



Summerseat Methodist Primary
Steps in Learning, Skills for Life

Expectations for EYFS
Reception, Cycle B

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the first half of the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals. It also contains our 'Infinite Eight' enrichment offer for the year.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Please find below an overview of the topics that your child will cover this year in Year One:

Acorn Class Topics – Cycle B	
Autumn 1	I am special, I am me!
Autumn 2	People who help us / Let's celebrate
Spring 1	If you go down to the woods today...
Spring 2	Great inventions
Summer 1	At the bottom of the garden
Summer 2	Our Wonderful world and holidays



The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John
10:10

Believe. Achieve. Shine.

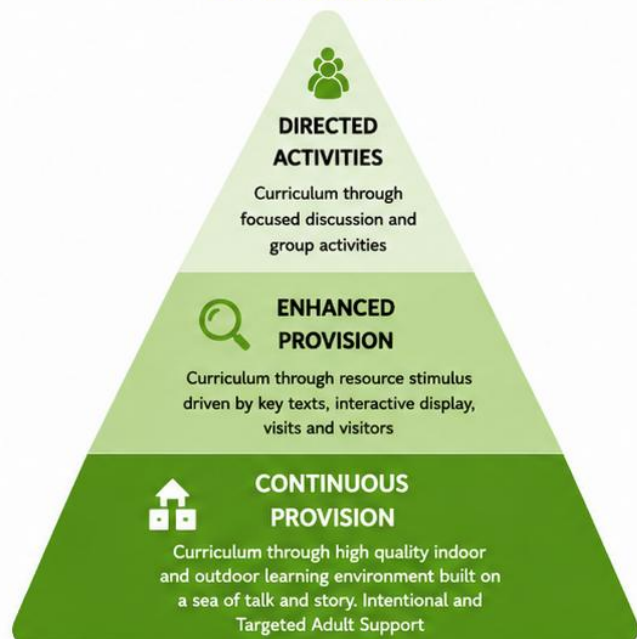


⇒ Our EYFS to Key Stage 1 Learning Continuum ⇐

♥ A gradual shift in the balance of learning experiences to support every child's development and success. ♥

NURSERY

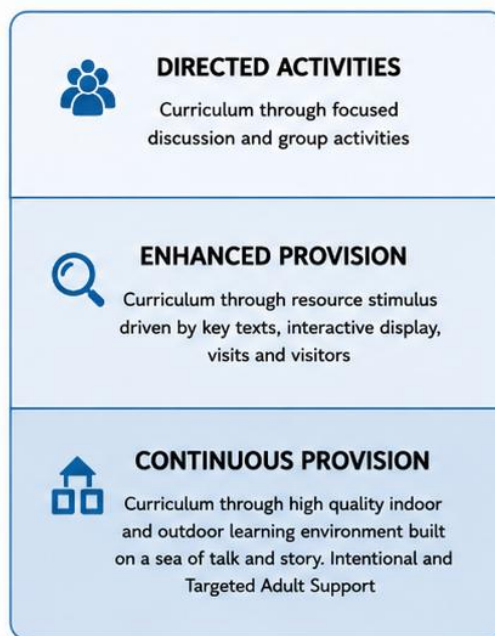
Play and exploration
as the foundation



Learning is predominantly through high-quality continuous provision, with smaller amounts of enhanced provision and adult-directed activities.

RECEPTION

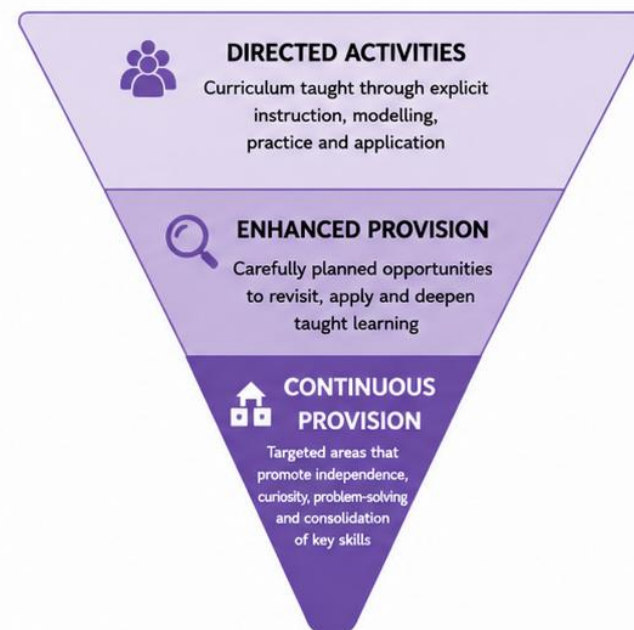
A balanced approach



A balance of all three types of provision. Children learn through a mix of adult-led teaching and play-based experiences.

YEAR 1

Building on learning,
leading towards independence



Learning is primarily through direct teaching and curriculum-led activities, with opportunities for provision, exploration and purposeful play.

NURSERY

Play and exploration
lead the way

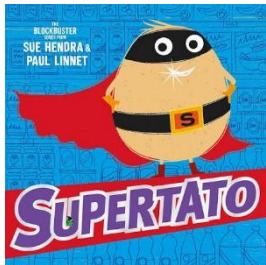
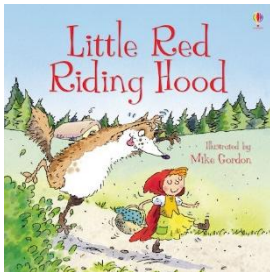
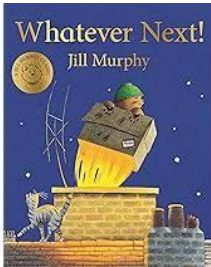
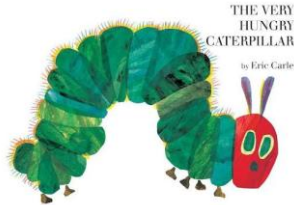
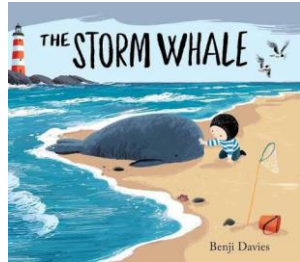
RECEPTION

A balanced approach
builds strong foundations

YEAR 1

Curriculum learning
takes the lead

Summerseat Methodist Primary School – 2026-27 Long Term Plan – Cycle B

Autumn Term		Spring Term		Summer Term	
Topic					
I am Special, I am me!	People who help us/ Let's celebrate	If you go down to the woods today...	Great Inventions	At the bottom of the garden	Our Wonderful world and holidays
Core Text:					
					
The Colour Monster	Supertato	Little Red Riding Hood	Whatever Next	The Very Hungry Caterpillar	The Storm Whale
Additional Texts: What will Danny do today? The Colour Monster Starts School Three Little Pigs Dave	Additional Texts: A Superhero Like You Real Superheroes I want to be a firefighter We're going on an elf chase	Additional Texts: Versions of Little Red Riding Hood Look and say what you see in the Countryside Bog Baby	Additional Texts: Aliens Love Underpants Hello World Landing Grand Day Out	Additional Texts: The Bug Collector Bee and me From caterpillar to butterfly	Additional Texts: Look inside: Seas and Oceans The Pirates are Coming The Little mermaid Commotion in the Ocean
Nursery Rhymes and songs					
Hey diddle diddle I'm a little teapot Clap your hands and wiggle your fingers If you're happy and you know it	Hickory, dickory dock Miss Polly had a dolly 10 in a bed	From small acorns to large oak trees Here we go round the mulberry bush Teddy bear, teddy bear	Twinkle, twinkle little star Wind the bobbin up 5 little men in a flying saucer	Incy Wincy Spider The old woman who lived in the shoe There's a tiny caterpillar on a leaf	A sailor went to sea, sea, sea When I was one 1, 2, 3, 4, 5 once I caught a fish alive
Phonics					
Basics 1 review- Oral blending and segmenting Basics 2- groups 1-3	Basics 2- groups 3-6	Basics 2 recap Basics 3- groups 1-2	Basics 3- groups 2-5	Basics 3- groups 5-7	Basics 3 consolidation

Handwriting					
Pre-writing patters <i>Daily gross and fine motor opportunities</i>	Pre-writing patters Len's Ladder Letters- l, t, l, u <i>Daily gross and fine motor opportunities</i>	Len's Ladder Letters- j, y Cal's Curly letters- c, o, a, d, g, q, e, f, s <i>Daily gross and fine motor opportunities</i>	Ben's Bouncy Letters- r, n, m, h, b, p, k <i>Daily gross and fine motor opportunities</i>	Zippy's Zig Zag letters- v, w, x, z Lower case letters consolidation <i>Daily gross and fine motor opportunities</i>	Lower case letters consolidation Number Capital letters <i>Daily gross and fine motor opportunities</i>
Mathematics					
<u>Mastering Number</u> Subitising within 3 Counting Explore how all numbers are made of 1s Composition of 3 and 4 Subitising objects and sounds Language of comparison: more than / fewer than <u>EET Story Time Units</u> SSM STU 1 – Pattern SSM STU 2 – 2D Shapes	<u>Mastering Number</u> Five-ness of 5 Comparison of sets by matching Language of comparison Explore the concept of 'whole' and 'part' Composition of 3,4,5 Match numerals to quantities within 10 Verbal counting beyond 20 <u>EET Story Time Unit</u> SSM STU 3 – Length and Height SSM STU 4 – 3D Shapes	<u>Mastering Number</u> Subitising within 5 Matching numerals to quantities within 5 Focus on 5 Focus on 6 and 7 as 5 and a bit Compare sets and use language of comparison: more than, fewer than, equal Make unequal sets equal <u>EET Story Time Unit</u> SSM STU 5 – Time	<u>Mastering Number</u> 'Staircase' pattern of ordering numbers Ordering numbers to 8 Use language of less than Doubles – explore how some numbers can be made with two equal parts Sorting numbers according to attributes – odd and even <u>EET Story Time Unit</u> SSM STU 6 – Mass & Weight	<u>Mastering Number</u> Counting – larger sets and things that cannot be seen Subitising to 6 Composition – 5 and a bit Composition of 10 Comparison linked to ordinality <u>EET Story Time Unit</u> SSM STU 7 – 2D Shapes SSM STU 8 – Capacity & Volume	<u>Mastering Number</u> Subitise to 5 – introduce rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number Patterns Counting <u>EET Story Time Unit</u> SSM STU 9 – 3D Shapes
Understanding the Word					
Scientific Focus					
<u>What makes me, me?</u> <i>Animals including humans - naming body parts and health</i>	<u>5-a-day!</u> <i>Animals & Plants</i>	<u>What would Red see in different seasons?</u> <i>Explore seasonal change & human lifecycle / woodland animals</i>	<u>What goes up, must go down.</u> <i>Explore forces linked to space</i>	<u>What are the plants and animals called that live in Copse Corner?</u> <i>Plants & Animals</i>	<u>Exploring materials on the beach</u> <i>Properties of materials and changing states of matter.</i>
RE					
Festivals: Harvest / Christmas / Diwali Why is Christmas important for Christians?	Festivals: Easter / Ramadan / Holi Why is the word God special?		Festivals: Pentecost / Shavuot Which places are special and why?		

Historical Focus					
	<u>Significant People</u> <u>People Who Help Us</u> (Including Remembrance Day) Guy Fawkes	<u>Significant People / Events</u> <i>My Family and our story</i> (celebrations)		<u>Changes over time</u> <i>Life Cycles</i>	
Geographical Focus					
<u>Our School</u> <i>Maps and routes</i>			<u>Planet Earth</u> <i>Different types of environments</i>		<u>Our Wonderful World and Holidays</u> <i>Where shall we go?</i>
Expressive Arts and Design					
Art Focus					
<u>Drawing</u> <i>Picasso- Portraits</i>			<u>Painting</u> <i>Pollock- Colour mixing / planet pictures</i>		<u>3D Art</u> <i>Andy Goldsworthy</i>
DT Focus					
	<u>Food</u> <i>Pizza faces</i>	<u>Structures/ Mechanisms</u> <i>Homes and Hinges</i> (Fairy homes & doors, doors on homes)		<u>Textiles</u> <i>Exploring and joining textiles.</i> (Investigate what works)	
Music Focus					
Me! Nursery Rhymes and Action Songs (Listen & Appraise various) <i>Charanga unit</i>	Songs for Christmas performances	Our World Nursery Rhymes and Action Songs (Listen & Appraise various) <i>Charanga unit</i>	Percussion Bobby Shaftoe <i>Exploring Sounds & using / naming Instruments / making Patterns</i>	Musical Patterns and Performing Sparkyard Unit – term 2	
PSHE					
Being Me in My Own World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
One lesson every half term has a Think Equal and No Outsiders focus.					
Visits and Visitors / Hook					
	Visits from different people who help us			Caterpillars	Journey on a train

Reading

- Read individual letters by saying the sounds for them.
- Say a sound for each letter in the alphabet and at least 10 digraphs
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read words consistent with their phonic knowledge by sound-blending;
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- 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.



A Reception Child

Literacy

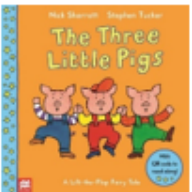
Writing

- Form lower-case and capital letters correctly.
- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write simple phrases and sentences that can be read by others.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.

Speaking

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary and use new vocabulary through the day.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Ask questions to find out more and to check they understand what has been said to them.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.
- 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
- Describe events in some detail.
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases
- Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
- Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Each Half term we will send home a detailed Knowledge Organiser outlining the learning taking place.

 Reception Knowledge Organiser I am Special, I am Me! - Block B - Autumn One																	
	Key Learning	Directed Activities															
Literacy and Phonics																	
Key Texts	  	Key Songs / Rhymes: Hey Diddle Diddle, I'm a little teapot, <u>Clap</u> your hands and wiggle your fingers, <u>If</u> you're happy and you know it, A Great Big Cuddle – Rosen (I am angry)															
Happy Sad Angry Scared Calm Loved School	Children in Reception will be learning to: - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. - Recognise, build and write words with the following sounds: <table border="1"> <thead> <tr> <th colspan="2">Securing The Basics 2</th><th>Tricky Words</th></tr> <tr> <th colspan="2">CVC</th><th></th></tr> </thead> <tbody> <tr> <td>Group 1</td><td>sat p</td><td>N/A</td></tr> <tr> <td>Group 2</td><td>in md</td><td>i is</td></tr> <tr> <td>Group 3</td><td>gock</td><td>the to</td></tr> </tbody> </table> Children in Reception will be learning to: - I am beginning to show accuracy and care when drawing. - I can write my name. - I can participate in group and one-to-one discussions, offering my own ideas, using recently introduced vocabulary. - I am beginning to express my ideas and feelings, using full sentences. - I can retell parts of a story, once I have developed a deep familiarity with the text. - I can use a comfortable pencil grip. - I can use some of my print and letter knowledge in my early writing. - I can recognise initial sounds. - I can build CVC words.	Securing The Basics 2		Tricky Words	CVC			Group 1	sat p	N/A	Group 2	in md	i is	Group 3	gock	the to	Reception will begin to learn the sounds from Basics 2. They will take part in daily Phonics lessons and activities. Reception <u>have</u> daily name writing practice and will take part in daily fine motor activities such as dough disco. Our key text this half term is The Colour Monster, the children's English learning will be centred around this book. Initially the children will be completing activities all about themselves- self-portraits, name writing, an all about me, drawing pictures of their families and writing their families' names. The children are focusing on using a tripod pencil grip and drawing with accuracy and care. Reception will also be encouraged to recognise any initial sounds, <u>in order to</u> label their drawings. Once the children become familiar with The Colour Monster, they will complete guided activities around the book. The children will recognise the different feelings and draw the different Colour Monsters, labelling the initial sounds of the feelings. We will take part in carpet sessions to discuss the different <u>feelings</u> and which things make us feel sad, happy, angry etc. The children will draw things which make them happy, sad and angry and label the initial sounds. We will then move to read The Colour Monster Goes to School. The children will be asked blank level questions about different pages in the book. Once the children are familiar with the text they will retell parts of the story, drawing different things the Colour Monster did at school, labelling initial sounds and writing CVC words using known sounds.
Securing The Basics 2		Tricky Words															
CVC																	
Group 1	sat p	N/A															
Group 2	in md	i is															
Group 3	gock	the to															
Maths																	
Number Counting Subitising Quantity Group More Fewer	Children in Reception will be learning to: - To recognise small quantities without counting (subitising). - To match quantities to numerals. - To represent numbers using objects, pictures and fingers. - To count objects accurately using one-to-one correspondence. - To understand that the final number counted tells us how many objects there are altogether. - To count sounds, actions and objects. - To explore how numbers can be made up of smaller parts.	This half term, children will develop a strong foundation in early number through practical activities, games, stories and discussion. They will begin by developing their subitising skills, learning to recognise small groups of objects without counting, and will use this knowledge to represent numbers in different ways using objects, pictures and their fingers. Children will explore counting carefully, understanding that the final number counted tells us how many objects there are altogether. As their confidence grows, they will investigate how numbers can be made up of															





Literacy and Phonics

Phonic Parent Newsletters will be sent out at the beginning of each new group of spellings for sounds being taught, to guide on the support parents can provide at home. An example of this can be seen opposite:

Literacy and phonics sound and tricky word organisers examples can also be seen below:

supersonic Phonic friends			
The Basics 2 Group 1			
Phonic Flashback			
	10		
Phonic Focus			
Read, Build and Write			
sat		asp	
	tap		sap
Clever Captions Read and Write			
tap tap		pat pat	
pat a tap		a tap	
Tricky Words			
Future Phonic Focus			

The Basics 2

Group	Spellings for the Sounds	Tricky Words
1 & 2	s a t p i n m d	I is
3	g o c k	the to
4	ck e u r	go no
5	h b f l	has his as
6	ll ff ss	of into

The Basics 3

Group	Spellings for the Sounds	Tricky Words
1	j v w x	her was you
2	y z zz qu	he she we me be
3	ch sh th ng	they my by
4	ai ee igh oa	are all
5	oo oo ar or	some come
6	ur ow oi er	so do
7	ure air ear	little out



A Reception Child Mathematics

Being a mathematician

Number

- Have a deep understanding of number to 10, including the composition of each number
- Count objects, actions and sounds
- Link the number symbol (numeral) with its cardinal number value
- 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.

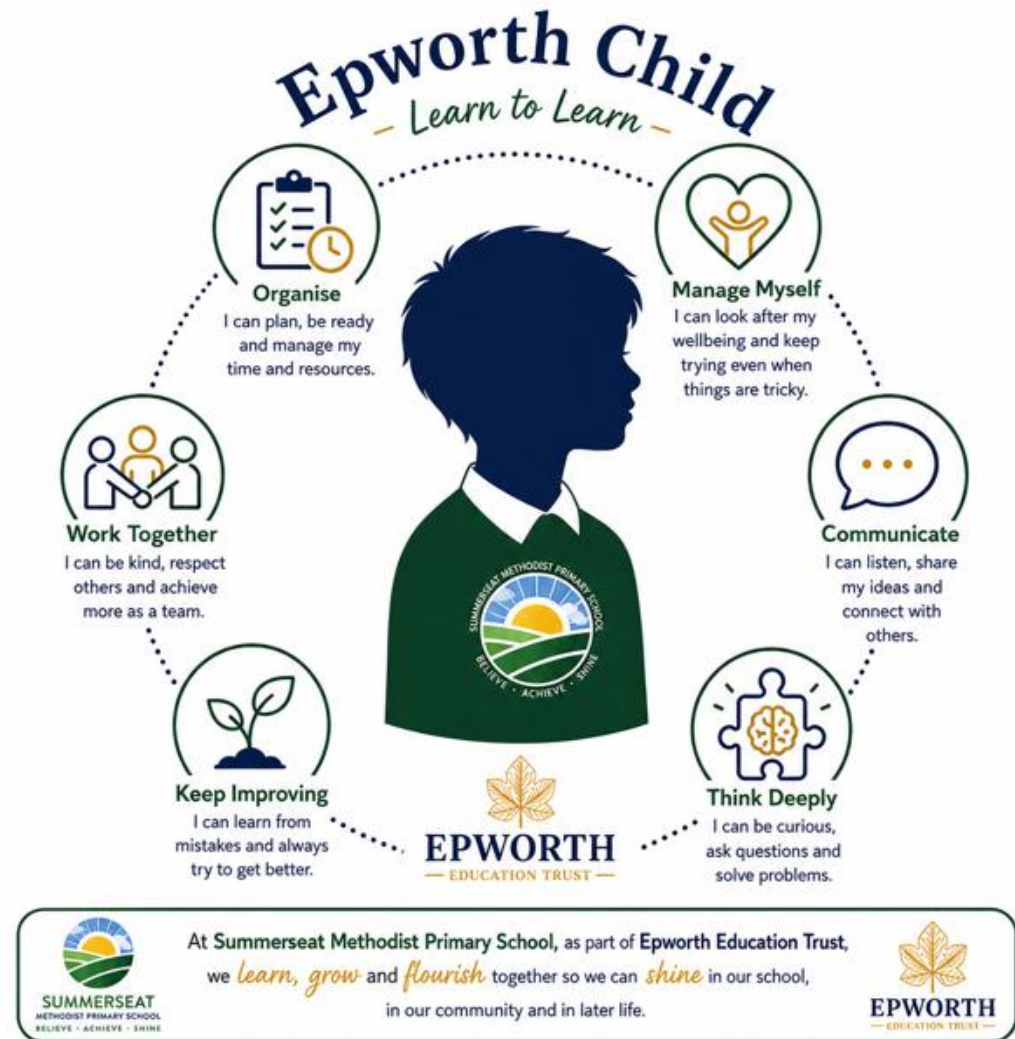
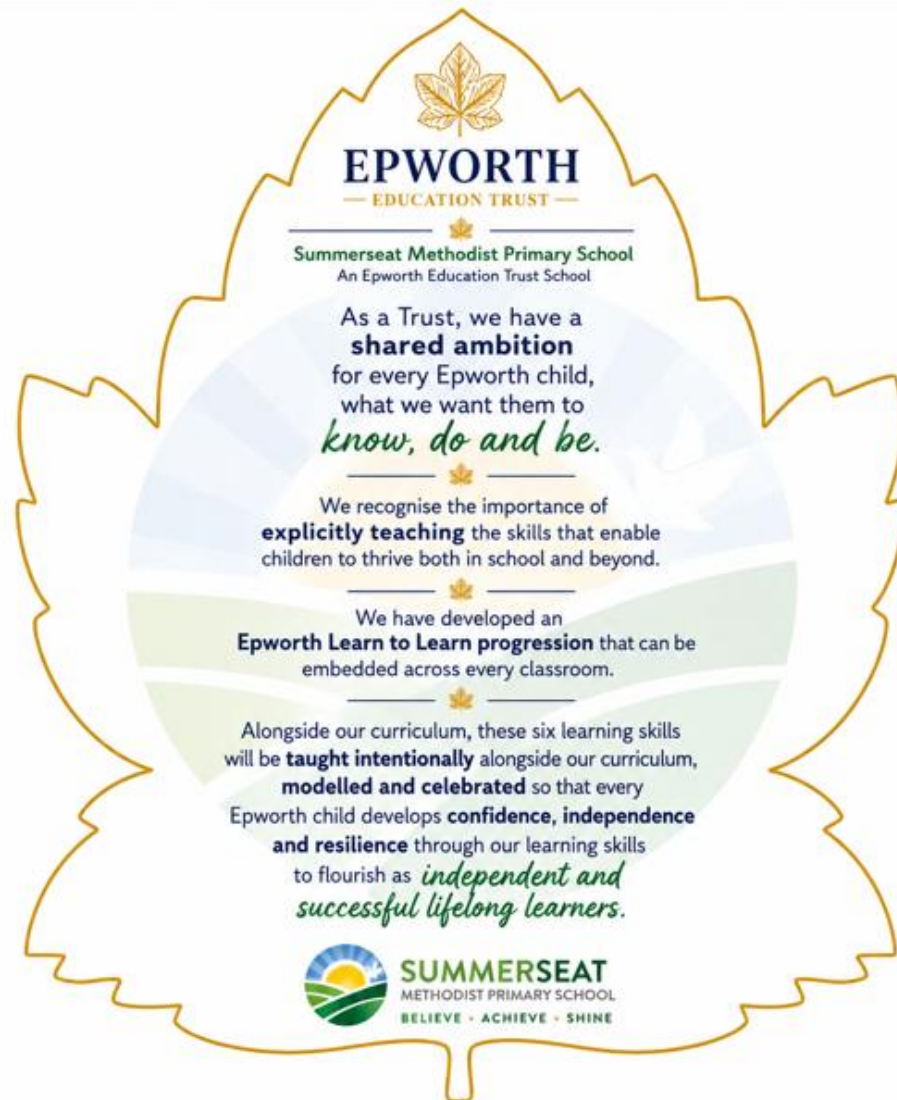
Being a mathematician

Numerical Patterns

- Count beyond ten
- 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
- Understand the 'one more than/one less than' relationship between consecutive numbers.
- Explore the composition of numbers to 10.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Select, rotate and manipulate shapes to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.

	Concrete	Pictorial	Abstract
Add one more to a given number $4 + 1 =$			$4 + 1 = \square$ What is one more than 4?
Add two single digit numbers to find an answer Counting two groups out to find a total	$3 + 2 =$ 		$3 + 2 = \square$
Add two single digit numbers to find an answer Counting on from the biggest number	$3 + 4 =$ <i>Children should be able to make the decision to count from the biggest number.</i>	$3 + 4 =$ 	$3 + 4 =$ is calculated as $4 + 3 = 7$

Learn to Learn Skills



Characteristics of Effective Learning



Playing & Exploring

Children learn best when they are engaged with experiences, show curiosity and are willing to have a go.

Children:

- ✓ Show curiosity and explore new experiences.
- ✓ Make independent choices and follow their interests.
- ✓ Investigate, experiment and learn through play.
- ✓ Try new ideas and discover what happens.
- ✓ Use their imagination to explore the world around them.

Building the Epworth Learn to Learn Skills



I Can Organise

Getting myself ready to learn.



I Can Manage Myself

Staying calm and ready to learn.



I Can Work Together

Learning with and from others.



Active Learning

Children learn best when they are motivated, persevere and sustain effort even when tasks are challenging.

Children:

- ✓ Stay focused on what matters to them.
- ✓ Keep trying when things are difficult.
- ✓ Learn from mistakes and try a different approach.
- ✓ Set simple goals and enjoy achieving them.
- ✓ Celebrate success and take pride in their learning.

Building the Epworth Learn to Learn Skills



I Can Manage Myself

Staying calm and ready to learn.



I Can Keep Improving

Growing through challenge and mistakes.



I Can Communicate

Sharing ideas and asking for help.



I Can Work Together

Learning with and from others.



Creating & Thinking Critically

Children learn best when they think, solve problems and make connections.

Children:

- ✓ Think of their own ideas and test them.
- ✓ Plan, predict and solve problems.
- ✓ Make links between experiences and prior learning.
- ✓ Reflect on what worked well and what they might change.
- ✓ Explain their thinking and adapt their ideas.

Building the Epworth Learn to Learn Skills



I Can Think Deeply

Questioning, connecting and solving problems.



I Can Keep Improving

Growing through challenge and mistakes.



I Can Communicate

Sharing ideas and asking for help.



Confident



Independent



Resilient

These are the learning skills we practise every day.



Here is a list of the Early Learning Goal's that we strive for every child to achieve by the end of their Reception year. A full comprehensive list of skills and knowledge progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

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.	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.	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.
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.	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.
		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.

Infinite Eight Enrichment Offer

The 'Infinite Eight' strategy outlines Epworth's offer of eight opportunities for children to enjoy meaningful experiences beyond the taught curriculum during their time in our Epworth Trust schools. Listed below are the minimum experiences your child will take part in this year.

