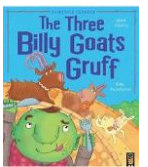




# St. Joseph's Catholic Primary Hartlepool

## EYFS Overview - Reception



	Autumn		Spring		Summer	
<b>Theme</b> <i>These themes may change to allow for children's interests</i>	<b>All About Me!</b> Start school/My New Class/My Family/Where we live/Relationships/Feelings  <b>Let's Celebrate!</b> Festivals and celebrations/Harvest/history and stories behind traditional festivals and celebrations/why do we celebrate		<b>Space!</b> Our planet/Vehicles/Materials  <b>Let's Grow!</b> Plants and flowers, Weather/Season, planting sunflowers and vegetables		<b>Amazing Animals!</b> Animals and their Young/Habitats/Climates - Hot places/Minibeasts/Staying healthy/Healthy Food/Human Body/Teeth  <b>Our Sunny Seaside!</b> What's it like at the seaside/What was it like in the past/Comparing past and present/Sun safety/Under the Sea	
<b>Events</b>	Harvest National Poetry Day	National Nursery Rhyme Week/Bonfire Night/Remembrance/Diwali/Christmas	World Book Day Chinese New Year	Mother's Day Planting sunflowers Planting Vegetables	Caterpillars	Tall Ships Father's Day Trip to the Beach Sports Day End of Year Celebrations
<b>Main Texts</b>  (*Pie Corbett Reading Spine Texts EYFS)	  	  	   	  	  	  
<b>Enhanced Reading Texts</b> (*Pie Corbett Reading Spine Texts EYFS)	<ul style="list-style-type: none"> <li>* Owl Babies</li> <li>* Farmer Duck</li> <li>* The Gruffalo</li> <li>* Can't You Sleep Little Bear On My Way Home</li> <li>* Hairy Maclary</li> <li>* Dogger</li> </ul>	<ul style="list-style-type: none"> <li>* The Tiger Who Came to Tea</li> <li>* Six Dinner Sid</li> <li>Room on the Broom</li> <li>The Gruffalo's Child</li> <li>The First Christmas (Rod Campbell)</li> <li>* Lost and Found</li> <li>Peace at Last</li> </ul>	<ul style="list-style-type: none"> <li>* Goodnight Moon</li> <li>* Where's Spot</li> <li>* The Train Ride</li> <li>* Shhhhh!</li> <li>Aliens Love Underpants</li> </ul>	<ul style="list-style-type: none"> <li>* Each Peach Pear Plum</li> <li>* Jasper's Beanstalk</li> <li>* Avocado Baby</li> </ul>	<ul style="list-style-type: none"> <li>* We're going on a Bear Hunt</li> <li>* Come On Daisy</li> <li>* Elmer</li> <li>* Where the Wild Things Are</li> <li>* Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>* Mr Gumpy's Outing</li> <li>A Squash and a Squeeze</li> <li>The Lighthouse Keeper's Lunch</li> </ul>
<b>Nursery Rhymes</b>	2 Little Dicky Birds Baa Baa Black Sheep Humpty Dumpty A Cat Came Dancing I'm a Little Teapot Incy Wincy Spider I Hear Thunder Wiggly Woo Ten Green Bottles Busy Farmer Ben Sing a Song of Sixpence	Dingle Dangle Scarecrow Hickory Dickory Dock Roly Poly Polly Put the Kettle On Jack and Jill Wind the Bobbin Up Elephants on Spider's Web Five Little Men in a Flying Saucer Ten in the Bed The Twelve Days of Christmas	The Wheels On The Bus Row Row Row Your Boat Pat a Cake Miss Polly Had a Dolly London Bridge is Falling Down Goosey Goosey Goosey Did You Ever See a Bunny I can sing a Rainbow Ten Fat Sausages	Five Little Monkeys It's Raining, It's Pouring Hey Diddle Diddle The Grand Old Duke of York Jack Be Nimble Mary, Mary Quite Contrary Ten Green Bottles	Ten in the Bed Five Little Ducks Once I Caught A Fish Alive Old MacDonald Had A Farm Down In The Jungle Little Bo Peep Three Blind Mice Froggy Went A Courting The Animals Went in Two by Two The Bear Went Over the Mountain Yellow Bird	Five Currant Buns Little Miss Muffet When I Was One Head, Shoulders, Knees & Toes The Big Ship Sails Bobby Shafto's Gone to Sea Ten Fat Sausages This Old Man

<b>Literacy</b>	Name Writing Letter Formation Labels (initial and final sound) Lists and labels Listen to and understand a range of stories, poems and non-fiction texts Characters/settings/events	List Writing Labelling/Captions Read and write simple captions/phrases Making predictions Story sequencing/retelling	Read and write simple captions/sentences Capital Letters, finger spaces, full stops Full Stops Sentence construction Writing for a purpose Making predictions Retelling stories and narrative in own words and recently introduced vocabulary
<b>Phonics</b>	Sounds Write  Letter Sounds CVC Words  Unit 1: a i m s t Unit 2: n o p Unit 3: b c g h Unit 4: d e f v Unit 5: k l r u Unit 6: j w z Unit 7: x y ff ll ss zz (double letter spellings)	Sounds Write  Unit 11: sh ch th tch ck wh ng <q> <u>  Unit 8: VCC and CVCC, 2 consonants in final position, 3 & 4 sound words (no new code knowledge)	Sounds Write  Unit 9: CVCC, 2 consonants in initial position  Unit 10: CCVCC, CVCCC, and CCCVC, 3 adjacent consonants, 5 sound words  Consolidation
<b>Maths</b>	<b>Subitising</b> <b>Cardinality, ordinality, counting</b> <b>Composition and pattern</b> <b>Comparison</b> <b>Shape, Space, Measure</b>  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  Pupils will: <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers 'hiding' inside larger numbers</li> <li>• connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of 'whole' when talking about objects which have parts</li> <li>• compare length, weight, capacity</li> <li>• continue, copy and create repeating patterns</li> <li>• begin recall number bonds up to 5</li> </ul>	<b>Subitising</b> <b>Cardinality, ordinality, counting beyond 5</b> <b>Odd, even numbers</b> <b>Doubling</b> <b>Composition and pattern</b> <b>Comparison</b> <b>Shape, Space, Measure</b>  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Pupils will: <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>• sort odd and even numbers according to their 'shape'</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> <li>• compare length, weight, capacity</li> <li>• continue, copy and create repeating patterns</li> <li>• recall number bonds up to 5 and begin to know some up to 10</li> <li>• 2D shape (compare, match, same orientation, different orientation)</li> </ul>	<b>Conceptual Subitising</b> <b>Cardinality, ordinality, counting beyond 5</b> <b>Composition</b> <b>Less than, more than</b> <b>Shape, Space, Measure</b>  Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  Pupils will: <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• verbally count beyond 20, recognising the pattern of the counting system</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes (up to 10) in different contexts</li> <li>• 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</li> <li>• begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> <li>• compare length, weight, capacity</li> <li>• continue, copy and create repeating patterns</li> <li>• recall number bonds up to 5 and know some up to 10</li> <li>• Properties of shapes</li> </ul>

<p><b>Knowledge &amp; Understanding of the World</b></p>	<p>Talk about members of immediate family and community/name and describe people who are familiar to them</p> <p>Describe what see/feel/hear outside</p> <p>Explore collections of material with similar and/or different properties, Seasons - Autumn</p>	<p>Similarities and differences between past and present/comment on images of familiar situations in the past (Christmas toys)</p> <p>Draw information from a simple map</p> <p>Changing materials and states of matter (melting solid to liquid - chocolate sparklers Bonfire Night)</p> <p>Understand past through settings, characters and events (Guy Fawkes/Remembrance)</p> <p>People have different beliefs and celebrate special times in different ways (Christmas Around the World)/recognise some similarities and differences between life in this country and life in other countries</p> <p>Seasons - Changing seasons - Autumn/Winter, Nocturnal Animals</p>	<p>Explore how things work.</p> <p>Changing materials and states of matter (melting ice solid to liquid)</p> <p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos (Chinese New Year)</p> <p>Seasons - Winter, polar region</p>	<p>Plant seeds and care for growing things.</p> <p>Key features and life cycle of a plant/care for environment and living things/explore natural world - draw pictures of plants</p> <p>Using the five sense to explore natural materials.</p> <p>Seasons - Changing Seasons - Winter/Spring</p>	<p>Naming body parts, staying healthy, senses</p> <p>Key features and life cycle of an animal/care for environment and living things/draw pictures of animals</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Handa's Surprise)</p> <p>Contrast environments (polar regions (in Spring Term)/hot climates</p> <p>Seasons - Spring</p>	<p>Talk about what they see using a wide vocabulary (Tall Ships)</p> <p>Draw information from a simple map (weather map/place map/world map/climate map)</p> <p>Explore natural world around them (seaside)/describe what see/feel/hear outside</p> <p>Seasons - Changing seasons - Spring/Summer</p>
<p><b>Expressive Art and Design</b></p>	<p>Explore tools, materials and colours, printing, natural materials</p> <p>Sing songs and perform short narratives</p> <p>Experiment with colours, name primary colours, colour mixing</p> <p>Listen attentively, move to and talk about music, expressing feelings and responses</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Sing a range of well-known Nursery Rhymes and songs</p> <p>Perform songs, try to move in time with the music</p> <p>Perform and retell stories through role play</p> <p>Artist - Kandinsky (Autumn Tree - concentric circles - 1913)</p>	<p>Refine ideas and creations</p> <p>Create collaboratively and discuss creations</p> <p>Explore tools, materials and colours, printing, natural materials</p> <p>Sing songs and perform short narratives</p> <p>Experiment with colours, name primary colours, colour mixing</p> <p>Listen attentively, move to and talk about music, expressing feelings and responses</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Sing a range of well-known Nursery Rhymes and songs</p> <p>Perform songs, try to move in time with the music</p> <p>Perform and retell stories through role play</p> <p>Artist - Monet/Matisse</p>	<p>Refine ideas and creations</p> <p>Create collaboratively and discuss creations</p> <p>Explore tools, materials and colours, printing, natural materials</p> <p>Sing songs and perform short narratives</p> <p>Experiment with colours, name primary colours, colour mixing</p> <p>Listen attentively, move to and talk about music, expressing feelings and responses</p> <p>Safely use and explore a variety of materials, tools and techniques</p> <p>Sing a range of well-known Nursery Rhymes and songs</p> <p>Perform songs, try to move in time with the music</p> <p>Perform and retell stories through role play</p> <p>Design, adapt and use props to support role play/learning</p> <p>Artist - Matisse</p>			
<p><b>PSED</b></p>	<p>Settling in/school routines</p> <p>Positive relationships/Express and understand their feelings</p> <p>Basic health and hygiene/handwashing</p> <p><i>(Understand and follow simple rules/Moderate their own feelings Begin to manage own needs)</i></p>	<p>Choices and being safe</p> <p>Understand and follow simple rules</p> <p>Moderate their own feelings</p> <p><i>(Manage own needs)</i></p>	<p>Manage their own needs</p> <p>Set and work towards simple goals</p> <p>Show confidence/perseverance</p>			
<p><b>PD</b></p>	<p>Dominant hand</p> <p>Use small tools e.g. tweezers, scissors, cutlery</p> <p>Negotiate safe space when playing</p> <p>Develop skills for transition - mealtimes</p>	<p>Develop fluent writing with a tripod grip</p> <p>Movements - hop, crawl, skip, jump, dance, run</p> <p>Dress and undress with independence</p>	<p>Develop accuracy drawing and letter formation</p> <p>Demonstrate strength, coordination and balance</p> <p>Ball games</p>			
<p><b>RE</b></p>	<p>Domestic Church - Family (Myself)</p> <p>Baptism - Belonging (Welcome)</p> <p>Advent/Christmas - Loving (Birthdays)</p>	<p>Local Church - Celebrating</p> <p>Eucharist - Gathering</p> <p>Lent/Easter - Growing</p>	<p>Pentecost - Good News</p> <p>Reconciliation - Friends</p> <p>Universal Church - Our World</p>			
<p><b>RSE</b></p>	<p>Module 1 - Created and Loved by God</p> <p>Unit 1 - Religious Understanding</p> <p>Unit 2 - Me, My Body, My Health</p> <p>Unit 3 - Emotional Wellbeing</p> <p>Unit 4 - Life Cycles</p>	<p>Module 2 - Created to Love Others</p> <p>Unit 1 - Religious Understanding</p> <p>Unit 2 - Personal Relationships</p> <p>Unit 3 - Keeping Safe</p>	<p>Module 3 - Created to Live in Community</p> <p>Unit 1 - Religious Understanding</p> <p>Unit 2 - Living in the Wider World</p>			