



School Vision:

Children leave Eastbury Farm having been inspired to become confident and successful learners, ready to explore their future as resilient and responsible individuals.

EYFS Vision:

At Eastbury Farm, we are committed to provide a safe, nurturing and stimulating environment, which supports the growth of independence, curiosity, collaboration and a love of learning. We value each unique child and seek to encourage children to reach their full potential. We encourage collaborative relationships with our peers and adults and form close partnerships with families to provide the best experiences for our children building on their interests, strengths and talents. We ensure that all children's starting points are identified and built upon so that all children can achieve the highest possible outcomes

Eastbury Farm Primary School – Reception Long term overview

	Autumn	Spring	Summer
Topics	<p>Autumn 1 – Looking at me Autumn 2 – Twinkly lights and gloomy nights</p>	<p>Spring 1 – Fantastic food Spring 2 – Once upon a time</p>	<p>Summer 1 – Superheroes and me Summer 2 – All creatures great and small.</p>
Relating texts	<p>I am Special I am me My five senses Once there were giants I am too small for school Colour Monster A chair for baby bear So Much The Little Red Hen Fireworks and Diwali Look Up Owl afraid of the dark Nocturnal animals The Jolly Postman Christmas Around the World</p>	<p>The Very Hungry Caterpillar Handa's Surprise Food Around the World Tiger who came to tea Chinese New Year The Gingerbread Man Jack and the Beanstalk Billy Goats Gruff Brenda's Boring Egg</p>	<p>A Superhero Like You Super Daisy Supertato Michael Recycle Barry's Fish Fingers Walking through the Jungle Giraffes can't dance Clean Up Farmer Duck</p>
Celebrations and festivals - These may change throughout the year and be reflective of our cohort.	<p>Harvest festival Halloween Diwali Bonfire night Remembrance Day Hanukah Christmas</p>	<p>Christian new year Lunar new year Valentine's day Ramadan Shrove Tuesday World book day Holi Mother's Day Easter.</p>	<p>Eid Earth day Father's Day</p>

<p>Personal, social, emotional development.</p>	<p><i>Jigsaw</i></p> <p>Autumn 1- Being me in my world Autumn 2 – Celebrating difference</p> <p>Introduce Zones of regulation</p> <p>Settling into their new school. Separate from parents/carer with minimal support if needed and come in happily and independently. Getting to know our new friends. Can talk about and increasingly follow rules</p>	<p><i>Jigsaw</i></p> <p>Spring 1 – Dreams and goals Spring 2 – Healthy me</p> <p>Able to say goodbye to Parents/ carers at the door/gate. Come in and great our friends. Identify our feelings. Develop confidence in trying new activities</p>	<p><i>Jigsaw</i></p> <p>Summer 1 – Relationships Summer 2 – Changing me</p> <p>Happily leaves carers at the door/gate saying goodbye and saying hello to the teacher. Playing with new friends. Transition into Year 1.</p>
<p>Communication and Language</p> <p>Listening and attention</p>	<p>Respond to their name in the register and in the setting. Respond to simple questions. Listen and follow one- or two-part instructions. Engage in and listen to stories, rhymes and songs. Begin to learn and explore new vocabulary.</p>	<p>Maintain attention during an appropriate activity. Listen to others in a range of situations such as, learning times, group work, CIL and assemblies. Enjoy listening to a variety of texts – both fiction and non-fiction.</p>	<p>Maintain attention in a variety of contexts. Follow instructions with several parts. Listen and respond with relevant questions Understand how, why and where questions. Listen to others during their play.</p>
<p>Speaking</p>	<p>Greet the adults in the room Begin to use ‘Please’ and ‘Thank you’ Ask for support when faced with a new challenge. Talk to their peers and adults during their play. Talk about familiar experiences.</p>	<p>Say ‘Hello’ and ‘Goodbye’ to familiar adults. Have good manners without being reminded. To have increasing confidence to talk about their favourite things, a book or experiences they have had. Ask questions to find out more or check understanding.</p>	<p>Have consistent good manners. Use longer sentences in their play or speaking to adults. Show awareness of others when talking and respond to their questions appropriately. Organise thinking and explain how things work and why they might happen.</p>
<p>Physical Development</p> <p>Fine motor</p>	<p>Dough disco daily Developing a comfortable grip when holding a pencil. Holding scissors to cut a straight line. Threading Weaving Playdough Use larger tools for mark making.</p>	<p>Dough disco daily Develop a good tripod grip to write with. Using scissors to cut a curved line. Knowing how to hold the paper to help when cutting. Use mark making tools with control to create pictures and paintings</p>	<p>Dough disco daily Consistently using a tripod grip. Using correct letter formation when writing. Use smaller tools and objects with control. Cutting paper with control and moving the paper.</p>
<p>Gross Motor</p>	<p>Taking own coat off and hanging it up. Using large movements to move and make marks</p>	<p>To be able to walk up and down stairs with confidence.</p>	<p>Move and use a variety of apparatus for climbing and building with skills and agility.</p>




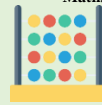


<p>For PE we use Complete PE scheme which is used across the school.</p>	<p>Begin to use apparatus to make obstacle courses / move along with support if needed. Begin to use bikes and tricycles safely and negotiate space. To join in with co-operation games. To begin to show awareness of space and others when moving around.</p>	<p>Refine large scale movements when using equipment. Create obstacle courses for themselves and others and move across with confidence. To continue to sue bikes and tricycles with increasing confidence. Further develop and refine use of PE equipment such as skipping ropes, hoops and bats and balls</p>	<p>To show increasing co-ordination and precision when using PE equipment. Use bikes and balance bikes confidently, negotiating a track.</p>
<p>Literacy We follow the RWi scheme which is in line with the rest of the school.</p>	<p>Daily Phonics Read all Set 1 sounds Blend sounds into words orally Handwriting - m a s d t i n p g o c k u b f e l h r j v y w z x</p>	<p>Daily Phonics Set 1 and special friends Handwriting - special friends Fingers spaces</p>	<p>Daily Phonics Begin to recognise some special friends in Set 2. Handwriting – Consistent letter formation. Fingers spaces and capital letters.</p>
<p>Comprehension</p>	<p>Listen and enjoy sharing a range of books. Handle books with care Joins in with songs, rhymes and repeated refrains. Know a book has a beginning and end and can hold the book the right way up. Can identify the characters and events in a familiar story.</p>	<p>Express a preference for a book, rhyme or poem. Understands different parts of a book. Use picture clues to help re-tell a familiar story. Give opinions on a book they have read. Recognise repetition of words or phrases in familiar stories.</p>	<p>Know the difference between different types of texts e.g. fiction, nonfiction, poetry. Make plausible suggestions about what might happen next in a story. Act out their own or familiar stories using props or puppets with appropriate vocabulary.</p>
<p>Word reading</p>	<p>Be able to recognise their own name. Begin to identify initial sounds in words. Read individual letters by saying the sound for them. Be able to blend and segment CVC words.</p>	<p>To be able to find their name among others. Blend sounds to read words matched to their phonic knowledge. Read books matched to their phonic ability. Read some digraphs and say the sounds for them.</p>	<p>To be able to find name independently. Recognise some 'Red' words with confidence. Read books matched to their phonic ability with increasing fluency. Re-read what they have written to ensure it makes sense.</p>
<p>Writing</p>	<p>To be able to assign meaning to makes made. Begin to write recognisable letters Begin to write their own name. Be aware that writing communicates meaning and that this can be recorded by themselves or an adult.</p>	<p>To write their own name with increasing confidence. To begin to form lower case letters correctly. To identify and use letters for initial and final sounds in words. To explore different genres of writing.</p>	<p>To write their own name independently. To form lower and upper case letters correctly. Write simple sentences with some words spelt correctly and others phonetically plausible which can be read by others. Use finger spaces to separate words in sentences.</p>

<p style="text-align: center;">Maths</p> <p style="text-align: center;">We follow HFI essential maths planning.</p>	<p>Recognising the amount without counting. Recognising numbers to 5 and linking names to their values. Counting skills (stable order and one to one correspondence) Counting reliably, using number names in order and one to one correspondence Comparison – measures Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them. Pattern recognition - Noticing, describing and extending patterns, including thinking about what part is the repeating unit Classification Classifying (grouping) objects using given criteria and their own ideas and comparing the groups after classification Counting the sort (including cardinality) Counting a set of items accurately, saying how many</p>	<p>Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts. Spatial thinking Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols Magnitude – ordering and estimating Knowing the position of numbers 0-10 and the relationship to other numbers, such as 0, 5 or 10 Regrouping the whole Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds Regrouping parts to find the total (the whole) Combining parts to make a whole and using the part, whole model to develop an understanding of addition Finding the whole and missing parts Explores what to do when something is missing; initially the whole but moving on to working out a missing part.</p>	<p>Understanding values to 20 (focusing on the numbers 10 – 20) by creating the unit of 10, for comparison and finding one more and one less than a number Doubling and halving Exploring doubling and halving, including solving problems involving doubling and halving Odd and even Understanding that numbers are either odd or even, looking at their ‘composition’ and whether they share fairly into two groups Counting beyond 20 Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers</p>
<p style="text-align: center;">Understanding the world</p> <p style="text-align: center;">We go on a woodland walk every week.</p>	<p>To be able to notice a pattern of change Identify family members Share stories about their own families. Show an awareness and interest in celebrations that have a particular significance to them. E.g. Birthdays, Christmas and Diwali. To respect our environment – Both indoors and outdoors. Talk about features of our immediate environment. To observe changes that occur between seasons. To explore how things work. Know parts of our body and senses.</p>	<p>Observe and talk about changes within ourselves, seasons and animals. Begin to draw similarities and comparisons between families. To show some awareness of religions and respect that people have different beliefs and celebrate special times in different ways. Find out about people within their local community places of significance. Talk about changes that occur to materials. To develop an understanding of life cycles. Use descriptive words to describe objects. Know the parts of a plant.</p>	<p>Talk about change over time e.g. transport. Local area – How have the material changed? Name and describe people who are familiar to them within their community. To recall information about different festivals and celebrations. To know where they live in relation to the school. Create own maps to identify landmarks in your local area. Begin to explain why things happen and how things work. Understand the key features of lifecycle and how you care for them.</p>
<p style="text-align: center;">Expressive art and design</p> <p style="text-align: center;">We follow Charanga Music scheme in line with the rest of the school.</p>	<p style="text-align: center;">Music - ‘Me’ and ‘My stories’</p> <p>Can use a variety of tools to make controlled marks from observations or imagination. Use mark making tools to draw a face / figure Use a variety of tools to apply paint. To begin to think about and discuss what they would like to make. Develop own storyline in imaginative play.</p>	<p style="text-align: center;">Music - ‘Everyone’ and ‘My world’</p> <p>Articulate what they have drawn to an adult. Draw accurate representation of people or objects. Use painting tools to create a range of marks. Explore a range of ways to join materials together such as how to create joins. Work with peers, sharing ideas, resources and skills.</p>	<p style="text-align: center;">Music - ‘Big bear funk’ and ‘Musical activities’</p> <p>To add detail to drawings of themselves or objects. Use smaller tools. Explore different techniques such as shading and smudging. Select the right tools for their creations. Discuss their ideas with others and evaluate their work.</p>

	<p>Talk about how music makes them feel. Join in with a variety of songs Keep a steady beat using their body or instruments. Take part in the Nativity performance.</p>	<p>Becoming increasingly confident in their imaginative play, involving their peers. Move in time to music, listen attentively to music and create their using own their voices, bodies and musical instruments. Perform on their own or in a group.</p>	<p>Listen to different types of music - reflective of them. Talk about their feelings when they listen to music. Act out stories and perform to an audience using props. Costumes or puppets.</p>
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We are all working towards the ELG's by the end of Reception – these are a best fit judgement and evidence is collected throughout the year to support the Teachers in the class to help support their judgement.

Early Learning Goals – for the end of the year - best fit Judgement!

Communication and Language 	Personal, social, emotional development 	Physical Development 	Literacy 	Maths 	Understanding the World 	Expressive arts and design 
<p>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</p> <p>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.</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self 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.</p> <p>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.</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: 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, non-fiction, rhymes and poems and during role-play.</p> <p>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.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitize (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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.