




Greystoke Reception – Long Term Overview

Area of Learning	Autumn 1 8 Weeks		Autumn 2 8 Weeks	Spring 1 6 Weeks	Spring 2 7 Weeks	Summer 1 4 Weeks	Summer 2 5 Weeks
Events	Weds 16 <sup>th</sup> Oct (pm) Park trip – changes in seasons with Nursery		Remembrance Day Bollywood dancing – November – liase with Lizzie when doing MTP (Autumn 2) Christmas	Chinese New Year 29 <sup>th</sup> January Valentines Day	World Book Day – 6 <sup>th</sup> March Farm Trip – compare seasons at the park? Mother’s Day – 30 <sup>th</sup> March Easter (20 <sup>th</sup> April)	Father’s Day 15 <sup>th</sup> June	
Parental Involvement	Phonics Workshop 3.30pm 3rd October 2024		Parents Meetings Decoration making afternoon Christmas Performances		Parents Meetings Maths Workshop	Royal Ball/Family Picnic Warwick Castle?	End of Year Celebration
Topic	All About Me Autumn		My body Celebrations Around the World	Our Planet	Growing and Change	The Land of Make Believe	Land, Air and Sea
Themes/Interests/ Lines of Enquiry	Transitions Setting rules and routines Families Who is my family? Are all families the same?		Celebrations in different countries around the world Halloween Diwali Christmas Fireworks Night Why do families have different traditions? How do I keep my body safe?	Animals on land and in the sea x2 Jungle x2 Rainforest x 2  How are animals the same and different? Why? How have changing environments affected animals? How can we look after our planet for animals?	Lifecycles Planting Growing Farm	Dragons, knights and wands Good verses bad Royal ball	Transport Journeys Transition to Year 1
Texts linked to Themes	The Girl with two dads x1 Mixed x1 The Colour Monster x1 The Smeds and the Smoos x1 This Is Our House		Funny Bones Room On The Broom Christopher Pumpkin Dipal’s Diwali The Christmas Story x2 Santas Suit	One Day on our Blue planet Commotion in the Ocean SNAP! The Mixed-Up Chameleon Pongo Rumble in the Jungle	Jack and The Beanstalk The Hungry Caterpillar A Tadpoles Promise Farmer Duck	Zog and the Flying Doctors In the Castle The Princess and the Wizard Cinderella	The Snail and the Whale Zoom rocket Zoom What the Ladybird Heard at the Seaside Pirates Love Underpants
10 Books for Storytime	1. All are welcome 2. The Gruffalo 3. Aliens Love Underpants 4. There’s a house inside my Mummy 5. Oi Frog 6. The Little Red Hen 7. We’re Going On A Bear Hunt 8. Elmer 9. The Tiger Who Came for Tea 10. Goldilocks and the Three Bears			1. Love our Earth 2. Somebody Swallowed Stanley 3. David Attenborough – Big People, Little Minds 4. Giraffes Can’t Dance 5. The Monkey Puzzle 6. Perky Little Penguins 7. Rainbow Fish 8. Noah’s Ark 9. A Squash and A Squeeze 10. What the Ladybird Heard		1.Jack & the Beanstalk 2. The Very Hungry Caterpillar 3. Each Peach Pear Plum 4. What The Ladybird Heard 5. The Gingerbread Man 6. The Smartest Giant In Town 7. Handa’s Surprise 8. The Jolly Postman 9. Little Red Riding Hood 10. The Three Little Pigs	
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	



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Communication and Language	<p>Listens and participates during whole class story sessions.</p> <p>Comments on stories they have heard.</p> <p>Joins in with repeated refrains.</p> <p>Sequences familiar stories.</p> <p>Gives personal responses to texts.</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>Sequences stories.</p> <p>Engages in story times.</p> <p>Develops a deeper understanding of rhyme.</p>	<p>Develops deeper understanding of why questions, asking and answering appropriately.</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>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begins to use story language to retell and create own stories.</p>	<p>Emphasis on talk for writing. Retaining a sentence.</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>Further deepen questioning skills.</p> <p>Develops an understanding of non-fiction texts.</p> <p>Introduction to poetry.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</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>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>Takes on the roles of different characters through ‘hot seating’.</p> <p>Character profiling.</p>	<p>Use new vocabulary in different contexts.</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>
Personal, Social and Emotional Development	<p>See themselves as a valuable individual.</p> <p>Explore being unique and gaining a sense of belonging.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Understand the reason for rules and know right from wrong</p> <div><p>Human Rights Diversity</p></div>		<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Grow in independence and know how to look after their body.</p>		<p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>How to keep fit and well. Healthy eating and lifestyle.</p> <p>Transition to Year 1</p> <p>Adapting to new social situations and new environments.</p>	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Large scale movements for writing (Big Moves).</p> <p>Upper body strength and core control to encourage good posture and sitting positions.</p> <p>Scissor skills.</p> <p>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.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Team games.</p> <p>Develop skill and control when balancing, showing spatial awareness and agility when moving on equipment.</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>Further develop FMS through ‘draw with Rob’.</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>Further develop an awareness of being healthy with healthy foods.</p> <p>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.</p> <p>Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>Weekly PE session and ‘Big Moves’ session.</p>					



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<b>Literacy -- Writing</b>	<p>Draws the prewriting shapes Show a preference for a dominant hand</p> <p>Whole class handwriting sessions focusing on large scale movements to encourage correct letter formations-anti-clockwise movements, up and down, swirls. ‘Squiggle whilst you wiggle’ sessions.</p>	<p>Independently segments the sounds in words to write a cvc word.</p> <p>Begins to write a simple caption with support.</p> <p>Whole class handwriting sessions- lower case letter formations.</p>	<p>Writes phonetically decodable words.</p> <p>Teach skills to write a simple caption.</p> <p>Guided writing sessions-capital letter formations.</p> <p>Introduce sentence writing and emphasis on correct structure- capital letter at the beginning, finger spaces and full stops.</p> <p>Tricky words written by sight in independent writing.</p>	<p>Orally rehearses and write a simple caption independently.</p> <p>Orally rehearses and write simple sentences during whole class guided writing sessions.</p> <p>Continue with letter formation practise, lower and upper case.</p> <p>A range of tricky words being wrote independently.</p>	<p>Writes a series of short sentences that follow on from the previous one.</p> <p>Uses known letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>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.</p> <p>Uses known letter-sound correspondences.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Spells phonically regular words with more than one syllable (e.g. carpet, doormat etc.)</p> <p>Begins to make suggestions how to improve their work.</p>
<b>Literacy – Phonics/Reading</b>	<p>Whole class teaching with writing opportunities in every Phonics lesson.</p> <p><b>Read single letter Set 1 sounds (first 16)</b></p> <p>Introduce ‘Sammy SMILES’ to develop vocabulary and comprehension skills.</p> <p>Reading books and red word mats to begin being sent home.</p> <div data-bbox="379 1100 486 1209">  <p>Technology &amp; Digital Literacy</p> </div>	<p>Continue set 1 sounds and red words.</p> <p>Oral blending and segmenting of CVC words.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><b>Read all Set 1 single letter sounds</b> <b>Blend sounds into words orally</b></p> <p>Continue with ‘SMILES’ strategy.</p>	<p>Introduce skills to read simple captions.</p> <p>Continue blending and segmenting orally and by sight using all sounds learnt from set 1.</p> <p><b>Blend sounds to read words</b> <b>Read short Ditty stories</b> <b>Read Set 1 Special Friends</b></p> <p>Continue with ‘SMILES’ strategy and introduce ‘reasoned reveal.’</p>	<p>Continue set 1/2 digraphs, trigraphs and red words.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, some common exception words.</p> <p>Read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Read Red Storybooks</b> <b>Read 4 double consonants</b></p> <p>Continue with ‘SMILES’ strategy and ‘reasoned reveal.’</p>	<p>Read all set 1 sounds, some set 2 and red words.</p> <p>Apply phonics knowledge when reading words, captions and sentences containing all set 1 and some set 2 sounds.</p> <p><b>Read Green Storybooks</b></p> <p>Continue with ‘SMILES’ strategy and ‘reasoned reveal.’ Introduce sentence starters.</p>	<p>Confidently reads a series of short sentences with fluency.</p> <p>Read at least 10 digraphs within short sentences.</p> <p>Reads 45 high frequency words for EYFS</p> <p><b>Read Green or Purple Storybooks</b> <b>Read first 6 Set 2 sounds</b></p> <p>Continue with ‘SMILES’ strategy and ‘reasoned reveal’ and sentence starters.</p>
<b>Red words</b>	<div> <div>Put</div> <div>The</div> <div>I</div> <div>No</div> <div>Of</div> <div>My</div> <div>For</div> <div>He</div> <div>Your</div> <div>Said</div> <div>You</div> <div>be</div> </div>	<p>Consolidate set 1 &amp; 2</p> <div> <div>Are</div> <div>To</div> <div>Me</div> <div>Go</div> <div>Baby</div> <div>Paint</div> <div>All</div> <div>Like</div> <div>I've</div> <div>Want</div> <div>We</div> <div>Her</div> <div>Call</div> <div>She</div> <div>Washing</div> <div>Some</div> </div>	<p>Consolidate first 5 sets</p> <div> <div>They</div> <div>What</div> <div>Old</div> <div>Was</div> <div>Saw</div> <div>Watch</div> <div>School</div> <div>Small</div> <div>Their</div> <div>Were</div> <div>Who</div> <div>Tall</div> <div>One</div> <div>Brother</div> <div>I'm</div> <div>There</div> </div>	<p>Consolidate</p> <div> <div>Where</div> <div>Wall</div> <div>Does</div> <div>Other</div> <div>Two</div> <div>Ball</div> <div>Would</div> <div>wash</div> <div>Water</div> <div>Anyone</div> <div>Over</div> <div>Wasn't</div> </div>	<p>Consolidate</p> <div> <div>Through</div> <div>Once</div> <div>Son</div> <div>Whole</div> <div>People</div> <div>Come</div> <div>Many</div> <div>Should</div> <div>Mother</div> <div>Above</div> <div>Father</div> <div>here</div> </div>	<p><b>Revisit all previous red words to embed learning.</b></p> <div> <div>GDS</div> <div>Buy</div> <div>Bought</div> <div>Great</div> <div>Another</div> <div>Someone</div> <div>Walk</div> <div>Caught</div> <div>Worse</div> <div>Everyone</div> <div>Talk</div> <div>Thought</div> <div>wear</div> </div>

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		So Do	Any fall			
<b>Mathematics</b>	<p>Settling activities including number rhymes</p> <p>Positional language related to resources and self selection</p> <p>Class routines with repeated 1:1 counting</p> <p>Exploring maths both inside and out</p> <p><b>Just like me</b></p> <p>Match, sort and compare amounts (up to 5)</p> <p>Compare size, mass and capacity</p> <p>Subitise</p> 	<p><b>It's me 1-2-3 (3 weeks)</b></p> <p>Number – representing 1 2 3 and comparing them- composition of 1 2 3</p> <p>Numerical patterns – circles and triangles</p> <p>Positional language</p> <p><b>Light &amp; dark (3 weeks)</b></p> <p>Number – representing number to 5</p> <p>1 more and 1 less</p> <p>NP – shapes with 4 sides</p> <p>time</p> <p>Consolidation (2 weeks)</p> <p>Subitise</p> <p>1 more 1 less</p>	<p><b>Alive in five (3 weeks)</b></p> <p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 &amp; 5</p> <p><b>Numerical patterns</b></p> <p>Compare mass (2)</p> <p>Compare capacity (2)</p> <p><b>Growing 6 7 8</b></p> <p>Number representing 6 7 8</p> <p>Making pairs</p> <p>Combining 2 groups</p> <p><b>Numerical patterns</b></p> <p>length</p> <p>Height</p> <p>Time</p> <p>Subitise</p> <p>1 more 1 less</p>	<p><b>Building 9 &amp; 10 (2 weeks)</b></p> <p>Numbers 9 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p><b>Numerical patterns</b></p> <p>3D shape</p> <p>Patterns (2)</p> <p>Subitise</p> <p>1 more 1 less</p> <p>Shapes within shapes</p>	<p><b>To 20 and beyond</b></p> <p>Buidling numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p><b>Number patterns</b></p> <p>Spatial reasoning</p> <p>Match rotate and manipulate</p> <p><b>First, then &amp; now</b></p> <p>Adding more and taking away</p> <p>Spatial reasoning</p> <p>Compose and decompose</p>	<p><b>Find my pattern</b></p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Spatial reasoning – visualise and build</p> <p><b>On the move</b></p> <p>Deepening understanding</p> <p>Patterns &amp; relationships</p> <p>Spatial reasoning</p> <p>Mapping</p>
<b>Understanding the World</b>	<p>Talk about members of their immediate family and community. [PSHE]</p> <p>Name and describe people who are familiar to them. [PSHE]</p> <p>Use mirrors to observe and draw a self-portrait of their face. What do you notice is the same/different as you and your friend? (art)</p> <p>I can order and sequence familiar events using visual prompts. (History)</p> <p>I can talk about similarities and differences between myself and others, and among families, communities and traditions. (Geography)</p> <p>I can name some parts of my body (Science)</p> <p>I can eat a range of food and identify healthy foodstuff (Science)</p> 	<p>I know about my local environment and can describe what I see – Park trip (Geography)</p> <p>I know about how places are the same and different (Geography)</p> <p>I know about how objects are the same and different (Geography)</p> <p>I can talk about features of my immediate environment (Geography)</p> <p>I can name where I live (Geography)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. [PSHE]</p> <p>I can explore and describe my environment through my senses (Science)</p> <p>I can order events from my own life. (History)</p> <p>Light and dark [SCIENCE] I can find and use resources to explore light and magnetism.</p> <p>Talk about differences and changes they notice (What is light/dark? Use torches and Investigation of shining light through materials, What gives us light? ) link to Diwali)</p>	<p>I can talk about how environments might vary from one another (Geography)</p> <p>I can talk about and show some ways of keeping my body safe (Science).</p> <p>I can talk about the past and the future (History)</p> <p>I can identify some materials (Metal, paper, plastic) (Science)</p> <p>I can identify similarities and difference between materials. (Science)</p> <p>I can observe and comment on changes in the environment and from my explorations (Science)</p>	<p>I can recognise and discuss similarities and differences in environment, animals and living things. (Science)</p> <p>I can name some environments, animals and plants (Science)</p> <p>I can show care and concern for all living things (Science)</p> <p>I can make observations of animals and plants and explain why some things occur and talk about changes (Science)</p> <p>I can talk about how to stay healthy through physical exercise and healthy eating (Science)</p> <p>I can care for plants and animals in my environment and know how to keep them healthy. (Science)</p> <p>Understand that some places are special to members of their community. [PSHE]</p> <p>I know that people in my family were also babies once (History)</p> <p>I realise that humans are born, grow and change. (History)</p>	<p>Royal family past and present. [HISTORY]</p> <p>I can sort materials using my own classifications (Science)</p> <p>I can say which materials are best for a purpose (to be waterproof, for strength, for magnetism etc) Science</p>	<p>I can talk about how to stay healthy through physical exercise and healthy eating (Science)</p> <p>I can explore and question the relationship between physics and the world around me through my play – water sinking and floating, construction and forces. (Science)</p> <p>I can dress appropriately for the weather Science)</p> <p>I can recommend clothing depending on the season (Science)</p>

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		 Sustainability				
<b>Expressive Arts and Design</b>	<p>Develop storylines in their pretend play. Recognising colour and exploring colour mixing. Self-portraits. Expressing feelings towards artists work- Van Gough and Picasso.</p> <p>DT</p> <ul style="list-style-type: none"><li>I can explain what I am making</li><li>I can select appropriate resources and tools</li><li>I can explain which tools I am using and why</li><li>I can use tools safely</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can identify and distinguish environmental sounds</li><li>I can begin to describe the sounds (e g. loud, soft, high, low, fast, slow)</li></ul>  Creativity	<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>DT</p> <ul style="list-style-type: none"><li>I can use tools to manipulate materials</li><li>I can make observations about the features of objects</li><li>I can use my senses to explore and describe objects</li><li>I can think of my own ideas and use them in my creations</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can make a range of sounds with my voice</li><li>I can use my voice to speak/sing/chant</li><li>I join in with singing</li></ul>	<p>Respond to artwork and create own representations. Henri Rousseau Andy Goldsworthy</p> <p>Singing, focusing on pitch and melody.</p> <p>DT</p> <ul style="list-style-type: none"><li>I can plan how best to approach a task</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can make a range of sounds with instruments</li></ul>	<p>Create collaboratively sharing ideas, resources, and skills. Developing an awareness of patterns and colours-Kandinsky.</p> <p>Performing as a group or solo, singing and dancing.</p> <p>DT</p> <ul style="list-style-type: none"><li>I can identify success and next steps</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can begin to sequence sounds to create a rhythm or beat</li><li>I can clap short rhythmic patterns</li></ul>	<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>DT</p> <ul style="list-style-type: none"><li>I can say how my outcome could be improved</li><li>I can change my strategy as needed</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can say if I like or dislike a piece of music</li><li>I can experiment with creating sounds with different instruments</li></ul>	<p>Watch and talk about dance and performance art, expressing their feelings and responses before creating their own representations.</p> <p>DT</p> <ul style="list-style-type: none"><li>I can review my activity</li><li>I can explain how something works</li></ul> <p>Music</p> <ul style="list-style-type: none"><li>I can represent sounds pictorially</li><li>I can begin to express how music makes me feel</li></ul>