

Greystoke Reception – Long Term Overview

| Area of Learning | Autumn 1 6 WEEKS | Autumn 2 8 WEEKS | Spring 1 7 WEEKS | Spring 2 5 WEEKS | Summer 1 6 WEEKS | Summer 2 5 WEEKS |
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| Events | Staggered starts | Remembrance Day Christmas | Chinese New Year Mother's Day | World Book Day Farm Trip | Father's Day | |
| Parental Involvement | Phonics Workshop | Parents Meetings Christmas Performance | 'SMILES' workshop | Parents Meetings | Royal Ball | End of Year Celebration |
| Topic | All About Me | Celebrations Around the World | All Creatures Great and Small | Growing and Change | The Land of Make Believe | Land, Air and Sea |
| Possible Themes/Interests/Lines of Enquiry | Transitions Setting rules and routines Families Interests, likes/dislikes Feelings, emotions Intro Zones of regulation | Countries Diwali Christmas Fireworks Night Halloween | Animals on land and in the sea Jungle/Rainforest Polar regions Under The Sea On The Farm | Lifecycles Planting Growing | Dragons and knights Royal ball Castles People Who Help Us | Transport Journeys Transition to Year 1 |
| Texts linked to Themes | A Handful of Buttons Rainbow Fish Tom Percival stories linked to feelings and emotions | Room On The Broom Around The World [ebook] A Twist In The Tail The Christmas Story Stickman | The Mixed-Up Chameleon Rumble In The Jungle Commotion In The Ocean Penguin Small What The Ladybird Heard | Jack and The Beanstalk The Hungry Caterpillar A Tadpoles Promise | Zog and The Flying Doctors Hector and The Big Bad Knight In The Castle Cinderella | Lost and Found Zoom Rocket Zoom |
| Structure | x2 A Handful of Buttons – families, where we are from x2 Rainbow Fish – being unique, what makes me special, celebrating differences x2 Tom Percival-feelings/emotions | x1 Diwali [24.10] x2 Room On The Broom – Halloween x2 Around The World [ebook] x2 Stickman - Christmas x1 Christmas | x1 Rumble In The Jungle - Jungle x1 The Mixed Up Chameleon - Rainforest x2 Commotion In The Ocean - Under The Sea x1 In Arctic Waters - Arctic x1 Penguin Small - Antarctica x1 What The Ladybird Heard | x2 Jack And The Beanstalk - Growing and planting x1 The Hungry Caterpillar - Healthy Eating x2 A Tadpoles Promise - Lifecycles | x1 Zog and The Flying Doctors x1 People Who Help Us x1 Hector and The Big Bad Knight x1 In The Castle x1 Cinderella | x2 Transport past and present x1 Lost and Found x2 Zoom Rocket Zoom - Space |
| 10 Books for Storytime | 1. The Tiger Who Came for Tea 2. The Gruffalo 3. Aliens Love Underpants 4. Stickman 5. Sharing A Shell 6. The Little Red Hen 7. We're Going On A Bear Hunt 8. Elmer 9. Meg and Mog 10. Pumpkin Soup | | 1. Goldilocks and The Three Bears 2. Monkey Puzzle 3. A Squash and A Squeeze 4. The Three Little Pigs 5. Noah's Ark 6. Giraffes Can't Dance 7. What The Ladybird Heard Next 8. The Gingerbread Man 9. The Day The Crayons Quit 10. Little Red Riding Hood | | 1. Jaspers Beanstalk 2. The Jolly Postman 3. Zog 4. The First Hippo On The Moon 5. The Three Billy Goats Gruff 6. The Smartest Giant In Town 7. Handa's Surprise 8. Where The Wild Things Are 9. Hairy Maclary 10. How To Catch A Star | |
| Traditional Rhymes | This Little Piggy Diddle Diddle Dumpling Georgie Porgie Once I Caught A Fish Alive This Old Man Five Little Ducks Five Little Speckled Frogs Pat a Cake One, Two, Buckle My Shoe Rain, rain, go away Ring O'Roses | The Grand Old Duke of York I'm a Little Teapot Little Bo Peep Little Miss Muffet London Bridge Hey Diddle Diddle Hickory Dickory Dock Here We Go Round The Mulberry Bush The Queen Of Hearts Oranges and Lemons | Wind the Bobbin Up Rock a Bye Baby Five Little Monkeys Twinkle Twinkle Little Star Heads, Shoulders, Knees and Toes If You're Happy And You Know It It's Raining, It's Pouring Old King Cole Pussy Cat, Pussy Cat Sing A Song Of Sixpence | Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Hot Cross Buns Humpty Dumpty Horsie Horsie She'll Be Coming Round The Mountain | Little Boy Blue Mary Had a Little Lamb Mary, Mary, Quite Contrary Old MacDonald Had A Farm Little Tommy Tucker Pop Goes The Weasel Old Mother Hubbard Wee Willy Winkie Two Little Dickie Birds Polly Put The Kettle On | Jack be nimble Jack and Jill See Saw, Margery Daw Simple Simon Three Blind Mice Frere Jaques There Was An Old Woman Who Lived in A Shoe Five Little Men In A Flying Saucer Girls And Boys come Out To Play |
| Blended Learning | Immersive Reader | Kahoot | Flipgrid | Digital Inking | Tapestry | Tapestry |

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| <p>Communication and Language</p> | <p>Listens and participates during whole class story sessions. Comments on stories they have heard. Joins in with repeated refrains. Sequences familiar stories. Gives personal responses to texts.</p> | <p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Sequences stories. Develops an understanding of non-fiction texts. Engages in story times. Develops a deeper understanding of rhyme.</p> | <p>Develops deeper understanding of why questions, asking and answering appropriately. Introduction to poetry. Engage in non-fiction books. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Emphasis on talk for writing. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Further deepen questioning skills. Begins to use story language to retell and create own stories.</p> | <p>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. Takes on the roles of different characters through 'hot seating'. Character profiling. Develops an understanding of non-fiction texts.</p> | <p>Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> |
| <p>Personal, Social and Emotional Development</p> | <p>See themselves as a valuable individual. Explore being unique and gaining a sense of belonging. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand the reason for rules and know right from wrong</p> | | <p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Grow in independence and know how to look after their body.</p> | | <p>Think about the perspectives of others. Manage their own needs. How to keep fit and well. Healthy eating and lifestyle. Transition to Year 1 Adapting to new social situations and new environments.</p> | |
| <p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i></p> | | | | | | |
| <p>Physical Development</p> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Large scale movements for writing. Upper body strength and core control to encourage good posture and sitting positions. Scissor skills. Dough disco.</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. Team games. Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment.</p> | <p>Balance, coordination and agility. 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. Further develop FMS through 'draw with Rob'.</p> | <p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop an awareness of being healthy with healthy foods. Understand the need for a variety of foods-food pyramid.</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 and sport. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Weekly PE session and 'Big Moves' session.</p> | | | | | | |
| <p>Literacy -- Writing</p> | <p>Draws the prewriting shapes Show a preference for a dominant hand Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations-anti-clockwise movements, up and down, swirls.</p> | <p>Independently segments the sounds in words to write a cvc word. Begins to write a simple caption with support Whole class handwriting sessions-lower case letter formations.</p> | <p>Writes phonetically decodable words. Teach skills to write a simple caption. Guided writing sessions-capital letter formations. Introduce sentence writing and emphasis on correct structure-capital letter at the beginning, finger spaces and full stops. Tricky words written by sight in independent writing.</p> | <p>Orally rehearses and write a simple caption independently. Orally rehearses and write simple sentences during whole class guided writing sessions. Continue with letter formation practise, lower and upper case. A range of tricky words being wrote independently.</p> | <p>Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.)</p> | <p>Writes a series of short sentences that follow on from the previous one. Uses known letter-sound correspondences. Re-read what they have written to check that it makes sense. Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.) Begins to make suggestions how to improve their work.</p> |

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| <p>Literacy – Phonics/Reading</p> | <p>Set 1 CVC oral blending Read individual letters by saying the sounds for them.</p> <p>Reading books to begin being sent home. Whole class teaching with writing opportunities in every Phonics lesson.</p> <p>Introduce ‘Sammy SMILES’ to develop vocabulary and comprehension skills.</p> | <p>Recognise & read set 1 sounds CVC oral blending & Segmenting Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI.</p> <p>Continue with ‘SMILES’ strategy.</p> | <p>Set 2 sounds Read some letter groups that each represent one sound and say sounds for them.</p> <p>Continue with ‘SMILES’ strategy and introduce ‘reasoned reveal.’</p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, some common exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Continue with ‘SMILES’ strategy and ‘reasoned reveal.’</p> | <p>Reading set 1 & set 2 sounds Apply phonics knowledge when reading words, captions and sentences containing set 1 and set 2 sounds.</p> <p>Continue with ‘SMILES’ strategy and ‘reasoned reveal.’ Introduce sentence starters.</p> | <p>Reading set 1&2 sounds Read at least 10 digraphs within short sentences. Reads 40 common exception words for EYFS</p> <p>Confidently reads a series of short sentences with fluency.</p> <p>Continue with ‘SMILES’ strategy and ‘reasoned reveal’ and sentence starters.</p> |
| <p>Mathematics Taken from White Rose</p> | <p>Explore numbers (3 weeks) <u>Phase 1</u> Match & Sort Making comparisons Compare size, mass and capacity Patterns</p> | <p><u>Phase 2</u> Representing 123 Comparing 123 Composition of 123 Circles and Triangles Spatial Awareness <u>Phase 3</u> Four Five One more and one less Shapes with four sides Night and Day</p> | <p><u>Phase 4</u> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity <u>Phase 5</u> 6, 7 and 8 Making Pairs Combining 2 Groups Length and Height Time</p> | <p><u>Phase 6</u> 9 and 10 Comparing Numbers to 10 Bonds to 10 3D Shape Pattern (2) Consolidation</p> | <p><u>Phase 7</u> Building Numbers Beyond 10 Counting Patterns Beyond 10 Spatial Reasoning Consolidating key skills <u>Phase 8</u> Adding More Taking Away Spatial Reasoning (2)</p> | <p><u>Phase 9</u> Doubling Sharing and Grouping Even and Odd Spatial Reasoning (3) <u>Phase 10</u> Patterns & Relationships Spatial Reasoning (4)</p> |
| <p>Understanding the World</p> | <p>SCIENCE: identifying body parts and understanding the five senses. GEOGRAPHY: Looking at the natural world using a wide range of vocabulary to describe our surroundings.</p> | <p>SCIENCE: understanding the difference between night and day and light and dark. Looking at and explaining how we get shadows. GEOGRAPHY: looking at similarities and differences between our country and others around the world.</p> | <p>SCIENCE: looking at different animals and the habitats in which they live. GEOGRAPHY: learning about different environments around the world. For example, the rainforest and the Arctic.</p> | <p>SCIENCE: life cycles of animals. Weather and the seasons. Planting and growing.</p> | <p>SCIENCE: properties of different materials. HISTORY: people from the past and from the present.</p> | <p>SCIENCE: floating and sinking. HISTORY: transport from the past, present and future.</p> |
| <p>Expressive Arts and Design</p> | <p>Develop storylines in their pretend play. Recognising colour and exploring colour mixing. Self-portraits. Expressing feelings towards artists work-Van Gough and Picasso. Use mirrors to observe and draw a self-portrait of their face.</p> | <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Expressing their own ideas and feelings through music. Focus on creating textures using a variety of different media.</p> | <p>Respond to artwork and create own representations. Artists: Henri Rousseau and Andy Goldsworthy. Singing, focusing on pitch and melody.</p> | <p>Create collaboratively sharing ideas, resources, and skills. Developing an awareness of patterns and colours-Kandinsky. Performing as a group or solo, singing and dancing.</p> | <p>Listen attentively, move to and talk about music, expressing their feelings and responses. Concentrating on designing before building-how can you improve your work?</p> | <p>Watch and talk about dance and performance art, expressing their feelings and responses before creating their own representations.</p> |