

OFFLEY ENDOWED PRIMARY SCHOOL EYFS CURRICULUM RECEPTION LEARNING IMPLEMENTATIONS – SPRING TERM A 2026

Literacy

- Twice daily dialogic reading at story time and sharing books regularly with children.
- Explain new vocabulary through stories and books and provide opportunities to embed new vocabulary, using it in different contexts throughout the day.
- Teach correct letter formation through handwriting ditties and regular practise.
- Regular name writing opportunities and practise
- Direct teaching of daily phonics sessions through Jolly Phonics scheme.
- Independent opportunities to practise and embed phonic skills using a variety of strategies.
- Continue learning common exception words as set out in phonics scheme.
- Provide a wide range of early writing opportunities using a variety of implements and materials and linked activities particularly in role play.
- Regular school-home reading with accurately levelled books
- Fiction texts: Gruffalo's Child, Zog, Zog and the Flying Doctors, The Smeds and the Smoos, Stickman and Jonty Gentoo: The Adventures of a Penguin.
- Non-fiction texts on seasons and historical stories.
- Rhymes and poems linked to season and topic
- Provide children with a selection of Julia Donaldson stories to select to share and choose freely as well as the core book selection in an enticing reading area with puppets, soft toys and comfy places to sit.

Personal, Social and Emotional

- Encourage children to express their feelings using descriptive vocabulary.
- Actively teach words that describe emotions so children can use these.
- Give children strategies for staying calm when frustrated. Explain why we have to follow rules.
- Encourage them to think about their own feelings and consider others' feelings through explicit examples and when opportunities arise.
- Explore seeing from other points of view through stories, modelling and role play.
- Make opportunities to highlight children's interests and achievements such as through News Time and sharing achievements from home.
- Model respectful behaviour and praise and reward kind behaviour.
- Continue to link our class and school rules to our Christian Values and British Values.
- Encourage children to set their own goals and praise their achievement.
- Reward children who remember to wash hands etc independently and model remembering what to do to meet own needs such as drinking plenty of water.
- Learn about road safety and passenger safety.
- Through activities, stories and modelling ensure that children know everyone should be treated equally.
- Discuss factors that will help keep them healthy with a focus this half term on regular exercise and healthy eating.

Communication and Language

- Comment on interests and activities, echo back to children what they have said adding new vocabulary and with corrected pronunciation and tense if necessary.
- Extend vocabulary, explaining unfamiliar words and concepts and make sure children understand through stories, activities, guided learning and direct teaching.
- Model using the new vocabulary taught repeatedly.
- Model asking questions and reward children who ask questions to support their understanding.
- Plan activities around the rhymes and traditional tales we are learning such as small world play, role-play and maths activities such as making the tallest beanstalk.
- Re-read chosen stories and share these with home.
- Plan time for story-telling and acting out stories.
- Model active listening skills and make clear the link between listening and learning.
- Twice dialogic story time and sharing of core books, rhymes and poems focusing on our Julia Donaldson theme.
- Opportunities for storytelling inside and outside using props, puppets etc.
- When sharing rhymes and poems, model noticing rhyming words, the rhythm and syllables and encourage children to have fun and join in.

Physical Development

- PE lessons: Games – Football skills – aiming, kicking, passing and dribbling skills. Dance – Introduction to creative dance.
- Have regular opportunity to use wheeled toys outside.
- Ensure continued correct pencil grip, confident and competent scissor use and use of modelling tools. Develop weaving and threading skills.
- Teach and model correct letter formation and ensure regular practise linked to phonics learning.

Topic/ Theme: Stories and the Past



Child Centred Focus: Julia Donaldson Stories

Mathematics

- Develop the key skills of counting through direct teaching, guided learning, daily routines, singing and games.
- Count verbally pausing at each multiple of 10 and linking to images such as 100 square and number tracks etc.
- Put objects into 5 frames and 10 frames.
- Display numerals alongside dot quantities and tens frames. Play card games. Discuss ways to record quantities. Play games and activities to link numerals to the cardinal amount.
- Provide collections to compare amounts and use language such as 'more than', 'less than', 'fewer', 'the same as' and 'equal to'.
- Make predictions about what the outcome will be in stories, rhymes and songs if one is added or one is taken away.
- Use visual models and plan games that involve partitioning and recombining sets.
- Model comparative language of size, length, weight and capacity and explore through our focus stories.
- Talk about the sequence of events in our topic stories and historical stories using words such as first, then, after, in the end. Encourage children to use this language when re-telling stories.

Understanding the World

- Encourage children to talk about the differences they notice between people and discuss openly and positively.
- Ensure resources reflect the diversity of modern life in Britain.
- Observe the changing weather and features of the season through books, discussion and exploring outside.
- Freezing and melting experiments, linked to seasonal weather changes
- Share historical stories with children to begin to develop an understanding of the past and previous events.
- Feature fictional and non-fictional characters from a range of cultures and times in story-telling.

Expressive Art and Design

- Mix colours independently to create pictures.
- Provide a wide range of mark making materials to build skills when making pictures.
- Music lessons.
- Regular rhyme and singing time.
- Provide regular opportunities for children to play instruments and sing independently.
- Provide puppets, environments, props and masks to act stories. Model joining in and extending narratives to encourage children to do so.
- Provide a range of materials for children to construct with and ensure further knowledge of different techniques to join materials with a focus this half term on basic woodwork skills.
- Begin to sew through different materials.

Computing

- Play games and activities with a number of instructions in preparation for future programming.
- Give instructions for activities in unplugged scenarios in preparation for future programming

RE

- Discovery RE syllabus – Theme 'Story Time'
- Please see programme for lessons and activities.
- Lessons about what we can learn from stories will be linked to our Christian Values.
- By learning about stories from other religions and cultures we will learn how we respect people with different religions and beliefs and the similarities between us.

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward learn about our focus Christian value as well as other Christian values and how to express them.
- Adults will model Christian Values in their sustaining of caring and supportive relationships with children and their families.
- Say the school prayer and lead class prayers.
- Listen and contribute respectfully in collective worship.
- Through our RE syllabus and collective worship times know stories about Jesus and retell them.

British Values

- As children increasingly understand our school and class rules we will think about rules, rights and responsibilities and the consequences of our actions.
- As we continue to develop positive attitudes about the differences between people we will learn that we must treat everyone equally
- As we learn about stories and morals from other cultures and religions in RE children will learn to respect other people's values.

Wider Opportunities

- Road safety workshop
- World Book Day – Author Visit
- Trip to Hitchin Library – workshop with Ged Adamson author of 'The Elephant Detectives'

Home Links

- Reading books and library books.
- A copy of Jolly Phonics sounds sent home
- Use of class dojo to share learning and successes.
- Learning links on school website.

CofEL

- Many opportunities to play and explore freely will be provided.
- High-quality open-ended resources will give children opportunity to set their own goals.
- Model making mistakes as part of learning and encourage children to try to correct them themselves giving plenty of time.
- Encourage children to keep trying, respecting children's learning styles and needs and rewarding perseverance.

Please use curriculum learning intentions alongside this implementation plan.