



This teaching and learning overview is flexible. Staff will review and adapt coverage in response to our cohort of children.

Reception Teaching Overview, 2025-2026

“Children will have an abundance of opportunities to learn through play. At Thomas Jolyffe we will ensure that learning will be both fun and engaging. Children will be challenged and supported from their individual starting points.

As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities.

Our curriculum will be delivered through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”

“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity.

At Thomas Jolyffe, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity.

Every child has the right to feel safe and thrive in our care; we are committed to ensuring all children acquire the skills to be independent, confident, creative individuals.

Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”

Thomas Jolyffe EYFS Team.



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Reception Teaching Overview, 2025-2026

Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me! 	Sparkle & Shine! 	Healthy & Happy 	Down In The Woods 	Ready, Steady, Grow 	Wish You Were Here!
PHONICS	Phase 1 aspects Phase 2: s,a,t,p etc	Phase 2 revision Phase 3: j, v, w, y etc	Phase 2 revision Phase 3: j, v, w, y etc	Phase 2 revision Phase 3: j, v, w, y etc	Phase 2 and 3: embed and apply. Phase 4.	Phase 2 and 3: embed and apply. Phase 4.
LITERACY	Owl Babies The Little Red Hen	Remember, Remember 3 Little Pigs Stick Man The Christmas Story The Family Book	Red Rockets & ... Handa's Surprise Mixed Superworm CNY	The Gruffalo We're Going on A Bear Hunt Goldilocks & ...	Errol's Garden Very Hungry Caterpillar Topsy & Tim Go to the Dentist (additional) Traditional Tales	Billy's Bucket The Rainbow Fish People who help us You Choose Poetry
ORACY	PHYSICAL Voice – Pace of speaking. Tonal variation. Clarity of pronunciation. Voice projection. Body Language – Gesture & posture. Facial expression & eye contact.	SOCIAL & EMOTIONAL Working with others – Guiding or managing interactions. Turn taking Listening & Responding – Listening actively & responding appropriately Confidence in speaking – Self-assurance. Liveliness & flair. Audience awareness – Taking account of the level of understanding of the audience.	LINGUISTIC Vocabulary – Appropriate vocabulary choice. Language – Register. Grammar. Rhetorical techniques – Rhetorical techniques such as metaphor, humour, irony, mimicry.	LINGUISTIC Vocabulary – Appropriate vocabulary choice. Language – Register. Grammar. Rhetorical techniques – Rhetorical techniques such as metaphor, humour, irony, mimicry.		
No OUTSIDERS						



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MATHS	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths	White Rose Maths
UNDERSTANDING THE WORLD & EXPRESSIVE ARTS AND DESIGN						
PERSON	Rosa Parks	Thomas Edison	Mary Seacole	Sir David Attenborough	William Shakespeare	Grace Darling
HISTORY & GEOGRAPHY	Maps of school grounds. Local area. Farms – location and how they have changed. Harvest.	Technology, past and present. Toys past & present. Bonfire Night Christmas past & present. Remembrance Day	China. Kenya. Contrasting localities. Trying different foods.	Localities. Map work. Teddy – Therapy dog (Dog Safety)	Stratford-upon-Avon & Shakespeare (Where we live/local area) Local shop trip	Seaside Holidays in the past Water Safety (RNLI)
SCIENCE	Ogden Trust Science Activity 4. Colour. (Elmer, mixing colours) Making toast/buttering Making bread/churning butter.	Ogden Trust Science - Activity 18. Structures (Using lolly sticks to build a house) Theme: Sound and instruments.	Ice – rescuing the Superheroes from ice Jelly – liquids/solids	Ogden Trust Science - Activity 5. Physical Properties of Materials – changing state. (Cereal) Activity 14. Light & Dark and shadows.	Ogden Trust Science - Activity 12. Bubbles and balloons. (Making bubbles) Planting. Growing. Life Cycles. Caterpillars/chicks in the classroom.	Ogden Trust Science - Activity 6. Floating & Sinking. Activity 9. Making an ocean in a bottle. Colours, senses and materials.
ART/DT	Structures: Junk Modelling	Drawing: Marvellous Marks	Textiles: Bookmarks	Mixed Media: Paint my World	Structures: Boats	Sculptures and 3D: Creation Station
PHYSICAL	Forest School	PE	PE	Forest School	Forest School & PE	PE










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RE	Special People	Special People	Special Times	Special Times	Where Do We Belong?	Where Do We Belong?
PSHE (JIGSAW) 	BM Being Me in My World “Who am I and how do I fit?”	CD Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique.	DG Dreams and Goals Aspirations How to achieve goals and understanding the emotions that go with this.	HM Healthy Me Being and keeping safe and healthy.	RL Relationships Building positive, healthy relationships.	CM Changing Me Coping positively with change.
Enrichment & Parent Partnerships	<ul style="list-style-type: none"> -Home visits -Phonics workshop -Harvest and Food Bank collection -Autumn walk -Black History Month -Mental Health Day -Bread making 	<ul style="list-style-type: none"> -Road Safety talk -Remembrance Day -Diwali (& food tasting) -Christmas celebrations -Nativity performance -Warwick Arts Centre trip -PSHE Workshop 	<ul style="list-style-type: none"> -Lunar New Year (& food tasting) -Exotic fruit tasting -DT Workshop -WBD parent reading/word dress up day -YR 6 readers -Play leaders 	<ul style="list-style-type: none"> -Shrove Tuesday -Eid/Ramadan -Dog safety talk with Teddy the therapy dog -Persian New Year -Spring -Easter 	<ul style="list-style-type: none"> -Chicks/caterpillars -Local shop walk 	<ul style="list-style-type: none"> -Fun Day -Sports Day -RNLI visit -Water Safety -Transition -People who help us/talks in school



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Characteristics of Effective Learning

Playing and exploring – Children investigate and experience things, and ‘have a go’.

Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements.

For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically - Children develop their own ideas and make links between these ideas.

They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over-arching principles

Unique Child - Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments - Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development -Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY

At Thomas Jolyffe Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an ethos of ‘Learning through play.

PLAY is essential for children’s development across all areas. It builds children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems.

Children learn by leading their own play and also by taking part in play which is supported by adults.