

Reception Overview – 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 The World around me.	Autumn 2 Gruffalo and Friends	Spring 1 Terrific Tales	Spring 2 Down on the Farm	Summer 1 It’s a small world or is it?	Summer 2 Journeys
Visit	Local Walk	Apedale – Santa on the Train Post our Christmas Card	Visit a local Building Merchants	Hatching Chicks	Picnic in the Woods	Visit a farm/ zoo Beach (at school)
		Dress Up Day: People who help us?		Dress Up Day: Tell Us a story		Dress Up Day: Historical figures in history.
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.	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.	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.	Children will look at how things grow and will also investigate the life cycles of animals and even hatch their very own chicks.	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	Children will be using their knowledge of transport and enter the world around them. Looking at all types of suitable transport and where it could take them. We will ensure that our journey into year one is a successful one.
Role Play	Home/ Shop	Gruffalo Cave	A fairy tale cottage	Farm Shop	Animal Hospital	The Beach
Stories	Peace at Last – Jill Murphy Ruby’s Worry - Tom Percival Five minutes Peace – Jill Murphy Elephant Me - Giles Andreae	The Gruffalo –Julia Donaldson Day Monkey Night Monkey The Monkey Puzzle The Gruffalo’s Child The Nativity Story	The Three Bears The Three Little Pigs The Gingerbread Man	Farmer Duck - Martin Waddell The Little Red Hen The Duck in a truck. The Odd Egg Chickens aren’t the only ones!	Ben and Gran and the Whole Wide Wonderful World - Gillian Shields The Big Red Bath – Julia Jarman Geronimo – David Walliams No Room for A Baby Roo! by Neil Griffiths	Mr Gumpy’s Motorcar - John Burningham Lighthouse Keeper’s Lunch The Train Ride -June Crebbin Whatever Next?
Extra’s	Perfectly Normal – Tom Percival	Monkey Puzzle –Julia Donaldson The Stick Man – Julia Donaldson	The Tiger who came for tea – Judith Kerr	The Bean Diary Jack and the Beanstalk Non-fiction books – The farm	Handa’s Surprise -Eileen Browne The Fish who could wish Sulew - Lupita Nyong’o Non-fiction books: Australia, Africa, Artic regions	Mr Gumpy’s Outing -John Burningham
Nursery Rhymes	1. Dingle Dangle Scarecrow 2. Currant Buns	1. Monkeys swinging through the trees. 2. If you’re happy and you know it.	1. When Goldilocks went to the house of the bears 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. 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.					
	Welcome to Reception Children talking about experiences that are familiar to them Sharing facts about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me why! Using language well Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Learn rhymes, poems and songs. Following instructions	Tell me a story! Develop vocabulary Listening and responding to stories Tell me a story - retelling stories Story language Takes part in discussion Understand how to listen carefully and why listening is important.	Talk it through! Describe events in detail – time connectives Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different

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	High expectations when using manners	Listen to and talk about stories to build familiarity and understanding.	Use new vocabulary through the day.			weather conditions and seasons. Story invention – talk it!
Physical Development	Gymnastics Funky Fingers	Dance LEAP Funky Fingers/ dough gym	Throwing and Catching LEAP Funky Fingers/ dough gym	Ball Skills LEAP Funky Fingers/ dough gym	Athletics LEAP Funky Fingers/ dough gym	Multiskills LEAP Funky Fingers/ dough gym
Personal, Social and Emotional Development	New Beginnings See themselves as a valuable individual. Being me in my world Class and school Rules and Routines Supporting children to build relationships Settling in activities Making friends	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Literacy	Familiar Settings 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	Setting Descriptions Letter formation Initial sounds Capital letters to begin a sentence. Full stops Finger spaces CVC words	Traditional Tales Sentence building Capital letters to begin a sentence. Full stops Finger spaces Sequence short sentences	Repeated texts Story writing Joining clauses with 'and' Time adverbs (first, next...)	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...)	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...)
Phonics Jolly phonics	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	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	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	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	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,	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.
Maths WRM	The counting principles embedded WRM: Just like Me! Match and sort. Compare amounts Compare size, mass and Capacity Exploring Pattern	WRM It's Me 1 2 3! Representing, comparing and composition of 1,2,3 Circles and triangles Positional language WRM Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides	WRM Alive in 5! Introducing zero Comparing numbers to 5 Composition of numbers to 5 Compare Mass Compare Capacity Growing 6,7,8 6,7&8 Making pairs Combining 2 groups Length &Height Time	WRM Building 9+10 9+10 comparing numbers to 10 Bonds to 10 3D shape Pattern Consolidation	WRM To 20 and beyond Building Numbers Beyond 10 Counting Patterns beyond 10 Spatial Reasoning Match, Rotate, Manipulate WRM First Then Now Adding More Taking Away Spatial Reasoning compose and Decompose	WRM Find my Pattern Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build WRM On the Move Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping

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Understanding the World	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.					
Past and Present	History Links AUTUMN 2 Talk about members of their immediate family and community. Looking at photos of when we were babies. Name and describe people who are familiar to them. Talk about people who help us. History Links Looking at photographs at Christmas in the past. Children to remember their experiences at Christmas. Talk about Christmas traditions.	History Links Looking at texts and stories to look at things that happened in the past. What was our school like in the past? Recapping that we things happened before we were born.	History Links Farm machinery in the past... what happens now? Links with chicks and how things change	History Links Important people from the past. Share stories and facts about significant figures: Sir Captain Thomas Moore.	History Links Compare transport in the past	
People, cultures and communities						
The Natural World	Autumn 1 Geography Links Location – Chesterton, where do we live? Where is our School? Look at maps of our school and mark on key places: shops, church, woods CK I live in _____ My school is in Crackley Bank. Crackley Bank is in Chesterton.	Geography Links Seasonal Changes – Retake photographs to compare and contrast	Geography Links Seasonal Changes Chesterton is in Staffordshire Staffordshire is in England England is part of the United Kingdom.	Geography Links Looking at maps and recognising there are other countries in the world. Recap from last term plus looking at the UK in comparison to the rest of the world on a globe.	Geography Links Journeys Plus Seasonal Changes	
People cultures and communities	AUTUMN 2 Map work relating to delivering mail. Following a map to deliver our own letter to the post box. Recognising seasonal changes in the woods.					
	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.	Science Links Animals: Recognising that animals live in habitats Some animals are awake in the day: Diurnal some awake at night: Nocturnal.	Science Links Materials comparisons. Recognising that some are stronger than others when looking at building materials. Visit the brick manufacturing factory	Science Links Growing chicks – observing changes. Drawing what happens to plants and animals.	Science Links Animals and comparing environments from outside of Chesterton	Science Links Seasonal Changes – look back to see what has happened. Comment on how things works – link to transport.
	RE Links What is religion? Recognising people believe in different things. Recognise different religions: Christianity, Islam, Hinduism, Judaism and Buddhism. Focus on Christianity and Harvest celebrations in the Church	RE Links Religion is: Look at Diwali Nov 4 th (Sikhs, Buddhism and Hindus) Christianity – The Birth of Jesus. Recognise when celebrating Jews celebrate Hannukah	RE Links Religion: Weddings	RE Links Christianity: Easter	RE Links Religion is: Focus on Islam and their tradition of Eid. Where do they worship and recognising the Quran	RE Links Looking back and recapping religion in this country.
Expressive Arts and Design	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					

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	<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>Art links Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects.</p>	<p>Art links Impress and apply simple decoration. Cut shapes using scissors and other modelling tools.</p>			
	<p>D+T Links Children should use a range of tools including scissors, hole punch, stapler, glue spreader, rolling pin, cutter and grater, discuss reasons that make activities safe or unsafe, discuss appropriate use of senses.</p>	<p>D+T Links Making own puppets for characters in the stories we are reading about. Card, and lolly pop sticks.</p>	<p>D+T Links Cooking Adapt and improve work and understand how we can join and build, not just with construction pieces but with card and cardboard – using l-brace, flange, tabs, split pins, hole punch and string and slots.</p>			
	<p>Music Links Busy City A Sky Full of Colour</p>	<p>Music Links Nativity Fabulous food</p>	<p>Music Links A story from long ago Let's go Green</p>	<p>Music Links Who Shall I be today? Our Growing World</p>	<p>Music Links Amazing African Animals Under the Sea</p>	<p>Music Links Beyond the stars Do you see dinosaurs?</p>