

## Reception Long Term Overview

Area of Learning	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!
<p>Possible Ideas / lines of enquiry</p> <p>These mini ideas within the themes may change or be replaced depending on child interest or fascination.</p>	<p>Starting school</p> <p>My new class</p> <p>PSED focus</p> <p>Relationships</p> <p>Feelings</p> <p>What am I good at?</p> <p>My family</p> <p>Family tree</p> <p>People who help us</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Birds of Prey Visit</p> <p>Being kind and making friends</p>	<p>Little Red Hen – Harvest</p> <p>Remembrance Day</p> <p>Seasons - Autumn</p> <p>Bonfire Night - firework safety</p> <p>Birthdays</p> <p>Weekly News</p> <p>Diwali</p> <p>Christmas/Father Christmas story</p> <p>Christmas around the world</p> <p>The Nativity</p> <p>Christmas Lists</p> <p>Trip to Panto</p>	<p>Seasons- Winter</p> <p>Fun science/freezing and melting</p> <p>Arctic</p> <p>Climates / Hibernation</p> <p>Penguins</p> <p>Animals in winter</p> <p>Where in the world?</p> <p>(Comparing our weather to other countries Artic and the North Pole)</p> <p>Chinese New Year</p> <p>Fly me to the moon!</p> <p>Who was Neil Armstrong?</p> <p>Our local area -Visit the Church</p>	<p>Pancake Day</p> <p>Easter</p> <p>Seasons – Spring</p> <p>Exploring food (healthy food choices)</p> <p>Gardening</p> <p>Plants &amp; Flowers</p> <p>Planting seeds</p> <p>Arts &amp; Design focus Monet, Van Gogh</p> <p>Plants &amp; Flowers</p> <p>Reduce, Reuse &amp; Recycle</p> <p>How can we look after our Earth and animals?</p> <p>*****</p> <p>Traditional stories may be covered during this section.</p>	<p>Fun Science - Life cycles of butterflies, frogs and hens</p> <p>Farm animals/trip to a farm?</p> <p>Safari animals</p> <p>Animals around the world</p> <p>Climates</p> <p>Minibeasts</p> <p>Minibeast hotel</p> <p>Visit from the Creepy Crawley Show?</p> <p>Animal Arts and crafts</p> <p>Animal patterns</p> <p>Happy Habitats</p> <p>Maps</p>	<p>Summer holidays (past and present)</p> <p>Where do we live in the UK?</p> <p>Finding out about ways to travel</p> <p>Finding out about vehicles past and present</p> <p>Designing our own vehicles</p> <p>Hot places</p> <p>Who lives under the sea?</p> <p>Holiday clothes and packing</p> <p>Where in the world shall we go?</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Seasons -Summer -sun safety</p> <p>Fun science/shadows - using the sun to make pictures</p> <p>Trip to the Park</p>
POSSIBLE TEXTS AND 'OLD FAVOURITES'	<p>So Much!</p> <p>All Are Welcome</p> <p>The Colour Monster</p> <p>The Big Book of Families</p> <p>Funnybones</p> <p>Real Superheroes</p> <p>Elmer</p> <p>Owl Babies</p> <p>Ruby's Worry</p> <p>Meesha Makes Friends</p> <p>Ravi's Roar</p> <p>Tilda Tries Again</p> <p>The See Saw</p> <p>Perfectly Norman</p> <p>The Hueys in the New Jumper</p> <p>What We'll Build</p> <p>The Button Box</p> <p>See Inside Your Body</p> <p>Hair Love</p>	<p>Little Red Hen - Talk for Writing</p> <p>The Story of Rama &amp; Sita</p> <p>The Leaf Man</p> <p>Grandpa Green</p> <p>The Gingerbread Man</p> <p>The Perfect Fit</p> <p>The Nativity</p> <p>The Leaf Thief</p> <p>Sweep</p> <p>Cake</p> <p>The Fairies – Petal and Nettle and the Big Birthday Surprise</p> <p>The Pirates Are Coming!</p> <p>The Memory Tree</p> <p>Step Inside Homes Through History</p>	<p>Lost and Found</p> <p>The Snowman</p> <p>Immi</p> <p>Polar Bear, Polar Bear</p> <p>Antarctica</p> <p>Snow Babies</p> <p>Snow</p> <p>The Man on the Moon</p> <p>Chinese New Year</p> <p>Maps and Atlases, non fiction books</p> <p>The Invisible String</p> <p>The Invisible</p> <p>Wonders of the World</p> <p>The Way Back Home</p> <p>Bob, The Man on the Moon</p> <p>How to Catch a star</p> <p>The Way Back Home</p> <p>Look Up</p>	<p>The Easter Story</p> <p>Farmer Duck</p> <p>Pink is for Boys</p> <p>The Extraordinary Gardner</p> <p>The Great Fairy Tale Disaster</p> <p>What Happen to You?</p> <p>Goldilocks (A Hashtag Cautionary Tale) – online safety picture book</p> <p>Goldilocks and Just the One Bear</p> <p>One Springy Day</p> <p>Out And About: A First Book of Poems</p> <p>My Friend Earth</p> <p>Jack and the Beanstalk - Talk for Writing</p> <p>The Tiny Seed</p> <p>Oliver's Vegetables</p> <p>Jack and the Beanstalk</p> <p>Jack and the Baked Beanstalk</p> <p>Someone Swallowed Stanley</p> <p>We're Going on a Bear Hunt</p>	<p>Spinderella</p> <p>Conker the Chameleon</p> <p>Omar, the Bees and Me</p> <p>The Pet</p> <p>The Koala Who Could</p> <p>The Squirrels Who Squabbled</p> <p>Oi Dog!</p> <p>The Odd Egg</p> <p>Sail Trail</p> <p>Tadpoles Promise</p> <p>The Big Book of Bugs</p> <p>Library Lion</p> <p>Dan and Diesel</p> <p>What the Ladybird Heard</p> <p>Rosie's Walk</p> <p>The Very Hungry Caterpillar</p> <p>The Bad Tempered Ladybird</p> <p>Giraffes Can't Dance</p> <p>Dear Zoo</p> <p>The Billy Goats Gruff -Talk for Writing</p>	<p>The Hospital Dog</p> <p>Saving Tally</p> <p>Sharing a Shell</p> <p>We Don't Eat Our Classmates</p> <p>Happy</p> <p>Mr. Gumpy's Outing</p> <p>Commotion in the Ocean</p> <p>What the Ladybird heard at the Seaside</p> <p>The Storm Whale</p> <p>The Train Ride</p> <p>Lubna and Pebble</p> <p>Rainbow Fish</p>

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<p>‘Wow’ moments / Enrichment</p> <p>Parent visits cancel do to Covid</p>	<p>Family picnic (Covid)</p> <p>Autumn nature walk linked to the story - Leaf Man</p> <p>Nurse /police officer/vet/soldier Role Play</p> <p>Pet in National Poetry Day7<sup>th</sup> October</p> <p>Birds of Prey Visit</p>	<p>Remembrance Day</p> <p>Nature Scavenger Hunt with Parents</p> <p>Guy Fawkes / Bonfire</p> <p>Christmas Time / Nativity</p> <p>Panto</p> <p>Road Safety</p> <p>Children in Need</p> <p>Anti- Bullying Week</p> <p>Nursery rhyme week</p>	<p>Valentines day</p> <p>Chinese New Year</p> <p>National Handwriting Day 23<sup>rd</sup></p> <p>January</p> <p>National Storytelling week 30<sup>th</sup> Jan-6<sup>th</sup> Feb</p> <p>Random Acts of Kindness Week</p> <p>Internet Safety Day</p> <p>Map work - make a map of our way to school/to the church</p>	<p>Reading Picnic with parents (if possible)</p> <p>Planting seeds</p> <p>Easter time</p> <p>Vincent Van Gogh Study</p> <p>Mother’s Day</p> <p>Queen’s Birthday</p> <p>Science Week Easter Egg Hunt</p> <p>Fruit Kebabs</p>	<p>Butterflies</p> <p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Mother’s Day</p> <p>World Book Day 3rd March</p> <p>Easter bonnet parade</p> <p>Visit to the farm?</p>	<p>Under the Sea – singing songs and sea shanties</p> <p>Map work - Find the Treasure</p> <p>Father’s Day</p> <p>Pirate Day</p> <p>Heathy Eating Week</p> <p>World Environment Day</p>
<p>Communication and Language</p> <p>Whole EYFS Focus – C&amp;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 productions.</p> <p>Daily story time using high quality texts.</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p>
	<p>Welcome to EYFS</p> <p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams?</p> <p>About family routines and special occasions</p> <p>Show an interest in the lives of other people</p> <p>Follow instructions (settling in, putting my things away)</p> <p>Develop vocabulary: Word aware</p> <p>Talk boost intervention</p> <p>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</p>	<p>Tell me a story!</p> <p>Develop vocabulary: Word aware</p> <p>Talk Boost interventions</p> <p>Discovering Passions</p> <p>Tell me a story - retelling stories: talk for writing</p> <p>Story language</p> <p>Listening and responding to stories</p> <p>Following instructions</p> <p>Takes part in discussion</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Choose books that will develop their vocabulary</p>	<p>Tell me why!</p> <p>Develop vocabulary: Word aware</p> <p>Talk Boost interventions</p> <p>Using language well</p> <p>Ask’s how and why questions...</p> <p>Retell a story with story language</p> <p>Remember key points from a story</p> <p>Story invention – talk it!</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>I can describe events (Chinese New Year)</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>	<p>Explain to me!</p> <p>Word Aware: explore vocab</p> <p>Reciting poems and songs</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>Tell me a story - retelling stories: Talk for Writing</p> <p>Articulate a life cycle</p> <p>I can listen to and engage in and talk about selected non-fiction</p> <p>I can articulate my ideas and thoughts into well-formed sentences</p> <p>I ask questions to find out more</p>	<p>Can you recount an event?</p> <p>Word Aware: Explore Vocab</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can listen to, engage in and talk about non-fiction</p> <p>Using the iPad to take a photograph</p> <p>I can describe events in some detail: farm trip, frog life cycle</p>	<p>Tell me about differences?</p> <p>Word Aware: Explore Vocab</p> <p>I can learn and recite, poems and songs: Rhyme of the week</p> <p>I can talk about similarities and differences between things in the past and now</p> <p>I can talk about the experiences I have had at different points in the school year (end of year video)</p>
	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems, and songs.</p>	<p>Use new vocabulary in different contexts</p>			
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>			<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>		<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p>
	<p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me? (self-regulation)</p> <p>Me and my feelings 1 &amp; 2 (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques)</p>	<p>Valuing Difference</p> <p>I’m special you’re special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>Kind and caring</p>	<p>Keeping myself safe</p> <p>What’s safe to go in my body?</p> <p>Keeping myself safe</p> <p>Safe indoors and outdoors</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who help to keep me safe</p> <p>SMART rules</p>	<p>Rights and responsibilities</p> <p>Looking after my special people: I know that caring relationships are at the heart of happy families</p> <p>Looking after my friends: I know what makes a good friend</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p>	<p>Being my best</p> <p>Bouncing back when things go wrong: resilience</p> <p>Yes I can: confidence and resilience</p> <p>Healthy eating</p> <p>Move your body</p> <p>A good nights sleep</p> <p>Importance of exercise</p>	<p>Growing and changing</p> <p>Seasons</p> <p>Life stages, plants, animals, humans</p> <p>Life stages, human life stage, who will I be?</p> <p>Where do babies come from?</p> <p>Getting bigger</p> <p>Me and my body, girls and boys</p>

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	<p>Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse Handwashing</p> <p>Class rules: Behavioural expectations in the class/boundaries set</p> <p>Class rules</p>	<p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p>		<p>Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p>Transition into Year 1</p> <p>Year 1 readiness</p>
NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.						
Physical Development YDP	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>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.</p>	<p>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.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>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.</p> <p>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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>						
Literacy	<p>Read individual letters by saying the sounds for them.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>
Comprehension - Developing a passion for reading Children will visit the library weekly	<p>I can show a preference for a book, song or rhyme.</p>	<p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories.</p> <p>I can fill in missing words from well-known rhymes</p>	<p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p>	<p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p>	<p>I am beginning to notice if my reading makes sense and looks right</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
Phonics Word Reading Children will be working in different groups for Read Write Inc. LK – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red	<p><b>Phase ½</b></p> <p>Phonic Sounds: RWI Whole class</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I can recognise words that rhyme</p>	<p><b>Phase 2</b></p> <p>Phonic Sounds: RWI Whole class</p> <p>I can Link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>I can read some Phase 2 words <b>including some tricky words</b></p>	<p><b>Phase 2</b></p> <p>Phonic Sounds: RWI Whole class</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words (Phase2/3)</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p><b>Phase 2/3</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>I can read and understand simple sentences</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can read all Phase 2 words</p> <p>I can read some of Phase 3 words</p>	<p><b>Phase 3</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>I can read phase 3 words (decodable and tricky)</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can re-read books showing increased accuracy and fluency</p>	<p><b>Phase ¾</b></p> <p>Phonic Sounds: RWI Differentiated groups</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

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Ditty Books for more confident readers.						
<p>Writing</p> <p>TFW used as stimulus across the year</p> <p>Texts may due to children's interests</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images.</p> <p>Names Labels.</p> <p>Writing for a purpose in role play</p>	<p>Recount, Name writing, labelling, talk for writing block, story scribing.</p> <p>Retelling stories</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p>	<p>Exciting adjectives 'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists.</p> <p>PHASE WORDS</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions – seed life cycle</p> <p>Character descriptions. Order the Easter story</p>	<p>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.</p> <p>Recount – A trip to the farm?</p> <p>Acrostic poems</p>	<p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p>
Mathematics	<p>X2 weeks: baseline/getting to know you</p> <p>Matching</p> <p>Sorting</p> <p>Comparing amounts</p> <p>Compare size/mass/capacity</p> <p>Exploring patterns</p>	<p>Representing and comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and triangles &amp; Spatial awareness</p> <p>The number 4/ The number 5</p> <p>One more one less</p> <p>Comparing shapes</p> <p>Night and day (routines/time)</p>	<p>Zero and comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Mass and capacity</p> <p>Learning about 6,7 and 8</p> <p>Pairs and combining groups to 10</p> <p>Length and height</p>	<p>9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10 (2 weeks)</p> <p>3D shape</p> <p>Consolidation (respond to what they need more support with)</p>	<p>Building numbers beyond 10</p> <p>Counting patterns/spatial reasoning</p> <p>Adding more x2 weeks</p> <p>Taking away x2 weeks</p>	<p>Doubles</p> <p>Sharing and grouping</p> <p>Odd and Even</p> <p>Spatial reasoning</p> <p>Deepening understanding x2 weeks</p> <p>Patterns</p> <p>Consolidation</p>
<p>Understanding the World</p> <p>Understanding the world</p> <p>History/Geography</p> <p>They 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.</p> <p>Experiences</p> <p>Not limited to just these.</p> <p>Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>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.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes</p> <p>I can talk about significant events in my own experience</p> <p>I can talk about why things happen: making bread</p> <p>I can recognise and describe special times or events for family or friends</p> <p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking)</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>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</p> <p>Celebrate Chinese New year</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p> <p>Talk about lives of people around us</p> <p>Talk about experiences at different points in the year (class calendar for each month)</p> <p>Changing seasons: winter</p> <p>Ice experiments</p> <p>Knowing there are different countries in the world (China)</p> <p>I have explored google earth</p>	<p>Understand that some places are special to members of their community.</p> <p>I can describe special events (Easter)</p> <p>Growth &amp; Change: seed life cycle</p> <p>Environment: care can concern</p> <p>I can tell you what a plant needs to grow (growing the beanstalk)</p> <p>I can understand the key features of the life cycle of a plant</p> <p>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.</p> <p>Change in living things – Changes in the leaves, weather, seasons</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Draw children's attention to the immediate environment, introducing</p>	<p>Explore the natural world around them.</p> <p>Draw information from a simple map.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Building a 'Bug Hotel'</p> <p>Growth &amp; Change: frog life cycle</p> <p>I can show care and concern for living things in the environment (butterflies)</p> <p>I can start to develop an understanding of growth, decay and changes over time</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects</p> <p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>Similarities and differences between countries/environments/Africa/Animals</p> <p>Boat building Metallic / non-metallic objects</p> <p>Seaside long ago – compare and contrast past and present</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>I can draw information from a simple map</p> <p>I can talk about ways in which I can look after the environment</p>



# Reception Long Term Overview

<p>Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads,</p> <p>RE / Festivals</p>	<p>themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed.</p>	<p>Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.</p>	<p>I understand the effects of changing seasons on the world around me</p>	<p>and modelling new vocabulary where appropriate.</p> <p>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.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>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.</p> <p>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>	<p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>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</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	
	<p><b>Which people are special and why?</b> <b>Being special: where do we belong?</b> Belonging to their family <b>Which stories are special and why?</b> Special people</p> <p>Religion: Christianity, Judaism Key Question: What make people special? Experience: I can name a person who is special to Christians.</p> <p>I can talk about a person who is special to me and why.</p> <p>Key vocabulary: Special</p>	<p>Christmas Religion: Christianity</p> <p>Key question: what is Christmas? Experience: EYFS Nativity performance (acting and singing) I can remember some characters from the Christmas story.</p> <p>I can talk about how I feel when I get given a gift.</p> <p>Key vocabulary: Jesus Mary Joseph Christmas</p>		<p>Easter Religion: Christianity</p> <p>Key Question: What is Easter? Experience: I can join in Easter celebrations in my class. I can talk about why Easter (or another special celebration) makes me happy.</p> <p>Key vocabulary: Easter Jesus</p>	<p>Stories Religion: Christianity, Islam, Hinduism, Sikhism</p> <p>Key Question: What can we learn from stories? Experience: I can listen to and recall parts of stories. I can talk about what makes me happy and sad.</p> <p>Key vocabulary: Feel Happy Sad</p>	<p>Special places Religion: Christianity, Islam, Judaism</p> <p>Key Question: What makes places special?</p> <p>Experience: I can start to recognise some religious places of worship.</p> <p>I can name a place that is special to me.</p> <p>Key vocabulary: Church Mosque Synagogue Special</p>
	<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>					

