

Reception Overview 2025 -2026 – Crackley Bank Primary School

This long-term overview will give children experiences to ensure they are ready for the next step in their learning journey. If children’s interests arise and they can improve outcomes, then the planning can be adapted to suit.

	Autumn 1 Regulate Me Families	Autumn 2 Me, Myself and I Nativity and Christmas	Spring 1 Gruffalo and Friends	Spring 2 Down on the Farm	Summer 1 It’s a small world, or is it?	Summer 2 Terrific Tales
Trips/visits	Library	Woods	Woods	Farm shop	Farm/Zoo	Woods
Overview	Building on what has been learned in Nursery, children will recap on what it is that makes them special, will learn about where they live and important people in the local community of Chesterton.	This term we will be building up to our Nativity performance. Before then we will ensure that the learning in Autumn 1 is embedded learning about my family	Children will delve into a woodland setting through stories, discovering all about the creatures who live there and recognising seasonal changes. We will even take part in our own Nativity play.	Children will look at how things grow and will also investigate the life cycles of animals.	Exploring a little further afield we will be comparing our country to others in the world learning about different cultures and experiences, as well as seeing where animals live. We will continue to recognise seasonal changes	Through story telling children will build vocabulary of past and present events and develop story language. We will look at a local business and talk about materials.
Role Play	Home/ Shop	Home/Mail room	Gruffalo Cave	Farm Shop	Animal Hospital	A fairy tale cottage
Stories	Ruby’s Worry - Tom Percival Elephant Me - Giles Andreae Peace at Last – Jill Murphy The Monkey Puzzle – Julia Donaldson	Five minutes Peace – Jill Murphy Whatever Next? The Christmas Pine – Julia Donaldson The Nativity Story	The Gruffalo –Julia Donaldson Day Monkey Night Monkey A Squash and a squeeze The Gruffalo’s Child	Farmer Duck - Martin Waddell The Little Red Hen Jack and the Beanstalk The Duck in a truck. Chickens aren’t the only ones!	Ben and Gran and the Whole Wide Wonderful World - Gillian Shields Geronimo – David Walliams No Room for A Baby Roo! by Neil Griffiths Handa’s Surprise -Eileen Browne	The Three Bears The Three Little Pigs The Gingerbread Man
Extra’s	Perfectly Normal – Tom Percival	The Jolly Christmas Postman	The Stick Man – Julia Donaldson	The Bean Diary The Odd Egg Non-fiction books – The farm	The Big Red Bath – Julia Jarman The Fish who could wish Sulew - Lupita Nyong'o Non-fiction books: Australia, Africa, Artic regions	The Tiger who came for tea – Judith Kerr
Nursery Rhymes	1. Dingle Dangle Scarecrow 2. Currant Buns	1. Little Donkey (Christmas songs) 2. If you’re happy and you know it.	1. Monkeys swinging through the trees. 2. Seasonal Poetry	1. Old Macdonald had a farm. 2. Seasonal Poetry	1. Row row row your boat 2. 5 Fish swimming in the ocean	1. When Goldilocks went to the house of the bears 2. Seasonal poetry
CAL	Whole EYFS Focus – C&L is developed throughout the year through high quality adult interactions, daily group discussions, sharing circles, PSHE times, Rhyme and alliteration, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.					
	Listening and Attention Focus: Good Listening Rules <ul style="list-style-type: none"> Introduce listening behaviours (eyes looking, ears listening, lips closed, body still, brain thinking). Develop attention and focus during carpet time, story sessions, and play. Encourage turn-taking in conversation and games. 	Building vocabulary Focus: Words, Words, Words! <ul style="list-style-type: none"> Introduce rich vocabulary through stories, songs, and themed play. Model and encourage use of new words in context. Begin describing objects, actions, and feelings using full sentences. 	Speaking with Confidence Focus: Finding my Voice <ul style="list-style-type: none"> Encourage children to express choices, ideas, and feelings. Support sentence building and narrative language. Use puppets, role play, and small world to promote confident speaking. 	Understanding and Responding Focus: Listen to Understand <ul style="list-style-type: none"> Develop comprehension skills through questioning and discussion. Practise following multi-step instructions. Encourage children to respond appropriately to peers and adults. 	Storytelling & Narrative Focus: Once Upon a Time... <ul style="list-style-type: none"> Support children in retelling familiar stories and creating their own. Explore story structure (beginning, middle, end). Use props and story maps to scaffold language and sequencing. 	Communication for purpose Focus: Ready for the World <ul style="list-style-type: none"> Practise purposeful communication: asking for help, negotiating in play, sharing ideas. Prepare for transition with confidence building speaking and listening activities.
Physical Development	Gymnastics Fundamental movement skills Jungle Journey and Dough disc	Dance Fundamental movement skills Jungle Journey and Dough disco	Throwing and Catching Fundamental movement skills Jungle Journey and Dough disco	Ball Skills Fundamental movement skills Jungle Journey and Dough disco	Athletics Fundamental movement skills Jungle Journey and Dough disco	Multi-skills Fundamental movement skills Jungle Journey and Dough disco

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<p>Personal, Social and Emotional Development</p>	<p>Managing Our Emotions Focus: identifying feelings, expressing emotions in healthy ways, and beginning to understand self-regulation strategies.</p> <p>Emotion cards, mindfulness exercises, calming techniques like deep breathing or using a “feelings corner.”</p>	<p>My Family Focus: Recognising the importance of family, different family structures, and ways family supports us emotionally.</p> <p>Sharing stories about family traditions, drawing portraits of family members.</p>	<p>Building Friendships Together Focus: Understanding what makes a good friend, practicing kindness, sharing, and cooperation</p> <p>Role-playing friendship scenarios, friendship bracelets, group games emphasising teamwork.</p>	<p>Respecting Others and Ourselves Focus: Building empathy, understanding personal boundaries, and respecting differences in others.</p> <p>Reading stories about diverse characters, discussing respect, practicing polite communication</p>	<p>Working Through Challenges Together Focus: Developing resilience, problem-solving skills, and strategies to handle conflict peacefully with friends and family.</p> <p>Group problem-solving tasks, conflict resolution role-plays, discussing ways to ask for help.</p>	<p>Celebrating Our Unique Selves Focus: Building self-awareness, confidence, and self-esteem while appreciating others’ individuality.</p> <p>Self-portrait and “all about me” projects, compliments circle, positive affirmations.</p>
<p>Literacy</p>	<p>Familiar Settings Listening to and Telling Stories Story retelling with props Role play and small world storytelling “Who?” “What?” “Where?” questions</p>	<p>Setting Descriptions Letter formation Initial sounds CVC words Labels and captions Curly caterpillar letters a,c,o,d,g,q,e,s,f Long Ladder letters l,t,l,u,y,j One armed robot letters r,b,n,h,m,k,p Zigzag letters v,w,x,z</p>	<p>Simple sequential stories Sentence building Capital letters to begin a sentence. Full stops Finger spaces Sequence short sentences Ordering events (beginning, middle, end) Retelling stories in sequence</p>	<p>Repeated texts Story writing Joining clauses with ‘and’ Time adverbs (first, next...)</p>	<p>Talk for Writing Capital letters for names Sequence short sentences Conjunctions – and, but Using story language (once upon a time...) Use of adjectives. Time adverbs (first, next...)</p>	<p>Beginning, Middle and Ending Capital letters for names Sequence short sentences Conjunctions – and, but Using story language (once upon a time...) Use of adjectives. Time adverbs (first, next...) Traditional Tales</p>
<p>Phonics Jolly phonics</p>	<p>1. s, a, t, i, p, 2. n, ck, e, h, r, 3. m, d, g, o, u. 4. l, f, b ai, j, 5. oa, ie, ee, or, z, w 6. ng, v, oo, oo. y, x Tricky words: l, the, she, we, me, be, was, to, do, are,all</p>	<p>7. ch, sh, th, th. qu, ou 8. oi, ue, er, ar Consolidation of sounds learned so far. Learn to read and spell l, the, she, me, we, was, to do, are, all</p>	<p>Revision of 42 letter sounds plus alternatives being taught Teaching <y> as /ee/, ck a-e, e-e, i-e, o-u, u-e. Teaching capitals you, your, come, some, said, here, there, they, go, no, so, my, one, by</p>	<p>Revision of 42 letter sounds plus <ay> for /ai/ <oy> for /oi/ <ea> for /ee/ <y> for /ie/ <ow> for /oa/ <ir> and <ur> for /er/ <ew> for /ue/ and /oo/ only, old, like, habe, live, give, little, down, what, when, why, where, who, which</p>	<p>Revision of 42 letter sounds plus <ow> for /ou/ <igh> for /ie/ <aw> for /or/ Revise all alternatives so far. any, many, more, before, other, were, because, want, saw, put, could, should, would,</p>	<p>Revision of 42 letter sounds plus Revise alternatives so far plus Teach <au> and <al> for /or/ right, two, gour, goes, does, made, their, once, upon, always, also, of, eih, love, cover, after, every, mother, father.</p>
<p>Maths WRM</p>	<p>The counting principles embedded Match, sort and compare Measure and Patterns Knowing the value of a number; 1,2,3. Then 1,2,3,4,5 Shapes with 3 and 4 sides.</p>	<p>Counting principles embedded. Number bonds to 5 Knowing the numbers 6,7,8 Learning about 9 and 10 Mass and capacity 3D shapes Length, height and Time</p>	<p>Buuilding 9 and 10. To 20 and beyond Manipulate, compose and decompose Length, Height and Time Explore 3D shapes</p>	<p>Sharing and Grouping Making connections How many now? Addition and subtraction Visualise, map and build</p>	<p>Reteaching: Counting principles embedded. Number bonds to 5 Knowing the numbers 6,7,8 Learning about 9 and 10 Mass and capacity 3D shapes Length, height and Time</p>	<p>Reteaching Building 9 and 10. To 20 and beyond Manipulate, compose and decompose Length, Height and Time Explore 3D shapes Sharing and Grouping:</p>
<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>Past and Present People, cultures and</p>	<p>Autumn 1 Name and describe people who are familiar to them. Talk about people who help us. Geography Links Learning about where I live and where I go to school</p>	<p>History Links Talk about members of their immediate family and community. Begin to understand that things happened before they were born.</p>	<p>Geography Links I can tell you that the United Kingdom has four countries, England, Wales, Scotland and Northern Ireland</p>	<p>History Links Continue to talk about things that happened in the past, talk about machinery that was used on farms.</p>	<p>Geography Links Looking at maps and understanding that there are other countries in the world. Look at cultures and people from around the world.</p>	<p>History Links Important people from the past. Share stories and facts about significant figures: Sir Captain Thomas Moore. Tell a traditional tale</p>

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<p>communities</p> <p>The Natural World</p>	<p>Science Links Walk within school grounds – take photos also walk in the local area. Explore the Natural World around them, understand the effect of changing seasons on the natural world around them.</p>	<p>Science Links All about me. My body and how to look after it. Noticing Seasonal Changes</p>	<p>Science Links Animals in the wood: Recognising that animals live in habitats Including Nocturnal animals. Noticing Seasonal Changes</p>	<p>Science Links Animals on the farm. Comparing environments around us. Noticing Seasonal Changes</p>	<p>Science Links Animals not deriving from the UK Comparing environments from around the world. Noticing Seasonal Changes</p>	<p>Science Links Materials comparisons. Recognising that some are stronger than others when looking at building materials. Comparisons of all seasons</p>
<p>People cultures and communities</p>	<p>RE Links What is religion? Recognising people believe in different things. Recognise different religions:</p>	<p>RE Links Religion is: Christianity – The Birth of Jesus. Recognise when celebrating Jews celebrate Hannukah</p>	<p>RE Links Religion: Weddings</p>	<p>RE Links Christianity: Easter</p>	<p>RE Links Religion Focus on Islam and their tradition of Eid. Where do they worship and recognising the Quran</p>	<p>RE Links Looking back and recapping religion in this country.</p>
<p>Expressive Arts and Design</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Art links Drawing Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.</p>	<p>D+T Links Children should use a range of tools, discuss reasons that make activities safe or unsafe, discuss appropriate use of senses.</p>	<p>Art links Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p>	<p>D+T Links Making own puppets for characters in the stories we are reading about. Card, and lolly pop sticks.</p>	<p>Art links Impress and apply simple decoration. Cut shapes using scissors and other modelling tools.</p>	<p>D+T Links Sewing; threading needles and basic stitch</p>	
<p>Music Links I’ve Got a Grumpy Face</p> <ul style="list-style-type: none"> • Make up new words and actions about emotions and feelings. • Create sounds to show different emotions and feelings. • Sing a song. • Tap the beat of the song with actions. 	<p>Music Links Christmas Concert Songs</p> <ul style="list-style-type: none"> • Children will use their voices to sing traditional and modern Christmas songs to show the Nativity. 	<p>Music Links Shake My Sillies Out</p> <ul style="list-style-type: none"> • Listen to music and show the beat with actions. • Sing an action song with changes in speed. • Play along with instruments. • Represent animals with different sounds/instruments. • Perform a sound story as a class. 	<p>Music Links Up and Down</p> <ul style="list-style-type: none"> • Make up new lyrics and actions. • Sing and play a melody that goes up and down. • Show pitch changing with actions. 	<p>Music Links Down there under the Sea.</p> <ul style="list-style-type: none"> • Compose new words and actions to <i>Down there under the sea</i>. • Sing a call-and-response song. • Play sea sound effects. • Play a stepping tune using the notes C-D-E . • Listen and move to pieces of music inspired by the sea. 	<p>Music Links It’s oh so quiet!</p> <ul style="list-style-type: none"> • Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles. • Explore dynamics with their voices and instruments. • Play different instruments with control. • Improvise music with different instruments, following a conductor. • Compose music based on characters and stories developed through listening to Beethoven’s <i>5th symphony</i>. 	