.	**Read words by sound-blending.** **Phonic Sounds**: Follow the RWI *Making a Strong Start* document. RWI Differentiated groups teaching -Continue Set 1 single sounds -Set 1 Special Friends sounds. -Little green sound books and RWI videos sent home on Seesaw **Word Reading:** -*Fred Talk - read the word* closely matched to the sounds children know. -Build cvc words with magnetic letters. -Match RWI Sound Blending Books to children's developing phonic knowledge.	**Introducing digraphs.** **Phonic Sounds**: RWI Set 1 single sounds, Set 1 Special Friends sounds, Set 2 sounds -Little green sound books and RWI videos sent home on Seesaw **Word Reading:** -*Fred Talk - read the word* closely matched to the sounds children know. -*Fred in your Head* reading -Model *Speedy reading* to increase fluency. -Read Ditty Sheets -Read Red /Green RWI reading books -Read *red words* (common-exception words)	**Begin to read simple sentences.** **Phonic Sounds**: -RWI Set 1 Special Friends sounds, Set 2 sounds -RWI videos sent home on Seesaw **Word Reading:** -*Fred Talk - read the word* closely matched to the sounds children know. -*Fred in your Head* reading -Practise *Speedy reading* to increase fluency. -Read Ditty Sheets -Read Red /Green/Purple RWI reading books –Read *red words* (common-exception words)	**Read and understand simple sentences.** -RWI Set 1 Special Friends sounds, Set 2 sounds, some set 3 sounds -RWI videos sent home on Seesaw **Word Reading:** -*Fred Talk - read the word* closely matched to the sounds children know. -*Fred in your Head* reading -Practise *Speedy reading* to increase fluency. -Read Ditty Sheets -Read Red /Green/Purple RWI reading books –Read *red words* (common-exception words)	**Phonic Sounds:** RWI Differentiated groups. **Reading:** -Read words matched to their phonic knowledge. -Read sentences with fluency. -Read some red common exception words. **ELG Word Reading** ***• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.*** ***• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.***

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

	-Match RWI Sound Blending Books to children's developing phonic knowledge.	-Read Ditty Sheets Introduce *red words* (common-exception words)		- Distinguish between capital letters and lowercase letters.	-Recognise and match capital letters and lowercase letters.	
Literacy **Handwriting**	-Core strength large motor activities -Funky fingers fine motor activities. -Overarm mark making with chalk, paint, shaving foam, bubbles, coloured water on chalk boards, easels, walls. -Multi-sensory mark making. -Finger rhymes and hand action songs -Dough Disco - squashing, pressing. -Tracing over patterns -Model correct seating position for writing –Use the phrase *crocodile fingers and lay it down to model tripod grip.* -RWI Rhymes for letter formation -Multi-sensory letter formation -**RWI Rhymes for letter formation**.in **large phonic books in small guided groups** -Writing name with name card. **<u>Outcomes</u>** **Chn choose mark making activities in Discovery Time.** **Develop core strength and shoulder, arm, hand and finger strength.** **Pick pencil up with *crocodile fingers and lay it down* phrase to model a tripod grip.** **Practice the correct seating position for writing.** **Form some letters correctly.** **Mark making with intention.**	-Core strength large motor activities. -Funky fingers fine motor activities. -Overarm mark making on chalk boards, easels, walls. -Multi-sensory mark making. -Finger rhymes and hand action songs. -Dough Disco – rolling, stretching -Tracing over smaller patterns -Large mark making patterns on big sheets of paper. -Pick up pencil with *crocodile fingers and lay it down* – use tripod grip. -Use correct seating position for writing -**RWI Rhymes for letter formation**. **-Write letters on large RWI handwriting sheets in small guided groups** -Writing name more accurately and independently - with name card if needed. **<u>Outcomes</u>** **Develop core strength and fine motor control.** **Develop and use the correct seating position for writing.** **Write letters on large lines.** **Form many letters correctly.** **Mark making and independent writing in different areas throughout Discovery Time.**	-Core strength large motor activities. -Funky fingers fine motor activities. -Practise tripod pencil grip -Use correct seating position for writing -Dough Disco fine motor intervention. -Malleable area -Pen Disco for fine motor pencil control- straight lines, waves, zigzags. -**RWI Rhymes for letter formation**. **-Write letters on Reception RWI handwriting scheme cake layer sheets – whole class. Small group handwriting intervention where needed.** -Writing name independently and accurately. **<u>Outcomes</u>** **Practice and use a tripod grip** **Develop core strength and fine motor control.** **Use correct seating position for writing.** **Form many letters correctly.** **-Writing name on the line independently.**	-Core strength large motor activities. -Funky fingers fine motor activities. -Use tripod pencil grip -Use correct seating position for writing -Dough Disco fine motor intervention. -Pen Disco for fine motor pencil control – zigzags, loops, u lines –Writing name accurately on the line -**RWI Rhymes for letter formation**. **-Write letters on Reception RWI handwriting scheme cake layer sheets – whole class. Small group handwriting intervention where needed.** -Writing name independently and accurately on the line **<u>Outcomes</u>** **Use a tripod grip** **Develop core strength and fine motor control.** **Use correct seating position for writing.** **Form many letters correctly on lines on RWI handwriting sheets.**	-Core strength large motor activities. -Funky fingers fine motor activities. -Use tripod pencil grip Use correct seating position for writing -Dough Disco fine motor intervention. -Pen Disco for fine motor pencil control – circles, spirals, crosses, stars. -**RWI Rhymes for letter formation**. **-Write letters on Reception RWI handwriting scheme cake layer sheets – whole class. Small group handwriting intervention where needed.** -Writing name independently and accurately on the line **<u>Outcomes</u>** **Use a tripod grip** **Use correct seating position for writing** **Form many/most letters correctly on lines on RWI handwriting sheets.**	-Core strength large motor activities. -Funky fingers fine motor activities. -Use tripod pencil grip -Use correct seating position for writing -Pen Disco for fine motor pencil control – on squared paper – squares, cross hatch patterns, small zigzags, diagonal lines. -**RWI Rhymes for letter formation**. **-Write letters on Reception RWI handwriting scheme cake layer sheets – whole class. Small group handwriting intervention where needed.** -Writing name independently and accurately on the line **<u>Outcomes</u>** **Consistently use a tripod grip** **Use correct seating position for writing** **Write recognisable letters, most of which are correctly formed;** **Form most letters correctly on lines on RWI handwriting sheets.** ***<u>ELG Writing</u>*** ***• Write recognisable letters, most of which are correctly formed.***
Literacy **Writing**	Give meaning to mark making. -Practise correct letter formation in multi-sensory trays using RWI rhymes. -Practise handwriting using RWI handwriting sheets and RWI rhymes. -Writing initial sounds and simple cvc words to label pictures. **<u>Outcomes</u>** **-Mark making with intention** **-Model a tripod grip** **-Form some letters correctly** **-Learn and use the RWI rhymes when forming letters.** **-Use developing phonic phonic to write the initial sound in cvc words.** **-Begin to use developing phonic and developing *Fred fingers – pinch the sounds* skills to write RWI 1.1 and 1.2 cvc words with support using the set 1 sounds they have learned.**	-Give meaning to mark making. -Practise correct letter formation in multi-sensory trays using RWI rhymes. -Practise handwriting using RWI handwriting sheets and RWI rhymes. -Writing initial sounds and RWI cvc words to label pictures and models in Discovery Time areas. **<u>Outcomes</u>** **- Develop a tripod grip** **-Mark making with clear intention** **-Form many letters correctly** **-Know and use the RWI rhymes to support with forming letters correctly.** **-Use developing phonic knowledge to write RWI cvc words using *Fred Fingers-pinch the sound* skills.** **-Write labels using the set 1 sounds they know.**	-Write recognisable letters many of which are correctly formed. -Write CVC, CVCC, CCVC words. words using Fred *Fingers-pinch the sound* using the 1 and 2 sounds we know. -Label pictures using phonic knowledge. -Put words into simple phrases orally and with pictures using Colourful Semantics. -Put spaces between words in phrases. -Write labels and simple phrases in Discovery Time areas and the messaging Centre – 'I can___' -Write some of the red words (common exception words). -Write lists using the sounds they know. -Spell some of the RWI red words (common exception words) linked to RWI stage they are on. **<u>Outcomes</u>** **- Practice and use a tripod grip** **-Form many letters correctly** **-Use developing phonic knowledge to write cvc, cvcc, ccvc words containing the sounds they know using *Fred Fingers - pinch the sound.*** **-Spell words by identifying sounds in them and representing the sound with a letter/letters.** **-Verbally rehearse a phrase** **-Use colourful semantics to write words into phrases**	-Write recognisable letters many of which are correctly formed. -Write CVC, CVCC, CCVC words. words using Fred Fingers-pinch the sound using the set 1 and 2 phonic sounds they know. -Write simple dictated phrases linked to the sounds they know. -Write simple phrases using Colourful Semantics. -Put spaces between words in phrases -Label pictures with simple phrases. -Put spaces between words in phrases. -Model, explore and match upper case letters. -Write some of the red words (common exception words). -Write labels on story maps and pictures. -Write lists using the sounds they know. -Spell some of the RWI red words (common exception words) linked to RWI stage they are on. **<u>Outcomes</u>** **- Use a tripod grip** **-Form many letters correctly** **--Use developing phonic knowledge to write words containing the sounds they know with *Fred Fingers - pinch the sounds.*** **-Spell words with increasing independence by identifying sounds in them and representing the sound with a letter/letters** **-Verbally rehearse a phrase**	-Write recognisable letters most of which are correctly formed. -Write CVC, CVCC, CCVC words. words using Fred Fingers-pinch the sound using the set 1 and 2 phonic sounds they know. -Write simple dictated phrases and sentences linked to the sounds they know. -Write phrases and sentences using Colourful Semantics. -Label pictures and models with phrases. -Write dictated phrases and sentences that can be read by others. -Put spaces between words. -Model and use a capital letter at the start of a sentence and a full stop at the end. -Spell some of the RWI red words (common exception words) linked to RWI stage they are on. **<u>Outcomes</u>** **-Use 'Every time I write' to support independent writing** **- Use a tripod grip** **-Form many letters correctly** **-Use developing phonic knowledge to write words containing the sounds they know with *Fred Fingers, pinch the sounds.*** **-Verbally rehears a phrase before they write it.** **-Write simple phrases that can be read by others**	-Write recognisable letters most of which are correctly formed. -Write words using *Fred Fingers-pinch the sound* with the set 1 and 2 phonic sounds they know. -Write phrases and sentences to say what they can see in pictures. -Write dictated phrases and sentences that can be read by others. -Put spaces between words. -Model and use a capital letter at the start of a sentence and a full stop at the end. -Spell some of the RWI red words (common exception words) linked to RWI stage they are on. **<u>Outcomes</u>** **-Use 'Every time I write' to support with independent writing.** **Use a tripod grip** **-Write recognisable letters, most of which are correctly formed.** **-Spell words by identifying sounds in them and representing the sounds with a letter or letters.** **-Verbally rehearse a phrase before they write it.** **-Write phrases and sentences that can be read by others** **-Use a capital letter at the start of a sentence and a full stop at the end.** ***<u>ELG Writing</u>*** ***• Spell words by identifying sounds in them and representing the sounds with a letter or letters.***

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

				-Use colourful semantics to write words into phrases		***• Write simple phrases and sentences that can be read by others.***
Maths **NCETM Mastering Number** **(See also NCETM Mastering Number overviews)** **White Rose Shape, space and measures**	-Identify when a set can be subitised and when counting is needed. -Subitise different arrangements, both unstructured and structured. -Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills. -Spot smaller numbers 'hiding' inside larger numbers. -Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers. –Talk about measure. -Explore shape patterns.	-Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number. -Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds. -Compare sets of objects by matching. -Begin to develop the language of 'whole' when talking about objects which have parts. -Explore circles and triangles. -Explore shapes with 4 sides.	-Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals.. -Begin to identify missing parts for numbers within 5. -Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame -Focus on equal and unequal groups when comparing numbers. -Explore length and height. -Explore time.	-Understand that two equal groups can be called a 'double' and connect this to finger patterns. -Sort odd and even numbers according to their 'shape'. -Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. -Order numbers and play track games. -Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. - -Explore 3-D shapes. -Explore weight and mass.	-Continue to develop their counting skills, counting larger sets as well as counting actions and sounds. -Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame. -Compare quantities and numbers, including sets of objects which have different attributes. -Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. -Begin to generalise about 'one more than' and 'one less than' numbers within 10. -Explore capacity. -Measure and compare height of sunflowers.	-Continue to identify when sets can be subitised and when counting is necessary. -Develop conceptual subitising skills including when using a rekenrek. ***ELG Number*** ***• Have a deep understanding of number to 10, including the composition of each number.*** ***• Subitise (recognise quantities without counting) up to 5.*** ***• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts*** ***ELG Numerical Patterns*** ***• Verbally count beyond 20, recognising the pattern of the counting system.*** ***• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.*** ***• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally***
Communication and Language	**Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, daily story sessions, introducing key vocabulary each half term, singing, speech and language interventions, Collective Worships, class 'show and tell bag' and sharing 'Zog's Diary of adventures'.**					
	-Model how to look and listen to others during settling in circle games and short story/carpet sessions. -Singing songs to model listening and being 'ready'. -Sing and learn Nursery Rhymes together. -Sing/say Action Rhymes and Counting Songs. -Listen to stories and join in with the repetitive language and phrases. -Choose favourite stories from the 'Talk about Stories' story bag/basket (add new stories each half term). -Adults model language and social phrases in the morning, at snack time and throughout the day "Thank you" "Good morning!" "Goodbye". -Show and Tell bag rotated around the class each day to bring in and talk about a special object. -Share and talk about special 'All About Me' bags with a small group. -Share photos of family and pets. Talk about people who are special to us. -Adults model new vocabulary for children to use during Discovery Time, role play and story times.	-Model how to listen to others and take turns to speak during circle time games and snack time. -Sing Nursery Rhymes together. -Sing/say Action Rhymes and Counting Songs. -Remember and say Christmas poems aloud. -Listen to new and familiar stories and join in with the repetitive language and phrases. -Re-tell a story using pictures, puppets and story language. -Choose favourite stories from the 'Talk about Stories' story bag (add new stories each half term). -Share children's own experiences, of special times and celebrations. -Sing Christmas songs together. -Adults model language and social phrases in the morning, at snack time and throughout the day "Welcome to _' "Please may I…" "Please could you pass me…?" and questions "What would you like?" -Share the Show and Tell bag with the class. -Adults model new vocabulary for children to use during Discovery Time, role play and story times.	-Listen to stories to build familiarity, understanding and increase vocabulary. -Say and remember Winter action poems aloud. -Model how to speak in sentences using language to develop relationships – 'Can I play here? 'What shall we play? 'Shall we use the ____to…' -Retell a story using story language and phrases. -Asking how and why questions about the magnets and ice melting to develop understanding the world. -Share Christmas holiday news. -Adults model social phrases and conversation-sharing ideas - during construction and small world play in Discovery Time. -Share Show and Tell bag -Share Zog's Diary of adventures – draw and talk about what Zog did when he visited your home -Adults model new vocabulary for children to use during Discovery Time, role play and story times.	. -Listen to stories to build familiarity, understanding and increase vocabulary. -Say memory game list about Red Riding Hood's basket. -Sing songs about story characters. -Model how to speak in sentences using language to develop relationships and negotiate during play in Discovery Time. -Retell a Traditional tales using story language and role-play. -Create the woodland cottage Home Corner to act out stories. -Asking how and why questions about the magnets and ice melting to develop understanding the world. -Share story books and World Book Day costumes. -Share Show and Tell bag -Share Zog's Diary of adventures – draw and talk about what Zog did when he visited your home -Adults model new vocabulary for children to use during Discovery Time, role play and story times.	-Retell stories with an increased knowledge of story language and vocabulary. -Say simple minibeast poems aloud. -Relate the stories they have listened in their lives and their role-play. -Make up their own stories with beginning, middle and end. -Model how to speak in sentences using language to develop relationships, negotiate and develop/change ideas during play in Discovery Time. -Share Easter holiday news. Asking and answering how and why questions about the seeds we plant and how the caterpillars / tadpoles change to develop own understanding the world. -Prompt children to offer explanations and their own ideas about the life cycle changes they see. -Share Show and Tell bag -Share Zog's Diary of adventures – prompt children to ask relevant questions to find out more. -Adults model new vocabulary for children to use during Discovery Time, role play and story times.	- Talk about own experiences of going to the seaside using photos and special treasures. Make comments about the favourite parts. Ask and answer questions. -Ask questions to clarify their understanding of sea creatures and rockpools. -Say seaside tongue twisters - Retell stories using story language and vocabulary. -Relate the stories they have listened to in their small world play and role play – Sharing a Shell, The Night Pirtaes -Make up their own Pirate stories with beginning, middle and end. -Share Show and Tell bag based on chn's own interests. Ask and answer questions. Make comments about the favourite parts. ***ELG Listening, Attention and Understanding*** ***•Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.*** ***• Make comments about what they have heard and ask questions to clarify their understanding.*** ***• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.***

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

						ELG Speaking ***• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.*** ***• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.*** ***• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.***
Physical Development PD	**Gross Motor skills** -Large overarm mark making. -Digging and large mark making/raking in the sandpit -Explore different ways of moving. – walking, tiny steps, giant steps, jogging, tip-toeing, balancing along a low board, climbing over and in/out of tyres, jumping on the spot (and bouncing), stepping and jumping into hoops, stepping along rocks of different heights, climbing rigging/climbing wall -Finding spaces and moving safely during simple space games. -Lifting and building with crates and planks. -Weaving ropes and ribbons through the fence outside. -Painting the fence over arm. -scooping, grabbing with tongs, pouring, emptying and filling in the outdoor kitchen. -Mixing with large spoons. -Lifting different sized bowls and pans. - Stirring bubbles with whisks. - Pouring water through the water wheel. And down the tubes. -Stilts and dinosaur feet. -Over-arm throwing/passing through hoops. -Small world block play – overarm lifting and building. -Provide a range of three and four wheeled resources for children to balance on, pull and push – large four wheeled skateboards, three wheeled pedal trikes and three wheeled scooters. **Fine Motor skills** -Dough disco -Playdough – pressing and rolling, using large cutters, spatulas and plates, Pressing and squashing with pattern blocks. Snipping playdoh with scissors to develop scissor skills. -Cutting playdough with a knife and fork -Tummy time mark making. Giant bricks outside. -Dancing with big streamers and hoops. -Duplo, stickle bricks, rainbow/mirror blocks.	**Gross Motor skills** -Large overarm mark making. -Digging in the sandpit, filling and emptying -Explore different ways of moving.- hopping on spot, tiptoeing, jumping forwards and backwards, leaping, balancing along a higher board, going over and under obstacles, climbing over and in/out of tyres, stepping along rocks of different heights.- further apart climbing stairs climbing rigging. climbing wall. -Lifting and building with crates and planks. -Scooping, grabbing with tongs, mashing, pouring, emptying and filling in the outdoor kitchen. -Mixing with large/smaller spoons. -Lifting different sized bowls and pans. -Follow the leader/different actions. -Pushing large vehicles and balls down ramps. -Large ball skills-overarm throwing. -Dancing with streamers. -Large blocks play – building, overarm building and lifting, -Spin, rock, tilt, slide and bounce on floor mats. -Balance rocking boards -Dancing and turning, making shapes with arms/legs for Christmas dances. Provide a range of wheeled resources for children to balance on, pull and push - large skateboards and three wheeled pedal trikes and scooters. **Fine Motor skills** -Dough disco -Playdough - using rolling pin, smaller cutters, plastic knives, spatulas. Rolling large balls to create cakes. -Cutting playdough with a knife and fork -Cay – roll hedgehog balls, pinch spine spikes and pinch pots. =-Peg boards – create patterns -Weaving ropes through the fence outside. -Weaving ribbons around large stars. -Painting the fence over arm. -Dancing with big streamers and hoops.	**Gross Motor skills** -Explore different ways of moving Hopping forwards, and backwards, side steps, jumping sideways, skipping., side rolling on mats. -Digging pebbles and sand. –Scooping, chopping, mashing, pouring, emptying and filling in the outdoor kitchen. -Mixing with smaller spoons, grabbing with smaller and stiffer tongs. -Lifting different sized bowls and pans. -Large bouncy hoppers. -Lifting and building with crates, poles, tubes, boxes and planks. -Moving in different directions. Ball skills – aiming and throwing, overarm and underarm throws with smaller balls and bean bags. -Balance and climb on indoor hall apparatus. -Jump off onto a mat safely. -Balance rocks and bricks – move and balance at different levels in a circle and along a straight course. -Two wheeled balance bikes. -Dancing and moving to music for Chinese New Year Dragon Dances - twirling, dancing low down and high up, moving in different directions, using props (boxes, lanterns). **Fine Motor skills** -Pen Disco - Playdough – rolling fingers & palms, squeezing and pinching – Chinese dragons. Rolling small balls in fingers to count. Continue knife and fork control -Lego, smaller wooden blocks, marble run, magnetic tiles -Threading smaller beads and buttons. -Geo bards – building shapes. -Peg boards – create shapes -Lacing cards -Medium tweezers and small pompoms. -Folding over and back to create concertinas. -Scissors skills –cutting curved lines and circles.	**Gross Motor skills** -Explore different ways of moving - Running in different directions, stopping and starting, dodging, walking backwards backward, rolls on mats. -Stirring and pressing in the outdoor kitchen. -Lifting and pouring into smaller sized bowls and pans. -Measuring with smaller spoon, containers, cups and tubes. Football skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. -Large bouncy hoppers. -Lifting and building with crates, poles, tubes, boxes and planks. -Balance rocks and bricks – move and balance at different levels in a circle and along a straight course. -Climbing netting and wall of Pirate ship, sliding up and down pole. -Two wheeled balance bikes. -Two wheeled pedal bikes when ready. **Fine Motor skills** -Pen Disco -Playdough – creating patterns, pressing through moulds, using smaller tools, knives and forks. -Plasticene – roll balls and paper straws to create models. -Tearing tissue paper. -Lego, Magnetic balls and sticks -Threading smaller beads -Lacing cards -Peg boards – create shapes -Geo bards – building shapes. -Small button patterns -Medium tweezers and small pompoms. -Folding in different ways and bending straws/card. -Scissors skills –cutting curly, circular and, zigzag lines.	**Gross Motor skills** -Obstacle activities in the garden with children moving over, under, through and around equipment. -Balancing along a route of benches/planks of different heights. -Balancing along different height rocks spaced far apart. -Moving while balancing bean bags and coits. -mixing, sieving, squeezing to make potions and perfume the outdoor kitchen. -Lifting and pouring into smaller sized bowls and pans. -Measuring with smaller spoon, containers, cups and tubes. -Gymnastics / Balance/climbing on/jumping of the hall apparatus. -Throwing and catching large balls. -Throwing small beanbags into nets. -Overarm throwing and aiming with beanbags. -Running games and jumping through hoops. -Two wheeled pedal bokes. **Fine Motor skills** -Pen Disco -Playdough – creating patterns, pressing through moulds, using smaller tools and knives. -Plasticene – roll balls and paper straws to create caterpillars, butterflies and models - Magnetic balls and sticks -Lacing cards -Small button butterfly patterns -Medium tweezers and small pompoms. -Folding. Bending and attaching. -Tearing crepe paper to create Tiny Seed flower collages. -Observational drawings of sunflowers -Scissors skills –cutting curved, round, straight, wavy, zigzag lines. Cut around large pictures to create collages. -Chopping safely with knives to make rainbow fruit kebabs.	**Gross Motor skills** -Football skills – dribbling, kicking, aiming -Pirate team games, movements, balancing and climbing on the Pirate Ship -Races / team games using gross motor movements -Obstacle activities with children balancing, climbing, crawling under/through, moving around equipment and negotiating space safely. -Running and jumping over hurdles. –Overarm throwing and aiming with javelins, beanbags, large balls. -Throwing and catching different sized balls. -mixing, sieving, squeezing to make Pirate Potions the outdoor kitchen. -Liin fting and pouring into smaller sized bowls and pans. -Measuring with smaller spoon, containers, cups and tubes. -Riding 2 wheeled pedal bikes. **Fine Motor skills** -Tripod grip with thinner pencils, thinner paintbrushes, pens ,crayons, **-**Drawing sea creatures and shells – adding patterns and details. -Sea creature dances -Pincer grip and tweezers to create shell patterns and seaside pictures with small parts. -Playdough – creating shells using coiling to create wider and thinner shapes at each end, pressing shell and fossil patterns - Independently use a range of techniques (rolling, pinching, stacking, joining to create sea creature 3D models) -Plasticene – roll balls and paper straws to investigate how to build and adapt stronger, taller, wider, bigger, smaller structures. –Cutting straight, curves, zigzag and wobbly lines to create jelly fish. -Cutting around pictures and following lines to create rockpool collages -Watercolour under the sea paintings with thin brushes. ***ELG Gross Motor skills*** ***• Negotiate space and obstacles safely, with consideration for themselves and others.***

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

	-Lego and large base boards when ready. -Threading cotton reels and large beads. -Large tweezers and big pompoms-Squeezing large water pipettes. -Pouring with jugs and water wheels -Tearing sugar paper for apple collages -Scissors skills – holding scissors safely and snipping,	--Duplo, stickle bricks, mobilo, rainbow/mirrormirror blocks. -Lego and large base boards when ready. -Threading smaller beads and buttons. -Lacing around large circle to create a bauble. -Large tweezers and marbles/buttons. -Pouring with jugs and large test tubes. -Tearing, twisting, scrunching, -Tracing over patterns. -Scissors skills – holding scissors safely and cutting straight lines.				***• Demonstrate strength, balance and coordination when playing . • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.*** ***<u>ELG Fine Motor skills</u>*** ***• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.*** ***• Use a range of small tools, including scissors, paintbrushes and cutlery.*** ***• Begin to show accuracy and care when drawing***
Personal, Social and Emotional Development PSED	**Self-Regulation:** Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the adult says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. School behaviour expectations of being 'READY', 'SAFE'. * Controlling own feelings and behaviours. * Able to concentrate on a task . * Thinking before acting. * Able to manage impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.					***<u>ELG Self-Regulation</u>*** ***• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.*** ***• Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.*** ***• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.***
Managing Self **Building Relationships** **Jigsaw PSHE Scheme**	**Managing Self:** -Class routines and new Areas to explore in Discovery Time. -School Behaviour Expectations of being *Ready, Safe, Kind.* -Support children to build relationships with new adults in school and to develop friendships. -What/who is special to us in our lives? -See themselves as a valuable individual. -Introduce the Zones of Regulation – green or red. -Special jobs in our classroom and tidying team work. -Model handwashing with visuals, songs and routines. -Support individual children to have good personal hygiene when using the toilet. -Learn to take off and put on their own, coats, jumpers, cardigans, coats. shoes and socks and wellies.. Learn to put on and take off painting apron – ask a friend to help. -Safe eating routines at snack time - sitting safely when we eat snacks. Drinking from our water bottles safely in the classroom. -Healthy eating and drinking – fruit /vegetables and water/milk at snack time. -Talk about Dental Hygiene, drinking water, brushing teeth and eating healthy snacks. Visit from a Dentist. -Model using cutlery and sitting safely to eat lunch in the hall.	**Managing Self:** -Class routines and School Behaviour Expectations of being *Ready, Safe, Kind.* -Self Confidence - build constructive and respectful relationships. -Special jobs in our classroom and tidying team work. -How to manage different feelings and use the Zones of Regulation to say if they are feeling green or red. -Ask children to explain to others what they thought about a problem or an emotion and how they dealt with it. -Continue to support handwashing routines and toileting routines. - Taking coats, gloves and hats on and off independently. -Learn to get undressed for PE and dressed again after PE by 'dressing the chair' to keep clothes safe and dress in PE kit form their bag. -Continue healthy eating and drinking – fruit /vegetables and water/milk and safe eating routines at snack time. -Continue to model using cutlery in the hall and sitting safely when we eat. -Becoming more independent with morning and home time routines so they can manage their belongings by themselves.	**Managing Self:** -School Behaviour Expectations of being *Ready, Safe, Kind.* -Identify and moderate their own feelings socially and emotionally. -How to manage different feelings: use the Zones of Regulation to say if they are feeling green, blue, yellow or red. -Looking after our classroom as a team – taking care of things and keeping tidy. -Learning about qualities and differences. -Celebrating differences. -Encourage children to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. -Continue to support handwashing routines and toileting routines if needed. - Taking coats, gloves and hats on and off independently. -Continue healthy eating and drinking – fruit /vegetables and water/milk and safe eating routines at snack time. -Dressing and un-dressing for PE. -Zips and smaller buttons. --Becoming increasingly independent with daily routines, handwashing and personal hygiene.	**Managing Self:** -School Behaviour Expectations of being *Ready, Safe, Kind.* -Use the Zones of Regulation to explore feelings. -What makes a good friend? -Frome Kindness Festival -Looking after our classroom – recycling -Explore why we take turns, wait politely, tidy up after ourselves and so on. Give children strategies for staying calm in the face of frustration. Explore why we take turns, wait politely, tidy up after ourselves -Continue healthy eating and drinking – fruit /vegetables and water/milk and safe eating routines at snack time. -Handwashing routines. -Dressing and un-dressing for PE. --Becoming increasingly independent with daily routines, handwashing and personal hygiene.	**Managing Self:** -School Behaviour Expectations of being *Ready, Safe, Kind.* -Use the Zones of Regulation to explore feelings. -Show resilience and perseverance in the face of challenge. Keeping going if things feel tricky! -Explore why we take turns, wait politely, tidy up after ourselves and so on. -Talking through if/why things go wrong and how we can resolve differences. -Looking after our plants, garden and planet. -Continue healthy eating and drinking – fruit /vegetables and water/milk and safe eating routines at snack time. -Dressing and un-dressing for PE. --Becoming increasingly independent with daily routines, handwashing and personal hygiene.	-School Behaviour Expectations of being *Ready, Safe, Kind.* -Use the Zones of Regulation. -Taking part in sports day.- saying well done, being a House team member, winning and losing. -Show resilience and perseverance in the face of challenge. Keeping going if things feel tricky! -What are we proud of? -Healthy eating - fruit and vegetables. - independent with daily routines and personal hygiene -Developing relationships with year 1 ***<u>ELG Managing Self</u>*** ***• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.*** ***• Explain the reasons for rules, know right from wrong and try to behave accordingly.*** ***• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.***

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

	Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Taking part in small group tasks, playing together and playing team games play an important role in the reception year. This enables the children to understand turn taking, working cooperatively and sharing resources. School behaviour expectation of being 'KIND'.					***ELG Building Relationships*** *• Work and play cooperatively and take turns with others.* *• Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.*
	JIGSAW: Being Me in My World Piece 1 – Who…me? Piece 2 – How am I feeling today? Piece 3 – Being at school Piece 4 – Gentle hands Piece 5 – Our rights Piece 6 – Our responsibilities	**JIGSAW: Celebrating Differences** Piece 1 – What I am good at Piece 2 – I'm special, I'm me! Piece 3 – Families Piece 4 – Houses and homes Piece 5 – Making friends Piece 6 – Standing up for yourself	**JIGSAW: Dreams and Goals** Piece 1 – Challenge Piece 2 – Never giving up Piece 3 – Setting a goal Piece 4 – Obstacles and support Piece 5 – Flight to the future Piece 6 – Award Ceremony	**JIGSAW: Healthy Me** Piece 1 – Everybody's body! Piece 2 – We like to move it, move it! Piece 3 – Food, glorious food! Piece 4 – Sweet dreams Piece 5 – Keeping clean Piece 6 – Stranger dange	**JIGSAW: Relationships** Piece 1 – My family and me! Piece 2 and 3 – Make friends, never Ever break friends! Piece 4 – Falling out and bullying Piece 5 – Falling out and bullying Piece 6 – Being the best friend we can be	**JIGSAW: Changing Me** Piece 1 – My body Piece 2 – Respecting my body Piece 3 – Growing up Piece 4 – Fun and fears Piece 5 – Fun and fears Piece 6 – Celebration
Understanding the World **Past and Present**	**Past and Present** -Share *All About Me bags.* -Share and talk about photos of our families and pets -Share past experiences and special places they have been with their family in their past. -Listen to stories about different families.	**Past and Present** -Share past and present experiences of festivals: Bonfire night, Christmas. -Talk about special times in their lives: birthdays and share photos of family celebrations or festivals. -Explore how toys in Christmas stockings today are different to those in the past. Compare old and new toys.	**Past and Present** -Explore how we grow and change. -Talk to older people in our families and find out what they can remember doing when they were 4 or 5. -What can we do now we are 4 or 5? -Share and talk about our baby photos and compare to photos of us now. -Talk about birthdays we have had and how we celebrated in different ways.	**Past and Present** -My home now. -Explore Castles – do homes now look like castles long ago? How were castles different? Who lived in a castle? -Understanding the past through stories and pictures. -Explore King Charles III, what he wears and what he does now. -Explore Kings or Queens who lived in castles long ago.	**Past and Present** –Understanding the past through stories and pictures. -Exploring dinosaurs and where they lived.	**Past and Present** -Explore photos of the seaside (Weymouth) in the past and present -Compare seaside holidays in the past and present through stories and photos. . - Compare and contrast characters from stories, including figures from the past – Queen Victoria and King Charles III. -How do we know it's an old photo? ***ELG Past and Present*** ***• Talk about the lives of the people around them and their roles in society.*** ***• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.*** ***• Understand the past through settings, characters and events encountered in books read in class and storytelling.***
People, Culture and Communities	**People, Culture and Communities** -Explore and talk about the new setting around them at school. -Explore the different areas of the classroom and follow the rules during Discovery Time. -Explore and learn about school rules of being 'Ready, safe and kind' and being part of the Oak class and St. John's school community. -Talk about heir own community and people in their family. -Explore different types of families. Listen to stores about different families. -Talk about their home and listen to stories about different homes around the world. -Talk about people who are special to us in our own families. **-Explore people who can help us at school (reception staff/lunch time supervisors/ Head teachers)** **-Explore people can help us in Frome – visit from the Dentist.** Talk about our own experiences of Dentists, nurses, Doctors and listen to stories about people who help us.. -Role play in the Home Corner – settling in to a new home, family photos, family roles in the home, looking after the	**People, Culture and Communities** - Show together the school rules of being 'Ready, safe and kind' in Oak class and being part of the wider St. John's School community on the playground. **-Continue to explore people who can help us at school (Y4 play Leaderss/site managers/Admin staff/lunch time supervisors/ Head teachers).** -How do different families celebrate special times? Bonfire night, Diwali, Christmas. `Listen to stories about different celebrations. Use simple world maps to show children where some stories are based. -Visit the Post Office to post letters to Father Christmas. **-Explore people can help us in Frome –Post Office staff, Rev Seamus and Janet at St John's Church.** **-Explore Frome – Visit the Post Office to send off letters.** -Role play in the Home Corner – Celebrating Diwali and getting ready for Christmas, wrapping presents, writing tags, making paper chains,	**People, Culture and Communities** -Show together the school rules of being 'Ready, safe and kind' and being part of the wider St. John's School community – playground buddies with KS1 and 2 children and reading partners with KS2 children. **-Continue to explore people who can help us at school (Y4 Librarians).** -Explore how different families celebrate special times. -Explore Chinese/Lunar New Year – how is it celebrated? Chinese lanterns, writing, dances, colours, animal names and traditions. -Talk to people who celebrate Chinese New Year. -Describe our own local habitat and a contrasting place through observation, video, stories and non-fiction texts. What are the similarities and differences between where we live and Antarctica? -Role play in the Home Corner – getting ready for Chinese New Year, decorating with lanterns, streamers, making calendars – days and months, new year, music making.	**People, Culture and Communities** -Create maps of the outdoor area to help us to find Red Riding Hood's hidden apples. -Create Maps of Little Red Riding Hood's route through the wood and Wolf's route to the houses of the Three Little Pigs **-Continue to explore people who help us in Frome - Visit from the Frome PCSO.** -Explore and describe different types of homes in Frome, in the UK (eg .Bath and Bristol) and around the world through stories and photos. -Talk about our own experiences of different homes. -Role Play in the Home Corner – Goldilocks and the Three Bears Cottage. Getting ready for Easter and Spring, cleaning and folding, arranging flowers. -Role play outside –Magical Fairy-tale woodland/forest to re-tell story events and create characters.	**People, Culture and Communities** -Read stories and non-fiction texts to explore plants and fruits that grow in different places in the world? -Work together to plant seeds, create a garden in the outdoor area and take care of plants. -Make maps of our school garden and what they find there. **-Explore Frome -Visit the Greengrocer/market-stall in the town centre.** -Look at market stalls in different countries of the world and what would be sold. -Explore stories about growing vegetables in different countries. -Role play outside - Garden Centre – planting, watering, packing, writing labels and seed packets, counting seeds, counting coins & Greengrocers / market stall outside – create own based on Greengrocer visit. -Role play in the Home Corner – getting ready for birthday celebrations, counting candles, making cards, writing numbers, wrapping smaller presents, writing party invitations.	-Read stories and non-fiction texts about different families at seasides. -Talk about the sea ides in the UK and share photos of their own holidays/visits to the beach. Compare each other's experiences – how were they the same/different? -Explore photos and videos of different sea sides around the world – what might be the same or different? Where have we travelled to on holidays? Can we find places on a map? **-Continue to explore people who can help us at school –** **Mr Phillips Football Coach, Frome Olympics staff, Y4 Sports Leaders on Sports Days and visit year 1 classroom and staff as part of transition to KS1.** -Role play outside – Pirate ship/treasure island. -Role play in the Home Corner – making ice creams, writing menus, getting ready for going shopping – writing lists, counting money, writing labels and cards, packing and unpacking, cooking food, writing menus for meals..

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

	babies, setting the table, preparing food, taking care of pets, writing names.	counting on the Advent calendar, singing songs.				***ELG People, Culture and Communities*** ***• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*** ***• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.*** ***• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.***
The Natural World	**The Natural World** -Explore the natural world in our school garden on Welly Wednesdays. -Follow routes to find different trees and places in our garden. -Describe what we see, hear and feel outside. -Physical processes: bubbles and frothing in the water. -Mixing materials in the outdoor kitchen. -Explore changing the shape and texture of playdough and kinetic sand. -Explore pushes and pulls.	**The Natural World** -Seasons – Autumn – differences and changes over time – weather, trees. -Explore the colours, textures and sounds of Autumn leaves in our garden. -Mixing what they discover in the garden in the Outdoor kitchen -Nocturnal animals –explore animal habitats in the garden and which animals are nocturnal? -Explore light and dark. How can we see in the dark? Lights and lanterns. -Explore magnets and investigate / sort which materials are magnetic. -Explore the depth and shape of puddles – what makes a smaller or bigger splash? -Changing states of matter – explore clay and moon sand.	**The Natural World** -Seasons – Winter – differences and changes over time – weather, animals and trees. -Physical processes: changing states of matter - exploring frost and snow, freezing water, melting ice. -Explore changing states of matter with snow dough. -Look closely at snow and ice through magnifying glasses and on the internet – describe the patterns they see. -Comparing features and animals of Antarctica to what they see in their local environment through pictures, books and small world play.	**The Natural World** -Seasons – Spring – differences and changes over time – weather, tree bulbs and Spring plants. -Looking closely at daffodils and tulips to explore parts of a plant. -Explore the garden and outdoors to foster curiosity, give children freedom to touch, smell and hear the natural world around them during hands-on exploring. -Materials - explore texture and simple properties. Asking questions and carrying out tests for strength – which material is best for house building? What happens when we huff and puff (wind power) the houses? -Explore changing states of matter with cloud dough and creating solid bricks for building. –Physical processes: changing states of matter – melting chocolate and watching it turn from solid – liquid and liquid to solid. .	**The Natural World** -Caring for and looking after plants, caterpillars and butterflies. -Watching seeds grow – cress, sunflowers, sweet peas. -Keep a diary of how their sunflowers and caterpillars grow and change -Planting and growing herbs, flowers and vegetables in the outdoor area. -Observing change and growth -Looking after caterpillars and watching the metamorphosis to butterflies. -Look closely at dandelions, buttercups, daisies, petals and leaves with magnifying glasses and talk about similarities and differences. -Explore how dandelions in our garden grow and change -Mixing and squeezing dandelions, buttercups, daisies and petals into water to create potions/perfumes. -Draw pictures of the plants and flowers they see in the garden. -Explore recycling at school and how it can help us take care of our world.	**The Natural World** -Seasons – Summer – describe and explain differences and changes over time – weather, clothing, trees -Talk about similarities and differences between a Seaside town (Weymouth) and our town of Frome. -Share photos of their own visits to the seaside – what did they see, hear, taste? What seaside treasures did they find? -Look closely at shells with magnifying glasses and talk about similarities and differences. -Compare the rockpool to different places. -Explore floating and sinking. ***ELG The Natural World*** ***• Explore the natural world around them, making observations and drawing pictures of animals and plants.*** ***• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.*** ***• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.***
Religious Education	**Special Me** Awareness, Mystery and Value F1 Who Are We? What makes people special?	**Incarnation** Understanding Christianity FS2/Unit F2 Why do Christians perform Nativity plays at Christmas? The Christmas Story	**God** Understanding Christianity FS2 Why is the word God so important to Christians?	**Salvation** Understanding Christianity FS2/Unit F3 Why do Christians out a cross in an Easter Garden?	**World Faiths** Which stories are special and why?	**World Faiths** Which places are special and why?
Expressive Arts and Design	**Creating with Materials:**. -Explore and select resources to create freely in the Art Area/Construction Area. -Draw and talk about what t hey have made. -Paint Self portraits -Paint big pictures of fruits and vegetables from our own experiences. -Vegetable and fruit printing.	**Creating with Materials:** -Explore and select resources and techniques to create freely in the Art Area/Construction Area. -Draw and talk about what they have made. Show how it works – use growing vocb to explain techniques.	**Creating with Materials:** -Explore and select resources and techniques to create freely in the Art Area/construction Area. -Draw and talk about what they have made. -Create Winter tree collages outside with sticks and twigs.	**Creating with Materials:** -Explore and select resources and techniques to create freely in the Art Area/construction Area. -Make plans to develop their own ideas through design, pictures and talk. -Drawing and painting story characters for large story map display.	**Creating with Materials:** -Explore and select resources and techniques to create freely in the Art Area/construction Area. -Make plans to develop their own ideas through design, pictures and talk. -Observational Summer flower water colour painting and drawings.	**Creating with Materials:** -Explore and select resources and technique to create freely in the Art Area/construction Area. -Make plans to develop their own ideas through design, pictures and talk. -Create shape seaside collages.

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027

Being Imaginative and Expressive	-Explore and name colours through painting and printing – Elmer colour patterns with square sponge printing. -Autumn leaf printing and painting. -Create big patterns outside with natural materials inspired by Goldsworthy. -Create rubbing on natural textures in the garden with chunky wax crayons. -Create leaf wands in the garden	-Explore patterns and lines through Firework mark making with chunky and thin crayons, pastels and chalks -Explore Rangoli patterns with pastels and chalks. -Create clay pinch pot Diva lamps for Diwali - clay rolling, pressing and pinching skills. -Create clay ball hedgehogs – clay rolling, pressing and pinching skills. -Create 3D Firework wands with streamers. -Finger and hand printing. -Weaving ribbons and chunky wool on Christmas stars. -Folding and cutting to make 3D Christmas Angels. -Folding and cutting straight lines to create triangle Santa.	-Building with different materials – ice, snow and snowdoh. -Explore pattern and shapes through Winter mark making and patterns with chalk and pastels. -Chinese mark making with pens. -Sparkly Chinese colour collages -Explore colour mixing through adding powder paint colours to ice cubes. -Watercolour painting – Chinese Dragons. -Cutting and folding to create Chinese New Year lanterns. -Printing repeating shape patterns on lanterns. -Folding concertinas to create moving stick dragons. -Building with large boxes etc to create 3D dragon together.	-Drawing maps of Little Red Riding Hood's and the Three Little Pigs route through the forest. -Observational drawings of Spring blossom and flowers. -Observational Spring flower water colour painting. -Explore colour mixing with powder paints. -Create beanstalk and cloud collages. collages. -Create 3D daffodils – folding cnd bending. -Build 3D house models for the Three Little Pigs with different materials and joining techniques. -Painting repeated line and shape patterns on Easter eggs. -Create a cottage for Goldilocks and The Three Bears. Build trees/bridges/paths outside for the Magical Forest.	-Creating flower and herb potions and perfumes. -Painting sunflowers and waterlilies in the style of Van-Gough -Explore colour mixing with powder paints and water colours. -Creating dances together outside with props, streamers, pompoms – play instruments along with music. -Role play Garden Centre/Market stall or Greengrocers. -Cut and chop fruit and vegetables to eat in a salad.	-Explore different materials and joining techniques.to create moving 3D sea creatures – octopus, crabs -Collage jellyfish, seaweed, rocks shells to create different textures. -Exploring and creating patterns – draw shells with pencils and pastels -Creating pirate hats and flags with different shapes and folds Role play characters from Pirate stories using props they have created – follow chn's own interests and ideas. ***ELG Creating with materials*** ***• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.*** ***• Share their creations, explaining the process they have used*** ***. • Make use of props and materials when role playing characters in narratives and stories.***
	Being Imaginative and Expressive: -Learn and sing 'Five Little Apples' and many Harvest action songs. -Explore musical instruments together. -Role play in the Home Corner – settling in to a new home, family photos, family roles in the home, looking after the babies, setting the table, preparing for birthday parties, taking care of pets, writing names in birthday cards. -Re-telling stories with stick puppets. -Discovery time – free small world play how to choose and set up resources. -Clap in time to a beat and to the sound of own names.	**Being Imaginative and Expressive:** -Firework and sparkler dances. Learn, singing and perform Christmas songs -Play instruments to music. --Role play in the Home Corner – Celebrating Diwali and getting ready for Christmas, wrapping presents, writing tags, making paper chains, counting on the Advent calendar, singing songs. -Role-play - Santa's Workshop and toyshop – writing lists, cards and tags, wrapping presents.	**Being Imaginative and Expressive:** -Chinese New Year songs .and dragon dancing. -Listen to music and make their own Chinese Dragon dances in response. -Playing instruments along with music from other cultures. -Role play in the Home Corner – getting ready for Chinese New Year, decorating with lanterns, streamers, making calendars – days and months, new year, music making. -Outside small world icy, frozen habitats and animals.	**Being Imaginative and Expressive:** Singing Spring and Easter songs. -Playing instruments along with music. -Keeping a steady beat. -Role Play in the Home Corner – Goldilocks and the Three Bears Cottage. Getting ready for Easter and Spring, cleaning and folding, arranging flowers. -Role play outside –Magical Fairy-tale woodland/forest to re-tell story events and create characters. The Three Little Pigs Building Site. -Retelling stories with puppets. -Small world play – Castle, Knights and dragons. Re-telling Little Red and Three Little Pigs stories in the magical forest	**Being Imaginative and Expressive:** -Sing sunflower and lifecycle songs. -Add actions to songs. -Move in time with different beats. -Playing instruments in time with music. -Role Play outside - Greengrocers / market stall outside – create own based on Greengrocer visit. -Role play in the Home Corner – getting ready for birthday celebrations, counting candles, making cards, writing numbers, wrapping smaller presents, writing party invitations. -Small World play – retelling The Very Hungry Caterpillar and Supertato stories with props and puppets.	**Being Imaginative and Expressive:** -Sing and perform sea music, Sea Shanties and Pirate songs with props. -Dancing and moving like sea creatures. -Small World play – retelling The Night Pirates story with props on pirate ship. -Role play outside – Pirate ship/treasure island. -Role play in the Home Corner – creating ice cream flavours, writing menus, getting ready for going shopping – writing lists, counting money, writing labels and cards, packing and unpacking, cooking food, writing menus for meals.. -Sing the full range of Nursery rhymes and action songs we have learned ***ELG Being Imaginative and Expressive:*** ***• Invent, adapt and recount narratives and stories with peers and their teacher.*** ***• Sing a range of well-known nursery rhymes and songs.*** ***• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.***
Assessment	May/June/July before starting school - Pre-school setting visits, settling in sessions, transition meetings with parents/carers, School Entry Plan meeting if needed Observations on Seesaw Statutory reception Baseline Assessment (RBA) School Baseline observations Entry Checkpoint (Based on D*evelopment Matters statements?* RWI phonics – weekly Single sound tracker Pupil Progress Target setting meeting	Observations on Seesaw ELG Checkpoint 1 Autumn Term Pupil progress meeting Parents/carers evening meetings (October) RWI phonics – weekly single sound tracker RWI phonics - half termly phonics assessments	Observations on Seesaw RWI phonics – weekly single sound tracker (if needed) RWI phonics - half termly phonics assessments	Observations on Seesaw ELG Checkpoint 2 Spring Term Pupil progress meeting Parents/carers evening meetings (March) RWI phonics – weekly single sound tracker (if needed) RWI phonics - half termly phonics assessments	Observations on Seesaw Foundation Stage Profile GLD Moderation RWI phonics - half termly phonics assessments	Observations on Seesaw ELG Checkpoint 3 Summer Term Pupil progress meeting Foundation Stage Profile for Early Learning Goals (GLD) End of Year Data End of year written Report to parents/carers. Transition meetings , sharing of Foundation Stage Profile and visits with year 1 staff.

EYFS (Reception) Curriculum Overview/Long Term Plan 2026 - 2027