



Folksworth Church of England Primary School Reception Long Term Overview

Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside!/ Growing	Summer 1 Amazing Animals!	Summer 2 Journeys/ Fun at the Seaside!
Possible Ideas / Lines of Enquiry – adapted according to children’s interests					
Starting school My new class Relationships Feelings What am I good at? My family Family tree People who help us Make a sculpture: Andy Goldsworthy Birds of Prey Visit Being kind and making friends	Little Red Hen – Harvest Remembrance Day Seasons - Autumn Bonfire Night - firework safety Birthdays Weekly News Diwali Christmas/Father Christmas story Christmas around the world The Nativity Christmas Lists Trip to Panto	Seasons- Winter Fun science/freezing and melting Arctic Climates / Hibernation Penguins Animals in winter Where in the world? (Comparing our weather to other countries Arctic and the North Pole) Chinese New Year Fly me to the moon! Who was Neil Armstrong? Our local area -Visit the Church Pancake Day	Easter Seasons – Spring Exploring food (healthy food choices) Gardening Plants & Flowers Planting seeds Arts & Design focus Monet, Van Gogh Plants & Flowers Reduce, Reuse & Recycle How can we look after our Earth and animals? *Traditional stories may be covered during this section.	Life cycles of butterflies, frogs and hens Butterfly net Farm animals/trip to a farm? Safari animals Animals around the world Climates Minibeasts Minibeast hotel Visit from the Creepy Crawley Show? Animal Arts and crafts Animal patterns Happy Habitats Maps Fossils	Summer holidays (past and present) Where do we live in the UK? Finding out about ways to travel Finding out about vehicles past and present Designing our own vehicles Hot places Who lives under the sea? Holiday clothes and packing Where in the world shall we go? Send me a postcard! Marine life Seasons -Summer -sun safety Fun science/shadows - using the sun to make pictures Trip to the Park
POSSIBLE TEXTS AND ‘OLD FAVOURITES’					
So Much! All Are Welcome The Colour Monster The Big Book of Families Funnybones Real Superheroes Elmer Owl Babies Ruby’s Worry Meesha Makes Friends Ravi’s Roar Tilda Tries Again The See Saw Perfectly Norman The Hueys in the New Jumper What We’ll Build The Button Box See Inside Your Body Hair Love	Little Red Hen - Talk for Writing The Story of Rama & Sita The Leaf Man Grandpa Green The Gingerbread Man The Perfect Fit The Nativity The Leaf Thief Sweep Cake The Fairies – Petal and Nettle and the Big Birthday Surprise The Pirates Are Coming! The Memory Tree Step Inside Homes Through History	Lost and Found The Snowman Immi Polar Bear, Polar Bear Antarctica Snow Babies Snow The Man on the Moon Chinese New Year Maps and Atlases, non fiction books The Invisible String The Invisible Wonders of the World The Way Back Home Bob, The Man on the Moon How to Catch a star The Way Back Home Look Up	The Easter Story Farmer Duck Pink is for Boys The Extraordinary Gardner The Great Fairy Tale Disaster What Happen to You? Goldilocks (A Hashtag Cautionary Tale) – online safety picture book Goldilocks and Just the One Bear One Springy Day Out And About: A First Book of Poems My Friend Earth Jack and the Beanstalk - Talk for Writing The Tiny Seed Oliver’s Vegetables Jack and the Beanstalk Jack and the Baked Beanstalk Someone Swallowed Stanley We’re Going on a Bear Hunt	Spinderella Conker the Chameleon Omar, the Bees and Me The Pet The Koala Who Could The Squirrels Who Squabbled Oi Dog! The Odd Egg Sail Trail Tadpoles Promise The Big Book of Bugs Library Lion Dan and Diesel What the Ladybird Heard Rosie’s Walk The Very Hungry Caterpillar The Bad Tempered Ladybird Giraffes Can’t Dance Dear Zoo The Billy Goats Gruff -Talk for Writing	The Hospital Dog Saving Tally Sharing a Shell We Don’t Eat Our Classmates Happy Mr. Gumpy’s Outing Commotion in the Ocean What the Ladybird heard at the Seaside The Storm Whale The Train Ride Lubna and Pebble Rainbow Fish
‘Wow’ Moments / Enrichment					
Family picnic Autumn nature walk linked to the story - Leaf Man Nurse /police officer/vet/soldier Role Play Pet in National Poetry Day 7 th October Birds of Prey Visit	Remembrance Day Nature Scavenger Hunt with Parents Guy Fawkes / Bonfire Christmas Time / Nativity Panto Road Safety Children in Need Anti- Bullying Week Nursery rhyme week	Valentines day Chinese New Year National Handwriting Day 23 rd January National Storytelling week 30 th Jan-6 th Feb Random Acts of Kindness Week Internet Safety Day Map work - make a map of our way to school/to the church	Reading Picnic with parents (if possible) Planting seeds Easter time Vincent Van Gogh Study Mother’s Day Queen’s Birthday Science Week Easter Egg Hunt Fruit Kebabs World Book Day	Butterflies Weather experiments Weather Forecast videos Mother’s Day Easter bonnet parade Visit to the farm?	Under the Sea – singing songs and sea shanties Map work - Find the Treasure Father’s Day Pirate Day Healthy Eating Week World Environment Day



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Communication and Language (Prime Area)

C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS nativity. Daily story time using high quality texts.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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.

ELG: Speaking

Children at the expected level of development will:

- 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.

Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 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. Engage in storytimes. 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. Use new vocabulary in different contexts Learn rhymes, poems and songs Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> Welcome to EYFS Settling in activities and introducing routines – good sitting, good listening skills. Making friends Daily storytime discussing plot, main events and characters. Children talking about experiences that are familiar to them Discuss what are your passions / goals / dreams? Show an interest in the lives of other people – ask who, where and when questions building to why and how do you know. Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”) Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. 	<ul style="list-style-type: none"> Develop story telling exploring feelings, actions and motives of characters. Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. Daily storytime Opportunities for retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary Ask who, where and when questions building to why and how do you know. Retell and sequence events in the order they happened. 	<ul style="list-style-type: none"> Tell me why! Develop problem solving vocabulary. Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. Daily storytime – take on different roles in imaginative play. Using language well Retell a story with story language Remember key points from a story I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Ask who, where and when questions building to why and how do you know. Retell and sequence events in the order they happened adding more detail. 	<ul style="list-style-type: none"> Develop explanations – e.g. I knew it would be cold outside because he’s putting on his coat and hat. Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. Daily storytime – practise possible conversations between characters. Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: Talk for Writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences Ask who, where and when questions building to why and how do you know. 	<ul style="list-style-type: none"> Can you recount an event? Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. Daily storytime Learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Describe events in some detail: farm trip, frog life cycle Ask who, where and when questions building to why and how do you know. 	<ul style="list-style-type: none"> Tell me about differences? Develop vocabulary related to the area being taught. Introduce and use vocabulary deliberately and systematically. Daily storytime Learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year Ask who, where and when questions building to why and how do you know.



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Personal, Social and Emotional Development (Prime Area)

PSED is developed throughout the year using the Cambridgeshire PSHCE scheme of work, opportunities for collaborative play, daily group discussions, opportunities for show and tell, clear behaviour expectations with positive behaviour modelled, encouraging children to express their feelings and consider the feelings of others, receiving regular feedback in order to improve – seeing that feedback is not negative.

<p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
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Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
<ul style="list-style-type: none"> ▪ See themselves as a valuable individual. ▪ Build constructive and respectful relationships. ▪ Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others. ▪ Manage their own needs. ▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine ○ being a safe pedestrian 	<p><u>PSHCE UNITS: Myself and My Relationships</u></p> <ul style="list-style-type: none"> ▪ MMR1 Beginning and Belonging ▪ MMR 2 Family and Friends ▪ MMR3 My Emotions 		<p><u>PSHCE UNITS: Healthy and Safer Lifestyles</u></p> <ul style="list-style-type: none"> ▪ HSL1 My Body and Growing up ▪ HSL2 Keeping Safe (including drug education) ▪ HSL 3 Healthy Lifestyles 		<p><u>PSHCE UNITS: Citizenship</u></p> <ul style="list-style-type: none"> ▪ Cit1 Identities and Diversity ▪ Cit2 Me and My World 	
	<p><u>Education for a Connected World (Project Evolve)</u> Self image and identity Online Bullying</p>		<p><u>Education for a Connected World (Project Evolve)</u> Online Relationships Online Reputation Privacy and Security</p>		<p><u>Education for a Connected World (Project Evolve)</u> Health, Wellbeing and Lifestyle Managing Online Information Copyright and Ownership</p>	



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Physical Development (Prime Area)

Physical development is encouraged throughout the year through children having regular access to outdoor space with a range of surfaces and activities planned to develop their skills including transporting and carrying objects. Pupils have two hours of PE provision each week and have a designated break and lunchtime on the main playground and field with other year groups. They have access to scooters and balance bikes. There are tables in the classroom for children to sit and work at. The amount of time sitting at tables is increased across the year.

ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

ELG: Fine Motor Skills

Children at the expected level of development will:

- 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, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: • rolling • crawling • walking • jumping • running • hopping • skipping • climbing Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – introduce correct letter formation and pencil grip. Identify dominant hand Introduce lining up skills such as not standing too close and touching others. Model eating with good manners in a group. <p>PE SESSIONS: Multiskills</p>	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – introduce correct letter formation and pencil grip. Develop lining up skills such as not standing too close not touching others and waiting patiently. Model eating with good manners in a group. <p>PE SESSIONS: Multiskills</p>	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – ensure correct letter formation and pencil grip when writing words and labels. <p>PE SESSIONS: Gymnastics</p>	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – ensure correct letter formation and pencil grip when writing words and labels. <p>PE SESSIONS: Dance</p>	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – ensure correct letter formation and pencil grip when writing words, labels and sentences. <p>PE SESSIONS: Athletics</p>	<ul style="list-style-type: none"> Independent mark making opportunities Dough disco Drawing opportunities RWI – ensure correct letter formation and pencil grip when writing words, labels and sentences. <p>PE SESSIONS: Team Games</p>



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Literacy (Specific Area)

Reading: Children will visit the library/ select a reading for pleasure book regularly.

Phonics: Children will be working in different groups for Read Write Inc. according to levels of ability. These are reviewed on a half termly basis.

Talk for Writing used as stimulus across the year. Texts are chosen according to children's interests

ELG: Comprehension

Children at the expected level of development will:

- 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.

ELG: Word Reading

Children at the expected level of development will:

- 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.

ELG: Writing

Children at the expected level of development will:

- 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.

Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
<ul style="list-style-type: none"> 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 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. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Name writing Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing for a purpose in role play 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Recount, Name writing, labelling, talk for writing block, story scribing retelling stories Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. Teach capital letters <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, Writing lists 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. Teach capital letters <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Creating own story maps, writing captions and labels, writing simple sentences Writing short sentences to accompany story maps. Labels and captions – seed life cycle Character descriptions. Order the Easter story 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. Form capital letters Finger spaces <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount – A trip to the farm Acrostic poems 	<ul style="list-style-type: none"> RWI scheme Independent activities linked to word reading at stage of RWI scheme children are at. Access to word mats for green and red words. Form capital letters Finger spaces <p>WRITING OPPROTUNITIES</p> <ul style="list-style-type: none"> Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters. Using familiar texts as a model for writing own stories. Character description –sea creatures



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Mathematics (Specific Area)

Children have access to mathematical resources to be selected and used in independent activities. Regular opportunities for counting, measuring and comparing are building in across the school day through everyday routines (such as taking the register), questioning and discussion.

ELG: Number

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number; 14
- 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.

ELG: Numerical Patterns

Children at the expected level of development will:

- 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.

Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
<ul style="list-style-type: none"> Count objects, actions and sounds Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. 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. 	<ul style="list-style-type: none"> baseline assessment subitising Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns 	<ul style="list-style-type: none"> Representing and comparing 1,2,3 Composition of 1,2,3 subitising Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time) 	<ul style="list-style-type: none"> subitising Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height 	<ul style="list-style-type: none"> 9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation 	<ul style="list-style-type: none"> Building numbers beyond 10 Counting patterns/spatial reasoning Adding more Taking away 	<ul style="list-style-type: none"> Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding Patterns Consolidation



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Understanding the World (Specific Area)

Children will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. Experiences are not limited to just these will be regularly reviewed depending on the cohort and will be flexible to react to child interest and events. Continuous provision examples include natural materials, indoors and outdoors, to explore, stone, collections, magnetic, construction, classroom IWB, iPads,

<p>ELG: Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>ELG: The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.
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<ul style="list-style-type: none"> ▪ Talk about members of their immediate family and community. ▪ Name and describe people who are familiar to them. 	<ul style="list-style-type: none"> • Identifying their 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. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. • Talk about members of their immediate family and community. • Read fictional stories about families and start to tell the difference between real and fiction. 	<ul style="list-style-type: none"> • recognise and describe special times or events for family or friends 		<ul style="list-style-type: none"> • To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. • Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 		
<p>History</p> <ul style="list-style-type: none"> ▪ Compare and contrast characters from stories, including figures from the past. ▪ Comment on images of familiar situations in the past. 		<ul style="list-style-type: none"> • talk about significant events in my own experience • Guy Fawkes: learn about his significance and the gunpowder plot through story. • 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 			<ul style="list-style-type: none"> • Listening to stories of famous people from history and placing events in chronological order. 	<ul style="list-style-type: none"> • Seaside long ago – compare and contrast past and present • Compare and contrast different forms of transport from now and the past.



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<p>Science</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside. 		<ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) talk about why things happen: making bread name and explore the 5 senses, explaining in simple terms what the 5 senses are. Talk about how shadows are formed (linked to shadow puppets) 	<ul style="list-style-type: none"> understand the effects of changing seasons on the world around me Changing seasons: winter focus Ice experiments 	<ul style="list-style-type: none"> Growth & Change: seed life cycle understand the key features of the life cycle of a plant Know what a plant needs to grow (growing the beanstalk) Grow sunflowers (linked to Van Gogh) Changes in living things – Changes in the leaves, weather, seasons Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Facilitate opportunities for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> Observe and describe things they have seen whilst outside, including plants and animals. Build a 'Bug Hotel' Growth & Change: frog and butterfly life cycles start to develop an understanding of growth, decay and changes over time talk about some of the things observed such as plants, animals, natural and found objects show care and concern for living things in the environment (butterflies) Nocturnal Animals Making sense of different environments and habitats 	<ul style="list-style-type: none"> Boat building Metallic / non-metallic objects
<p>Geography</p> <ul style="list-style-type: none"> Recognise some environments that are different from the one in which they live. Explore the natural world around them. Recognise some similarities and differences between life in this country and life in other countries Draw information from a simple map. 	<ul style="list-style-type: none"> Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. 		<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Know there are different countries in the world. Learn more about China (linked to Chinese New Year). Explore Google Earth 	<ul style="list-style-type: none"> How can we look after our environment? Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. 	<ul style="list-style-type: none"> Investigate what we can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Visit the zoo. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Facilitate opportunities for children to describe and comment on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> Look at and draw maps of our journey to school. Look on Google Earth identifying features of the local environment, Explore other places on Google Earth: how are they similar/different? Similarities and differences between countries/environments/Africa/Animals Share non-fiction texts that offer an insight into contrasting environments. Read and discuss information from a simple map
<p>RE / Festivals</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Harvest Festival <p>RE UNIT Emmanuel Project: Why is the word 'God' so important to Christians? (God/Creation) Including an encounter with... A Muslim whispering Allah in a baby's ear.</p>	<ul style="list-style-type: none"> Diwali Christingle <p>RE UNIT Emmanuel Project: Why do children perform nativity plays at Christmas? (incarnation) Including an encounter with... A Muslim Story: Muhammad and the Ants</p>	<ul style="list-style-type: none"> Chinese New Year <p>RE UNIT Emmanuel Project: How can we help others when they need it? (Salvation) Including an encounter with... A Sikh story: Har Gobind and the 52 Princes.</p>	<ul style="list-style-type: none"> Easter Service <p>RE UNIT Emmanuel Project: Why do Christians put a cross in an Easter garden? (Salvation) Including an encounter with... A Buddhist Story: The Monkey King</p>	<ul style="list-style-type: none"> Pesach May Day <p>RE UNIT Emmanuel Project: What makes every single person unique and precious? (incarnation) Including an encounter with... Hindus celebrating at Raksha Bandhan</p>	<ul style="list-style-type: none"> Eid Al Adha <p>RE UNIT Emmanuel Project: How can we care for our wonderful world? Including an encounter with... Tu be Shevat: The Jewish 'Birthday of Trees'</p>



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Expressive Arts and Design (Specific Area)

Children will have access and regular opportunities for painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work is displayed in the classroom and children to explain their work to others.

Children have regular opportunities to experience a range of music; learning and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

ELG: Creating with Materials

Children at the expected level of development will:

- 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.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- 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.

Ongoing (Development Matters)	Autumn 1 Magical Me!	Autumn 2 Celebrations!	Spring 1 Around the World!	Spring 2 Come Outside! Growing	Summer 1 Amazing Animals!	Summer 2 Journeys Fun at the Seaside!
DRAMA <ul style="list-style-type: none"> ▪ Watch and talk about dance and performance art, expressing their feelings and responses. ▪ Develop storylines in their pretend play. 	<ul style="list-style-type: none"> • Build stories around toys (small world) use available props to support role play • Feelings: taking photos of children acting out emotions • Drama conventions through literacy • Role play area to represent a home looking at my family. 	<ul style="list-style-type: none"> ▪ Listen to music and make their own dances in response. ▪ Retell Christmas stories or poems ▪ The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. ▪ Drama conventions through literacy ▪ Access to role play linked to preparing a meal for a celebration/ Post office to post letters for a celebration. 	<ul style="list-style-type: none"> ▪ Drama conventions through literacy ▪ Access to role play linked to Chinese New Year/ an artist's studio/ space rocket 	<ul style="list-style-type: none"> ▪ Drama conventions through literacy ▪ Role play area linked to gardening shop. 	<ul style="list-style-type: none"> ▪ Learn a traditional African song and dance and perform it / Encourage children to create their own music ▪ Exploration of other countries – dressing up in different traditional costumes ▪ Role play area – veterinary surgery/ Mary Anning's Workshop 	<ul style="list-style-type: none"> ▪ Puppet shows: Provide a wide range of props for play which encourage imagination. ▪ Role play area linked to travel agents/ airport/ mechanics workshop
Art and Design <ul style="list-style-type: none"> ▪ Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • beginning to mix colours and experiment with different paints • Andy Goldsworthy natural art • To draw a self-portrait (enclosing lines): draw definite features 	<ul style="list-style-type: none"> ▪ Use different textures and materials to make firework pictures ▪ Art inspired by Wassily Kandinsky (Triangles and Circles – Maths link) ▪ Christmas decorations, Christmas cards, 	<ul style="list-style-type: none"> ▪ Learn about a famous artist and talk about them (Van Gogh) ▪ Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus! ▪ Use technology to 'step into' Van Gogh pictures and explore. ▪ Chinese writing, puppet making, Chinese music and composition ▪ can explore how colour can be changed (tinting) 	<ul style="list-style-type: none"> ▪ combine media to make a collage (collage chick) ▪ Mother's Day crafts ▪ Easter crafts printing, patterns on Easter eggs ▪ Rubbings of leaves/plants ▪ Make different textures; make patterns using different colours ▪ Van Gogh Sunflowers 	<ul style="list-style-type: none"> ▪ symmetrical butterflies ▪ Artwork themed around African Art ▪ Rousseau's Tiger / animal prints 	<ul style="list-style-type: none"> ▪ Water pictures, collage ▪ Father's Day Crafts ▪ Colour mixing, wax resistant painting, masking tape batik – underwater pictures. ▪ Shading by adding black or white, colour ▪ mixing for beach huts. ▪ Sand pictures / Rainbow fish collages
Design Technology <ul style="list-style-type: none"> ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ▪ Create collaboratively, sharing ideas, resources and skills. 	<ul style="list-style-type: none"> ▪ Build models using construction equipment. ▪ Junk modelling, take picture of children's creations and record them explaining what they did. 	<ul style="list-style-type: none"> ▪ Penguin models ▪ Shadow Puppets ▪ Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue 	<ul style="list-style-type: none"> ▪ Designing homes for hibernating animals ▪ Junk modelling rockets ▪ Making fire breathing dragons to celebrate Chinese New Year 	<ul style="list-style-type: none"> ▪ Children will explore ways to protect the growing of plants by designing scarecrows. ▪ Use different textures and materials to make houses for the Three Little Pigs 	<ul style="list-style-type: none"> ▪ Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks ▪ Use various construction materials: making a goat for the Billy Goats Gruff ▪ Create collaboratively: making 3d ladybird shells: papier mache: working in pairs ▪ Provide children with a range of materials for children to construct with. 	<ul style="list-style-type: none"> ▪ Making passports. ▪ Lighthouse designs ▪ Designing our own vehicles



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<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> ▪ Listen attentively, move to and talk about music, expressing their feelings and responses. ▪ Sing in a group or on their own, increasingly matching the pitch and following the melody ▪ Explore and engage in music making and dance, performing solo or in groups. 	<p>CHARANGA UNIT: Me!</p>	<p>Nativity Performance</p> <p>Christmas Songs</p>	<p>CHARANGA UNIT: Our World</p>	<p>CHARANGA UNIT: Everyone</p>	<p>CHARANGA UNIT: Big Bear Funk</p>	<p>CHARANGA UNIT: My Stories</p>
<p style="text-align: center;">COMPUTING</p>	<p>X</p>	<p>KAPOW UNIT: Using a Computer</p>	<p>KAPOW UNIT: All About Instructions</p>	<p>KAPOW UNIT: Exploring Hardware</p>	<p>KAPOW UNIT: Bee-Bots</p>	<p>KAPOW UNIT: Introduction to Data</p>