

St Anne's Primary School Reception Long Term Overview (Cycle 1)



	Autumn One Magical Me! 	Autumn Two Let's Celebrate! 	Spring One Are we there yet? 	Spring Two Heroes and Villains! 	Summer One Animal Detectives! 	Summer Two Outdoor Explorers! 
Weekly Themes	Wk 1 – Owl Babies Wk 2 – Funny Bones Wk 3 – Boris' Body Wk 4 – Daisy's Dragons Wk 5 – Peace at last Wk 6 –My Mum and Dad make me laugh Wk 7 – Zog and the Flying Doctors Wk 8- Harvest-The Enormous Turnip	Wk 1- Light a lamp Wk 2- Odd Socks/Nursery Rhyme Week Wk 3- The Nativity Story Wk 4- Scarecrows Wedding Wk 5- How to Catch a Star Wk 6-Jolly Christmas Postman Wk 7- Santa's Busy Night	Wk 1-The Train Ride Wk 2-Mr Gummy' Outing Wk 3-Handa's Surprise Wk 4-Whatever Next Wk 5- Chinese New Year Wk 6-The Runaway Pancake	Wk 1- Burglar Bill Wk 2- The Runaway Pancake Wk 3- Princess Smartypants Wk 4- Supertato Wk-Elliott Jones Midnight Superhero Wk 5- Easter-Percy's Park: The Easter Egg Hunt	Wk 1-Dear Zoo Wk 2- Rumble in the Jungle Wk 3- The Very Hungry Caterpillar Wk 4- The Tiger Who Came to Tea Wk 5- What the Ladybird Heard Wk 6- Superworm Wk7-Giraffe's can't Dance	Wk 1- Bog Baby Wk 2- Jasper's Beanstalk Wk 3- Lola Plants a Garden Wk 4- Oliver's Vegetables Wk 5- Sam Plants a Sunflower Wk 6- The Tiny Seed
Core Texts	Owl Babies Funny Bones Boris' Body Daisy's Dragons Peace at last My Mum and Dad make me laugh Zog and the Flying Doctors Harvest-The Enormous Turnip	Light a lamp Odd Socks/Nursery Rhyme Week The Nativity Story Scarecrows Wedding How to Catch a Star Jolly Christmas Postman Santa's Busy Night	The Train Ride Mr Gummy' Outing Whatever Next Handa's Surprise Chinese New Year The Runaway Pancake	Burglar Bill Princess Smartypants Supertato Elliott Jones Midnight Superhero Percy's Park: The Easter Egg Hunt	Dear Zoo Rumble in the Jungle The Very Hungry Caterpillar The Tiger Who Came to Tea What the Ladybird Heard Superworm Giraffe's can't Dance	Bog Baby Jasper's Beanstalk Lola Plants a Garden Oliver's Vegetables Sam Plants a Sunflower The Tiny Seed
Theme Texts	Colour Monster Goes to School Bodies are Cool Super Duper You At the Hospital Busy People – Vet Susie goes to the dentist Monkey needs to Listen Tiger has a tantrum Elephant learns to Share We are all different (Twinkl E-book)	Odd Socks Ugly Duckling Mega Magic Hair Swap Leaf Man The Best Diwali Ever Eight Nights, Eight Lights The Dark A World of Cookies for Santa Dear Father Christmas Nursery Rhymes (nursery rhyme week)	Martha Maps It Out Ruby's Chinese New Year Mr Gumpy's Motor Car Aliens love underpants The Boy Who Turned Off the Sun Where we live The Great Race (Chinese New Year) The Naughty Bus	"The wolf's story: What really happened to Little Red Riding Hood" by Izhar Cohen "Beware of the bears" by Alan Mac Donald "Cinderella" Traditional "Three little wolves and the big bad pig" by Eugene Trivizas Spot's First Easter How to catch a Leprechaun Spot's First Easter	Rameera's Ramadan Seasons Come, Seasons Go – Tree Betsy Buglove Saves the Bees Hello Spring Life Cycles – Egg to Chicken Walking through the jungle Harry & Bucket full of Dinosaurs The Very busy spider Little Frog's Tadpole Struggle Clara caterpillar	Dinosaur Lady Commotion in the Ocean Somebody Swallowed Stanley Bloom The Cautious Caterpillar (ebook) The shark who ate everything The Snail and the Whale The Storm Whale/Billy's Bucket Summer books (non-fiction) Kenya (non-fiction)

St Anne's Primary School Reception Long Term Overview (Cycle 1)



	My first day at School Only one You You Choose	Bonfire Night Book Bonfire Night Dipal's Diwali (Twinkl E-book)	Rosie's Walk The Jumblies Harold the Helicopter Amazing Airplanes Man on the Moon	How to catch a Leprechaun	The Very Busy Spider Dinosaurs love underpants A squash and a squeeze Monkey puzzle	Jim and the beanstalk Luna Loves Gardening Ben plants a butterfly garden Tilly plants a tree
Enrichments	Transition Birthdays Harvest Open the book-bible stories  On The Farm  Autumn	Remembrance Day Anti-bullying week Black History Month Autumn Trail Diwali Guy Fawkes/Bonfire Night Nativity Christmas Santa Visit Pantomime Open the book-bible stories  Nursery Rhymes  Christmas Story	Winter Walk Chinese New Year Valentine's Day Food tasting – different cultures Safer Internet Day Open the book-bible stories  Space  Transport  Winter	Pancake Day World Book Day Mother's Day Easter Easter Egg Hunt Open the book-bible stories  People Who Help Us  Spring	St George's Day Caterpillar transformation Minibeast Hunt Growing seeds Open the book-bible stories  Minibeasts  Summer	Healthy Eating Week World Environment Day Father's Day Sports Day Transition Open the book-bible stories  On Safari; Under the Sea  Weather
Forest School	Forest School-nature self-portraits	Forest School/fieldwork - Autumn Walk	Forest School/fieldwork - Spring Walk	Forest School-Printing with leaves & flowers using hammers on fabric	Forest School-minibeast hunt/ making bug houses	Forest School-growing and planting Forest School/fieldwork – Summer Walk
Trips/visitors				Trip to the Zoo?	Creepy crawly bug show?	Trip to the Farm
Parental Involvement	Class Dojo Meet the teacher	Class Dojo Parents Evening Nativity Performance Stay and play session (Loving Literacy) Celebration Worship	Class Dojo Stay and play session (Magnificent Maths) Reports Celebration Worship	Class Dojo Parents Evening Celebration Worship	Class Dojo Stay and play session (Outstanding Outdoors-forest school) Celebration Worship	Class Dojo Sports Day Reports Stay and play session (Teddies bear picnic) Celebration Worship
Personal, Social & Emotional Development	SCARF- Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)	SCARF- Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend	SCARF- Keeping Myself Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	SCARF- Rights and Responsibilities Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe	SCARF- Growing and Changing Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep	SCARF- Being my Best Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Communication and Language	Listening and attention skills Join in with repeated refrains in stories. Mode social phrases throughout the day. Ask and answering 'why and how' questions'. Retell a familiar story. Listen to and talk about a selected non-fiction book to develop a deep familiarity with new knowledge and vocabulary. Recall stories. Settling in activities. Making friends. Children talking about experiences that are familiar to them about family routines and special occasions. Show an interest in the lives of other people. Follow instructions (settling in, putting my things away) Develop vocabulary. Model talk routines through the day. Learning different nursery rhymes every week. 1:1 discussion. Small group discussions.	Joining in with repeated refrains in stories Discussing key events in a story Asking and answering 'why, how and what' questions Using present tense. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Making predictions Retell stories. Listening and responding to stories. Following instructions. Taking part in discussions. Understand how to listen carefully and why listening is important. Talking about experiences with the class. Performing the Reception Nativity. 1:1 discussion. Small group discussions.	Identifying main characters in a story Retell a story with story language. Remember key points from a story – story maps. Asking and answering 'why, how, what and who' questions. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Use present tense. Build on vocabulary. Use connectives to join ideas. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Small group discussions.	Discussing key events in a story Asking and answering 'why, how, what, who and when' questions Using connectives to join ideas Reciting poems and songs. Retell stories – story maps. Asks questions to find out more. Sequence story/real life events in detail. Using future tense Retelling a familiar story Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Small group discussions. Whole class discussions	Linking events in a story to own experiences. Asking and answering 'why, how, what, who, when, where' questions. Re-tell stories. Describe events in some detail-school trip. Talk about their own experiences. Using past tense. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Whole class discussions.	Sequence story/real life events in detail. Talk about similarities and differences between things in the past and now (my first year at school). Talk about the experiences I have had at different points in the school year. Describe events in some detail: farm trip, butterfly life cycle Use future tense Use new vocabulary Re-tell stories Listening and attention skills Asking and answering 'why, how, what, who, when, where' questions. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retelling the story Whole class discussions
--	--	---	---	--	---	---

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Physical Development- Gross Motor	PE Passport- Fundamental movement skills - hopping, skipping and jumping Move freely and with confidence in a range of ways (running, stopping, hopping, jumping) Navigate space successfully and adjust speed / direction Develop object control (pushing, patting, throwing, catching) Catch a large ball	PE Passport How to catch a star Make a range of shapes on small body parts. Travel in a range of ways and negotiate space successfully. Throw with increasing accuracy underarm and overarm throw for distance. Perform a range of gymnastic rolls and move freely and with confidence when rolling. Perform a range of gymnastic jumps, balance on one leg and balance on a range of small body parts. Climb with confidence under, over and through climbing equipment and revise fundamental movement skills covered in the unit.	PE Passport Transport Travel in a variety of ways, adjust speed and direction to avoid obstacles. Show increasing control over an object pushing it Perform a variety of gymnastic rolls Over arm throw for distance. Climb nursery, play climbing equipment. Revise fundamental movement skills covered in the unit	PE Passport Superworm Experiment with different ways of moving. Use increasing control over an object by touching, pushing, patting, throwing, or catching. Move with control and co-ordination and use a range of small and large equipment. Jump and land appropriately. Roll in a variety of ways. Roll a ball accurately. Climb up and down apparatus using alternate feet. Revise fundamental movement skills covered in the unit.	PE Passport The Hungry Caterpillar Perform the basic skill of jumping. Travel over, under and throw climbing equipment. Travel over, under and through balance and climbing equipment. Catch a large sponge ball and catch with increasing accuracy. Roll in a variety of ways. Revise fundamental movement skills covered in the unit.	PE Passport Seaside Balance on small body parts. Travel on hands and feet. Show increasing control over an object pushing and patting it. Perform a variety of gymnastic rolls. Show increasing control over an object pushing and patting it. Show increasing control over an object pushing and patting it. Underarm throw with some accuracy. Revise fundamental movement skills covered in the unit
Fine Motor	Daily name/CVC writing activities. Playdough activities Threading and weaving. Building blocks. Pencil Grip – encourage tripod grip. Writing position. Using cotton buds/paintbrushes to form letters. Preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp	Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Stacking and balancing. Chopping with a knife. Using cotton buds/paintbrushes to form letters. Doing up zips and buttons. Pre-cutting skills-ripping paper. Develop muscle tone to put pencil pressure on paper. Show preference for dominant hand. Teach and model correct letter formation.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Scissor skills - snipping Letter formation 'around' letters. Letter formation 'down' letters. Using a knife and fork to cut. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Scissor skills – straight lines Weaving and wrapping Letter formation 'down letters' Letter formation 'curly' letters Letter formation 'zig-zag' letters Hold pencil effectively with comfortable grip. Forms recognisable letters most correctly formed	Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Scissor skills – following curves Pattern making Capital letter formation A-M Using small tools Doing up buttons Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks.	Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Capital letter formation N-Z Holding a pencil effectively in preparation for fluid writing using the tripod grip. Fine Motor activities. Form letters correctly Copy a square Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Literacy-Comprehension	Listening to stories. Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know that print carries meaning Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud	Beginning to retell stories. Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Retelling stories with the recently introduced vocabulary. Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play)	Building fluency and understanding. Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.	Explaining the stories they have listened to or have read themselves. Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.	Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story.
	Story maps Story maps	Story maps	Story maps	Story maps	Story maps	Story maps
Word Reading-Red Rose Phonics	Introduce Phase 2 s a t p i n m d g o c k s	Continuing Phase 2 c k e u r h b f f l l s s Consolidate HFW: I to go no into	Introduce Phase 3 j v w x y z/z z q u c h s h t h/ t h n g Consolidate as required HFW: he she we be me was my you they	Continue Phase 3 a i e e i g h o a o o/ o o a r o r Consolidate as required HFW: her all are (Phase 3) like said when have one (Phase 4)	Continue Phase 3 and 4 u r o w o i e a r a i r u r e e r (Including pseudo words) Consolidate Phase 3 Phase 4: CVCC & CCV HFW: come do so were some there out little what	Phase 4 Phonics CCVC & CCVCC CCCVC & CCCVCC Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants HFW: Consolidate said so have like some come were there little do one when out what

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Writing Opportunities	Representing name and initial letter sounds. Use talk to organise describe events and experiences. Show dominant hand-tripod grip. Mark making-giving meaning to marks and labelling. Writing initial sounds cvc words. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. Drawing & labelling pictures. Ordering letters of my name. Writing my name. Assign meaning to my writing. Spell words by identifying the sounds. Pen Disco - zigzags Text Types: Labels, simple phrases, captions.	Writing CVC words. Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Identifying and writing initial sounds. Name writing. Labelling pictures. Writing cards for Diwali and letters for Christmas. Retelling stories including the Christmas story – story maps. Writing tricky words such as I, me, my, like, to, the. Assign meaning to my writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Guided writing based – short sentences. Form letters from their name correctly. Pen Disco – diagonal lines Text Types: Labels, simple phrases, captions, lists, letter.	Caption Writing and Tricky Words. Orally compose a simple sentence and hold it in memory before attempting to write it. Name writing. Writing questions. Labelling pictures. Retelling stories. Writing cvc words and simple captions. Writing lists. Assign meaning to writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Writing simple phrases or captions. Writing some of the tricky words such as I, me, my, like, to, the. Guided writing based – short sentences. Create a story board. Practising correct letter formation. Pen Disco-long horizontal/vertical lines Text Types: Labels, simple phrases, captions, instructions, information	Begin to write simple sentences. 'Hold and write a sentence'. Orally compose a simple sentence and hold it in memory before attempting to write it. Writing lists and instructions. Labels and captions. Character descriptions. Writing a story map. Creating our own stories. Writing captions. Writing phrases. I can see sentences. Writing simple sentences. Writing short sentences to accompany story maps. Write a sentence- ensuring correct letter formation. Assign meaning to writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Writing simple phrases or captions. Writing Tricky Words. Mother's Day cards. Pen Disco – disco rays Text Types: Labels, simple phrases, captions, sentences, letters, descriptions	Writing simple sentences. 'Hold and write a sentence'. Write a simple sentence/caption which may include a full stop Retelling stories. Writing Character descriptions. Writing riddles and messages. Beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Writing for a purpose in role play using phonetically plausible attempts at words. Write 2 sentences-ensuring correct letter formation. Writing captions and sentences. Assign meaning to writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Writing Tricky Words. Guided writing based – short sentences. Pen Disco – squares Text Types: Labels, simple phrases, captions, sentences, retelling, descriptions, instructions	Writing simple sentences and phrases that can be read by others. Write a simple narrative in short sentences with known letter-sound correspondences may include a capital letter and full stop. Story writing. Writing sentences using a range of helpful words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences Use correct letter formation. 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. Assign meaning to my writing. Writing initial sounds and CVC/ CCVC / CVCC words. Spell words by identifying the sounds. Writing Tricky Words Guided writing based – short sentences. Father's Day cards. Pen Disco - spirals Text Types: Labels, simple phrases, captions, description, information, poems, recounts, instructions, predictions.
Handwriting Opportunities	Draws- lines, circles dots, straight lines, crosses, waves.	Draw-loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns	Write long letters: l,i,u,t,j,y One-armed robot letters: r,b,n,h,m,k,p.	Write long letters: l,i,u,t,j,y One-armed robot letters: r,b,n,h,m,k,p.	Curly letters: c,a,d,o,s,g,q,c,f Zig-zag letters: z,v,w,x Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Curly letters: c,a,d,o,s,g,q,c,f Zig-zag letters: z,v,w,x Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Mathematics-Red Rose	Unit 1: Number 1 Unit 2: Number 2 Unit 3: Number 3 Unit 4: Number 4 Unit 5: Number 5	Unit 6: Number 6 Unit 7: Number 7 Unit 8: Number 8 Unit 9: Number 9 Unit 10: Number 10 Unit 11: Counting and comparing	Unit 12: Partitioning Unit 13 Addition and Subtraction Unit 14 Comparing Measures Unit 15 Sorting and Pattern Unit 16 Shape	Unit 17 Addition and Subtraction Unit 18 Multiplication and Division Unit 19 Space Unit 20 Time Unit 21 Counting, comparing and ordering Unit 22 Numbers to 20	Unit 23 Measures (Length Mass and Capacity) Unit 24 Money Unit 25 Shape, sorting and numerical pattern Unit 26 Multiplication and Division	Unit 27 Space Unit 28 Time Unit 29 Addition and Subtraction Unit 30 Number to 20
Understanding of the World- History- Past and Present	Who is in my family? Commenting on photos of their family – naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Talk about how they've changed-baby to now. Black History month <u>History-Our Families</u> Substantive (First Order) Concept: Childhood	Links to festivals: Bonfire night- Guy Fawkes, Remembrance Sunday Diwali, Hannukah, Christmas. Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. <u>History-Houses and Homes</u> Substantive (First Order) Concept: Civilisation	Past and present transport. Talking about the traditions of New Year. Chinese New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences. <u>History-Transport</u> Substantive (First Order) Concept: Trade	Roles of different jobs around us. What jobs do our family members do? <u>History-Teachers and Police</u> Substantive (First Order) Concept: Justice and Equality	Farms past and present. Animals in the past and animals in the present.	Exploring the seaside now and in the past. 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 <u>History-People who lead us- Headteacher Substantive (First Order) Concept: Leadership</u>
Technology <u>Project Evolve</u>	Using the IWB	Taking photos with iPad	IWB-Busy Things Activity		Programming a beebot	

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Geography- People, Culture and Communities	Describing their environment around them. Where they live Journey to school-can they locate their home on google maps? Maps-How do we use maps? School environment-Our School-Looking at school-map. Globe as a map of the world	Use world maps to show children where some stories are based. Begin to understand why maps are so important to postmen. Our local area. Finding my home Google Maps. Names of different countries where celebrations take place. Discuss and compare different environments	Looking after our world- Introduce the children to recycling. Look at what rubbish can do to our environment and animals. Describe their local habitat and a contrasting country-environment and animals. What are the similarities and differences? Arctic and Africa. How are places around the world different to where I live?	Maps of the farm (trip) and developing maps of the local area.	Google maps-countries Where different animals live-habitats. Similarities and differences of countries to England. Exploring the differences between land and water.	Talk about the lives of the people around them and their roles in society. Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. 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
Cultural Events	Harvest Festival	Bonfire Night, Diwali, Remembrance Sunday, Christmas, Hannukah.	Chinese New Year	Pancake Day, Easter, Mother's Day, Holi Hindu Festival	Eid	Eid
Science- The Natural World	Ourselves – simple parts of the body. Healthy eating 5 senses. Seasons – Autumn – differences and changes over time – weather, animals and plants.	Exploring light and dark. How can we see in the dark? Exploring Space. How can we get to Space? Introduce the children to NASA and astronauts. Seasons- Winter-Water Freezing-Temperature change Nocturnal animals – making sense of habitats. Which animals are nocturnal?	Describe their local habitat and a contrasting country-environment and animals. What are the similarities and differences? Arctic and Africa. Floating and sinking Space and planets Seasons – Winter – differences and changes over time – weather, animals and plants. Melting ice experiments. 5 senses.	Simpler properties of materials- explore materials-waterproof Seasons – Spring – differences and changes over time – weather, animals and plants.	Show care and concern for living things. Planting Sunflowers, beans and other flowers. Observing minibeasts. Looking after the caterpillars. Life cycles-chick, flower, humans How to care for a flower Exploring Animals Habitats- Compare locations -Where in the world animals live Explore the natural world around them, making observations and drawing pictures of animals and plants	Seasons – Summer – differences and changes over time – weather, animals and plants. Know some similarities and differences between the natural world around them and contrasting environments. Name common plants Plant seeds and observe changes that occur Show care for living things
<u>Plan Science</u>	<u>Humans: Relationships and self-care</u>	<u>Light: Shadows, rainbows</u> <u>Sound: Outside, make them</u>	<u>Forces: Natural World</u>	<u>Plants and animals (excluding humans): Natural world, different environments, plants, animals, habitats</u>	<u>Earth and Space: Natural world; sun, moon, planets, stars, space travel</u> <u>Material: heated and cooled, change over time</u>	<u>Seasonal changes: Natural world, seasons, living things</u>
Experiments	Gloop Magic milk Walking water	Make own snow Firework Lava lamps	Rain clouds Floating and sinking Battery and coin magic	Dish soap slime Fizzy painting Dancing rain	Baking soda balloon Vortex Whirlpool	Changing state experiment – chocolate / butter Skittles rainbow Bubble foam

St Anne's Primary School Reception Long Term Overview (Cycle 1)



RE Christian Value/SASA-	Being Special: Where do we belong. Respect	Why is Christmas special for Christians? Thankfulness	Why is the word 'God' so important to Christians? Hope	Why is Easter special to Christians? Love	What places are special and why? Forgiveness	What times/stories are special and why? Faithfulness
---	---	--	---	--	---	---

St Anne's Primary School Reception Long Term Overview (Cycle 1)



Expressive arts and design	Role play linked to topic as well as home corner all year round. Self-portraits. beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Use of the continuous provision and how to use the paint and workshop areas. Autumn pictures. Mixing colours and exploring textures.	Role play linked to topic as well as home corner all year round. Christmas Cards. Linking colours to festivals. Firework pictures. Rocket models. Listen to music and make their own dances in response. Christmas decorations, cards and calendars, Clay/plasticine to make Divas. Using glue and tape to secure.	Role play linked to topic as well as home corner all year round. Chinese New Year-lanterns Artic Animals African Animals Snowflakes. Winter pictures-Jack frost painting Making collages	Role play linked to topic as well as home corner all year round. Easter cards and crafts. Spring pictures. Flower artwork. Mixing watercolour paints Mother's Day cards	Role play linked to topic as well as home corner all year round. Symmetrical Butterflies. Farm pictures Minibeast sculptures Junk modelling Printing	Role play linked to topic as well as home corner all year round. Under the sea collage and painting. Summer pictures. Natural transient art. Sun catchers Father's Day cards
Famous Artist-Art	Andy Goldsworthy-nature-leaf man 	Kurt Schwitters-collage-bonfire pictures Jackson Pollock-splatter painting 	Betty Woodman-clay art-lantern 	Georges Seurat-pointillism-stone egg 	Giuseppe Arcimboldo-fruit faces 	Vann Gough- Sunflowers 
DT Opportunities	Begin to explore the areas where creating and building happen. Junk modelling Baking Structures: Houses Pumpkin soup Den making Build models using construction equipment	Use the resources independently and tidy up Papier mâché Making playdough/clay candle holders	Talk about your creations. Begin to plan and have purpose where appropriate. Structures-Junk modelling – making vehicle -Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials- tapes and glue.	Talk about your creations. Begin to plan and have purpose where appropriate. Traditional Tales – Building bridges Houses-straw, brick, wood Easter nests Provide children with a range of materials for children to construct with.	Explore the resources available. Make decisions and talk about ideas. Fruit salad	Begin to make changes to your creations Baking Making soup Seaside fossil (salt dough) Junk modelling-boats Create a sea creature using junk model and adding to picture of under the sea background.
Famous Artist-DT	Me- Nursery rhymes and action songs.	Chie Hitotsuyama-3D sculpture-Making planets  My Stories- Nursery rhymes and action songs.	Veronika Richterová-sculptures form bottles-making the Earth  Everyone- Nursery rhymes and action songs.	Alma Woodsey Thomas-Mosaic inspired Art-pasta  Our World- Nursery rhymes and action songs.	Derek Gores-Collages out of magazines-animal  Big Bear Funk- Nursery rhymes and action songs.	David Edgar-Recyclable waste-animal/marine life  Reflect, Rewind and Replay- Consolidate learning from throughout the year.

St Anne's Primary School Reception Long Term Overview (Cycle 1)

