



# Welcome to EYFS

With Jesus as our guide  
We promise to care for one another  
To work hard  
To build a community in Christ's Love

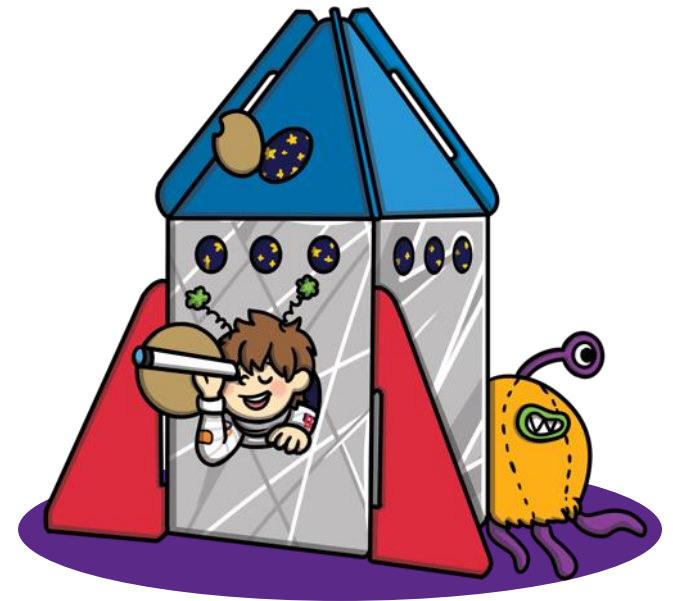
# What Is the EYFS?

**The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.



These areas of Learning are split into Prime and specific areas.

The prime areas are particularly important for learning, developing a sense of self and forming relationships. They build a foundation for children to thrive and provide the basis for learning in all areas.

The specific areas help to strengthen and develop the prime areas and ignite children's curiosity and enthusiasm as they explore the world around them and develop their skills.

## Physical Development

### Prime Area

Physical Development focuses on children's health and large and small movement skills, such as using tools and equipment and moving around a space.

During their time in early years settings, children will:

- develop a comfortable pencil grip;
- explore different ways of moving, such as walking, running and jumping;
- hold and control small tools, such as scissors and pencils;
- develop independence with self-care activities, such as getting dressed and brushing teeth;
- play movement games, including throwing and catching activities;
- use large equipment, such as climbing frames, bikes and scooters.





# Communication and Language

**Communication and Language** focuses on children's speaking, attention and listening, understanding and communication skills.

## Prime Area

During their time in early years settings, children will:

- develop their listening and attention skills;
- explore stories, songs and rhymes;
- practise how to ask and answer questions;
- understand and use new vocabulary;
- learn ways to describe and retell events;
- participate in conversations.



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# Personal, Social and Emotional Development

**Personal, Social and Emotional Development** focuses on children's health and wellbeing, resilience, social skills and understanding of their emotions.

## Prime Area

During their time in early years settings, children will:

- build relationships with others;
- manage their personal hygiene;
- become more independent and self-confident;
- explore how to keep themselves safe and healthy;
- develop their own personalities and characteristics;
- learn about their emotions and how to manage them.



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## Literacy

Literacy focuses on children's reading, writing and phonics skills. It helps them to develop the skills they need to ensure they can understand future learning and make themselves understood by others.

### Specific Area

During their time in early years settings, children will:

- explore mark making;
- talk about stories, songs and rhymes;
- explore rhyming words and syllables;
- read books with an adult and independently;
- practise writing sounds, words and sentences;
- link sounds to letters.



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## Mathematics

Mathematics focuses on children's understanding of maths concepts, such as numbers, quantities, shapes, patterns, measures and spatial awareness.

### Specific Area

During their time in early years settings, children will:

- explore numbers and counting;
- link numbers and quantities;
- talk about 2D and 3D shapes;
- describe routes and positions;
- compare size, length, weight and capacity;
- talk about patterns.



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## Expressive Arts and Design

Expressive Arts and Design focuses on children's creative skills and their ability to express themselves through art, music and movement.

### Specific Area

During their time in early years settings, children will:

- develop their drawing and model-making skills;
- take part in pretend play;
- explore colours and colour mixing;
- sing songs and rhymes and play musical instruments;
- explore a variety of different materials and techniques;
- express their thoughts and feelings, individually and in groups.



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## Understanding the World

Understanding the World focuses on children's understanding of the world around them and includes learning about people, places and events.

### Specific Area

During their time in early years settings, children will:

- explore how things work;
- talk about life in the past;
- learn about the weather and seasons;
- explore local environments and talk about different places around the world;
- investigate natural materials and life cycles and learn about caring for the environment;
- learn about different beliefs, special places and events.



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# Early Years Curriculum

Reception – St. Anne's Class

Long Term Plan 2025-26



EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Myself	Space	The Natural World	Our Planet	Water	Sand, Sea and Sun
7 areas of learning	School Friends Family Our Town - The Park The Woods Toys People who help us (Our Community)	The Planets The Sun The Moon Astronauts Rockets Aliens Stars	Continents Oceans The Polar Regions (Habitats and the animals that live in them)	Dinosaurs Traditional Tales Minibeasts	Plants and Growing Farms Weather Water cycle Rivers Ponds	The Seaside Holidays Transport Pirates & Mermaids
Maths	Mathematics					
	Getting to know You (Baseline) Match, Sort and Compare Talk about measure and patterns	It's Me – 1, 2, 3 Circles and Triangles 1,2,3,4,5 Shapes with 4 sides Alive in 5!	Mass and Capacity Growing 6, 7, 8 Length, Height and Time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, Build and Map Make connections
Literacy	Literacy					
	s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l.	Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk -s /s/ & /z/	Al, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double letters, longer words	Review Phase 3, words with two or more digraphs, longer words, s in the middle, -s /z/, -es	Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in -ing, -ed /t/ /id/ /ed/, -est, said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today	Long vowel CVCC, CCVC, CCCVC, CCV, CCVCC, Phase 4 words ending in -s /s/ & /z/ Phase 4 words ending -es, longer words, root word ending -ing, -ed /t/ /id/ /ed/ & /d/ Root word ending -er, -est, longer words
	is, i, the	put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be	was, you, they, my, by, all, are, sure, pure			
	<ul style="list-style-type: none"> <li>Orally blend and segment.</li> <li>Read and write my name.</li> <li>Begin to read and make simple CVC words.</li> <li>Form some recognisable letters matched to sounds, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Read words containing known digraphs, with support</li> <li>Form most letters correctly</li> <li>Form some recognisable letters matched to sounds.</li> <li>Begin to write a simple phrase.</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell CVC words containing Phase 3 digraphs, with support</li> <li>Write simple sentences containing learnt Phase 3 digraphs, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Read and spell CVC words containing Phase 3 digraphs</li> <li>Write simple sentences containing Phase 3 digraphs</li> </ul>	<ul style="list-style-type: none"> <li>Write a sequence of simple sentences using any taught digraphs/trigraphs, with support</li> </ul>	<ul style="list-style-type: none"> <li>Write a sequence of simple sentences using any taught digraphs/trigraphs.</li> </ul>
RE	Religious Education					
	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
PE	Physical Development					
	Creative Games	Dance and Gymnastics	Invasion Games	Net wall games: bouncing/catching	Games: Throwing and catching, Striking and Fielding	Athletics

- Activities are carefully planned and organised to provide a range of learning experiences. Individual records are kept by staff to record the activities your child participates in and undertakes, as well as their progress in specific skills.
- Planning for each is carried out using a topic-based approach, following the children's interests and responding to specific events.

# Reception Baseline Assessment

- This is a statutory assessment for all reception children in the country, covering Literacy, Communication & Language and Maths. It comprises short, practical activities for the children to complete with their teacher. The children will not be aware that they are completing an assessment and it is not something that they can prepare for in advance, so please do not worry!

It is used to measure progress between entering reception and leaving year 6.





# Early Learning Goals

## Communication and Language

### 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.

### 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.

## Understanding the World

### 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

- 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

- 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.

## Personal, Social and Emotional Development

### 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.

### 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.

### 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.

## Expressive Arts and Design

### 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

- 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.

## Mathematics

### 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.

### 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.

## Physical Development

### 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.

### 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, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## 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, non-fiction, rhymes and poems and during role play.

### 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.

### Writing

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



## EYFS Timetable 2025-2026 – Autumn 1 - Provisional



	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.35-9:00</b>	Provision (Registers & Dinners)  <b>9:00-9:30</b> <i>Act of Worship*</i>	Provision (Registers & Dinners)  <b>9:00-9:30</b> <i>Class Liturgy*</i>	Provision (Registers & Dinners)  <b>9:00-9:30</b> <i>Hymn Practise*</i>	Provision (Registers & Dinners)  <b>9:00-9:30</b> <i>Whole School Liturgy*</i>	Provision (Registers & Dinners)  <b>9:00-9:30</b> <i>Achievement Assembly*</i>
<b>9:00-9:20</b>	Phonics	Phonics	Phonics	Phonics	Phonics
<b>9:20-10:00</b>	Provision & Reading groups	Provision & Reading groups	Provision & Reading groups	Provision & Reading groups	Provision
<b>10:00-10:10</b>	Snack time break				
<b>10:10-11:00</b>	Provision & Reading groups	Provision & Reading groups	Provision & Reading groups	Provision & Reading groups	Provision
<b>11:00-11:15</b>	Maths whole-class input	Maths whole-class input	Maths whole-class input	Maths whole-class input	Maths whole-class input
<b>11:15-11:45</b> <i>11:45-12pm: lunchtime prep</i>	Provision	Provision	Provision	Provision	Provision
<b>12:00-1:00</b>	Lunch time break				
<b>1:00-1:20</b>	RE whole class input	RE Whole class input	Literacy whole class input	PE 1.00-2.00	Literacy whole class input
<b>1:20-2:00</b>	Provision	Provision	Provision	Class Collective Worship (10 mins)	Provision
<b>2:00-2:15</b>	Music/Games	Music/Games	Music/Games	Provision	Music/Games
<b>2:15-2:50</b> <i>2:50-3pm: Tidy up</i>	Provision	Provision	Provision		Provision
<b>3:00-3:15</b>	Class Story Time	Class Story Time	Class Story Time	Class Story Time	Class Story Time

# A Typical Day at St Mary's in Reception

We will take the register and say our prayers. Children will sit with their new friends on the carpet.

We will have a whole class phonics lesson.





# Phonics & Early Reading

## Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> <li>words with -s /s/ added at the end (hats sits)</li> <li>words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</li> </ul>	put* pull* full* as and has his her go no to into she push* he of we me be

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> <li>words with double letters</li> <li>longer words</li> </ul>	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> <li>words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</li> <li>words with s /z/ in the middle</li> <li>words with -s /s/ /z/ at the end</li> <li>words with -es /z/ at the end</li> </ul>	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>longer words and compound words</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est</li> </ul>	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> <li>CVCC CCVC CCCVC CCV CCVCC</li> <li>words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</li> <li>longer words</li> </ul>	Review all taught so far

We're teaching every child to read with Little Wandle Letters and Sounds Revised

A complete SSP validated by the Department for Education



We use a scheme called Little Wandle Letters and Sounds.

This involves daily whole class phonics lessons, and reading practise sessions three times a week.

Children who need further support will also receive daily keep up interventions.

We will pause during the morning for a break where the children will have snack time.



During the morning we will do lots of activities and learning before lunchtime.



- Adult led
- Child – led
- Independent
- 1:1
- Small group





We have an outdoor area that we use every day. There are lots of things to do inside and outside.



When playing and working with adults we learn lots of new things like phonic sounds, reading, numbers and writing



# Reading practise sessions



At St Mary's School it is very important that children are reading the right level of book. We use assessment to match your child to the right level of book. The type of book your child takes home will depend on these assessments and may change.

Reading is the most important thing you can do with your child. Reading and chatting about a book has a positive impact on children's ability to:

- Understand words and sentences
- Use a wide range of vocabulary
- Develop listening comprehension skills



Decodable books begin: Phonics Week 4  
Children will take home reading books from next Friday.



Before lunchtime we will sit together on the carpet for a number or maths based activity.



# Maths

- We use a scheme called White Rose as our guide which will help us focus on learning journeys and building next steps.



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL <a href="#">VIEW</a>	Talk about measure and patterns <a href="#">VIEW</a>	It's me 1, 2, 3 <a href="#">VIEW</a>			Circles and triangles <a href="#">VIEW</a>		1, 2, 3, 4, 5 <a href="#">VIEW</a>		Shapes with 4 sides <a href="#">VIEW</a>
Spring term	Alive in 5 <a href="#">VIEW</a>	Mass and capacity <a href="#">VIEW</a>	Growing 6, 7, 8 <a href="#">VIEW</a>	Length, height and time <a href="#">VIEW</a>	Building 9 and 10 <a href="#">VIEW</a>	Explore 3-D shapes <a href="#">VIEW</a>						
Summer term	To 20 and beyond <a href="#">VIEW</a>	How many now? <a href="#">VIEW</a>	Manipulate, compose and decompose <a href="#">VIEW</a>	Sharing and grouping <a href="#">VIEW</a>	Visualise, build and map <a href="#">VIEW</a>	Make connections <a href="#">VIEW</a>	Consolidation					

At 12 o'clock we will wash our hands and go to the school hall to have lunch. After children will be able to play outside.



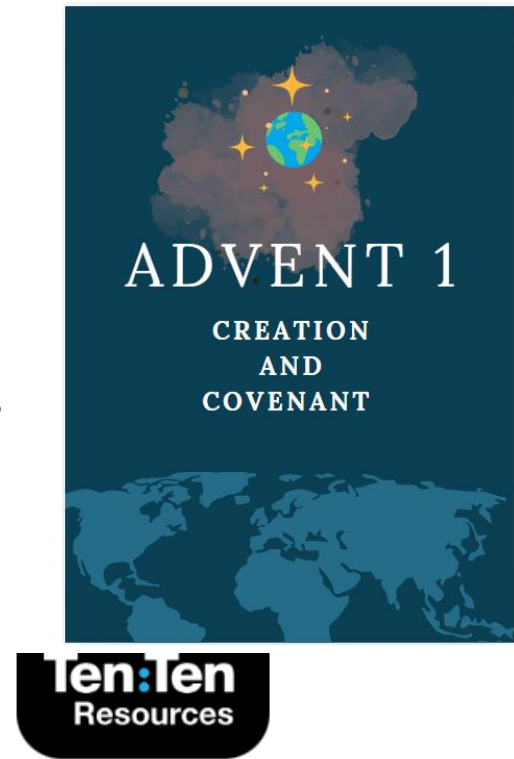


In the afternoon we will take the register and then have a short carpet lesson. Afterwards children can take part in learning play. All activities and provision are structured and planned to support children's development.



# Religious Education

- We use a scheme called RED as our guide for our Religious Education. We also have times where we focus on learning about other religions.
- We also use the scheme Life to the Full to teach PHSE.



**PSHE / Health and Wellbeing Education for Catholic primary schools**

We do drawings and paintings. We learn about the world around us. We make lots of things to put up in our classroom and to take home





At the end of the school day, we will sit together for story time.





## Behaviour Policy

We use the classroom behaviour model which links in with the school behaviour policy.

Class Dojo – stickers and house point. Certificates in Assemblies

Welcome to speak to staff at the beginning and end of the school day.

Uniform – Winter uniform after October half term.

Written Reports – July

First Parent Evening – Tuesday 14<sup>th</sup> October.