

OFFLEY ENDOWED PRIMARY SCHOOL EYFS CURRICULUM RECEPTION LEARNING IMPLEMENTATIONS – SUMMER 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 of lower-case and capitals through handwriting ditties and regular practise.
- Direct teaching of daily phonics sessions following Jolly Classroom teaching programme.
- Independent opportunities to practise and embed phonic skills using a variety of strategies.
- Provide a wide range of early writing opportunities linked to interests and topic.
- Weekly adult supported writing task relating to topic or current interests in class. Children to build confidence writing sentences.
- Regular school-home reading with accurately levelled books.
- Fiction texts: The Life Cycle of Frog, Chick to Egg, Butterfly Life Cycle, Big Book of Animals, Animals
- Non-fiction texts: Superworm, Pip and Egg, Stella and the Seagull, Gorilla, Owl Babies, Monkey Puzzle, The Perfect Ribbit, Lion Inside
- Rhymes and Poems linked to topic and season including: Frog Life Cycle Rhyme, Five Little Ducks, Five Little Monkeys
- Provide children with a selection of high-quality books related to topic to select and share as well as the core book selection in an enticing reading area with related puppets and toys.

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 stories, rhymes and science we are learning such as small world play, role-play and growing and supporting wildlife activities.
- Plan time for developing and sharing performances.
- Plan time for children to share experiences and knowledge encouraging the connecting of ideas and the addition of detail.
- 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 topic and children's interests.
- Opportunities for storytelling inside and outside using props, puppets etc.
- Read and discuss a range of non-fiction texts relating to our topic and interests including texts on lifecycles and growing.

Personal, Social and Emotional

- 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.
- Model respectful behaviour and praise and reward kind behaviour.
- Continue to link our class and school rules to our Christian values and British values.
- Support problem-solving by discussing how you, they and others have resolved a problem or difficulty.
- Show that mistakes are an important part of learning and going back and finding a different way is an achievement.
- Encourage children to set their own goals and praise their achievement.
- Encourage children to explain to others how they thought about a problem or an emotion and how they dealt with it.
- Reward children who remember how to meet their own needs independently and show awareness and understanding of how to stay safe.
- Know that all people, regardless of appearance, race, gender, religion, special needs and disability have the right to equal opportunities and aspirations.
- To be knowledgeable about the choices they can make to support their health and well-being with a focus this half-term on spending time outside and limiting screen time.

Mathematics

- Focusing on one number at a time work out the different ways the number can be made making visual and practical displays to build number bond knowledge to 10.
- Write sums to record number bond knowledge.
- Use number lines to solve equations.
- Count verbally pausing at each multiple of 10 and linking to images such as 100 square and number tracks etc.
- Begin to count in 10s and then 2s.
- Begin to count through 100 and count forwards and backwards from a given number.
- Explore patterns within numbers including odds and evens, double facts and how quantities can be distributed evenly.
- Use shapes to develop spatial reasoning skills such as using 2D pictures, photos or patterns to copy with 3D shapes.
- Investigate how shapes can be combined to make new shapes or how shapes can be folded and changed.
- Find 2D shapes within 3D shapes including through printing and shadow play.

Topic/ Theme: Lifecycles and the natural world



Child Centred Focus: Baby Animals

Physical Development

- PE lessons: Games – Further develop ball skills including striking, hitting and batting. Gym – Make a simple floor sequence.
- Have regular opportunity to use wheeled toys outside.
- Ensure continued correct pencil grip, safe and competent scissor use and use of modelling tools.
- Have opportunities to use tools to prepare ingredients to make a healthy meal, including cutting with a knife.
- Encourage accuracy and care in pencil work and painting through observational drawings.
- Regular handwriting practise to build accuracy and efficiency.

Understanding the World

- Learn about the key features of the human life-cycle and animals that they are interested in and sequence these and describe them.
- Use talk, actions and objects to talk about and sequence past experiences when they were younger. Think about and discuss what they will experience as they move into Year 1 and as they get older.
- To learn and choose different ways that we can support wildlife in our outdoor spaces.
- Observe the changing weather and understand the features of the season through books, discussion, exploring outside and providing opportunities to record what they notice.
- Grow plants that will eventually provide food. Continue to observe and understand the processes involved with plant growth.
- Through our RE we will know and respect that different cultures and religions can have different beliefs and celebrate in different ways.

RE

- RE syllabus – Theme 'Celebrations'
- Children will think about what we celebrate and describe how we celebrate.
- This learning will be linked to UW and recognising that people have different beliefs and can celebrate special times in different ways but that there are often similarities in how we people choose to celebrate.
- Celebrations – Hinduism - Holi, Islam – Eid al-Fitr.

Computing

- Use technology to listen to music or stories.
- Operate a simple camera independently

Expressive Art and Design

- Use colour mixing skills to make observational pictures.
- Work together to develop and realise creative ideas linked to our topic.
- Explore the work of a particular artist linked to topic and create own piece.
- Music lessons.
- Provide regular opportunities for children to play a variety of instruments from different cultures and sing and perform independently.
- Provide puppets, environments, props and masks to act out their own performances.
- Encourage children to plan and design what they are going to make and to then evaluate it in simple ways once it is complete.
- Provide a range of materials for children to construct with and ensure further knowledge of different techniques to join materials.
- Provide opportunities for children to share their creations explaining the processes they have used.

Christian Value and Ethos

- Through stories, teaching, modelling, praise and reward, learn about our focus Christian value, as well as remembering our 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 and understand the school prayer and lead class prayers. Write own class prayers.
- Engage respectfully in collective worship and make contributions.
- Through our RE syllabus and collective worship times listen and learn through a range of stories.

British Values

- Learning about how people with different religions celebrate in different ways children will learn to respect the culture and beliefs of others.
- Our weekly Feedback Friday will mean children can vote for what they want to learn next – supporting initial understanding of electoral systems.

Wider Opportunities

- Growing plants
- Animal activities/observations
- Walk to Lilley and church service

Home Links

- Reading books and library books.
- Phonic practise opportunities.
- Use of class dojo to share learning and successes.
- Learning links on school website.

CofEL

- Children will be encouraged to talk and reflect on their learning, to review progress as they work towards a goal and share their achievements with pride.
- Children will be given time and space to help them to control their attention and ignore distractions to achieve their goal.
- Children will solve real problems as opportunities arise.
- Children will be encouraged to understand another perspective through role-play and discussion.
- Children to feel more confident in coming up with their own ideas and making links between these ideas.