

Greystoke Reception – Long Term Overview

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Staggered starts	Remembrance Day Christmas	Chinese New Year Mother's Day	World Book Day	Father's Day	
Parental Involvement	Phonics Workshop	Maths Workshop Parents Meetings Christmas Performance	'SMILES' workshop	Parents Meetings	Royal Ball/Family Picnic	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	Countries Diwali Christmas Fireworks Night Halloween	Animals on land and in the sea Jungle Rainforest Farm	Lifecycles Planting Growing	Dragons, knights and wands Good verses bad Royal ball	Transport Journeys Transition to Year 1
Texts linked to Themes	Rainbow Fish Sharing A Shell The Lion Inside	Room On The Broom The Christmas Story Santas Suit Stickman	The Mixed-Up Chameleon Elmer Daisy The Cow What The Ladybird Heard	Jack and The Beanstalk The Hungry Caterpillar A Tadpoles Promise	Shrek Hector and The Big Bad Knight Cinderella	Mr Gumpy's Outing The Naughty Bus Emma Jane's Aeroplane Lost and Found
10 Books for Storytime	1. The Tiger Who Came for Tea 2. The Gruffalo 3. Aliens Love Underpants 4. The Three Little Pigs 5. Peepo! 6. The Little Red Hen 7. We're Going On A Bear Hunt 8. Elmer 9. Meg and Mog 10. Goldilocks and the Three Bears		1. Each Peach Pear Plum 2. The Jolly Postman 3. A Squash and A Squeeze 4. Stickman 5. Noah's Ark 6. Where The Wild Things Are 7. Cinderella 8. The Gingerbread Man 9. The Day The Crayons Quit 10. Little Red Riding Hood		1. Jack & the Beanstalk 2. The Very Hungry Caterpillar 3. Zog 4. What The Ladybird Heard Next 5. The Three Billy Goats Gruff 6. The Smartest Giant In Town 7. Handa's Surprise 8. Not Now Bernard 9. Hairy Maclary 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
Communication and Language	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.	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. Introduction to poetry.	Develops deeper understanding of why questions, asking and answering appropriately. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	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.	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. Engage in non-fiction books.	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.

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		Engages in story times. Develops a deeper understanding of rhyme.	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Begins to use story language to retell and create own stories.		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Takes on the roles of different characters through 'hot seating'. Character profiling.	
Personal, Social and Emotional Development	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		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.		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.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	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.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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'.	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.	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 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.						
Literacy -- Writing	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. 'Squiggle whilst you wiggle' sessions.	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.	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.	Orally rehearses and write a simple caption independently. Orally rehears 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.	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.)	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.
Literacy – Phonics/Reading	Ensure secure in all aspects of Phase 1. Begin Phase 2 sound recognition orally and by sight. Oral blending of CVC words. Whole class teaching with writing opportunities in every lesson.	Continue Phase 2 initial sounds and introduce Phase 2 tricky words. Oral blending and segmenting of CVC words. Blend sounds into words, so that they can read short words made up	Begin Phase 3-sounds and tricky words. Introduce skills to read simple captions.	Continue Phase 3 digraphs, trigraphs and tricky words. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where	Read all phase 3 sounds and tricky words. Apply phonics knowledge when reading words, captions and sentences containing all Phase 2 and Phase 3 sounds.	Confidently reads a series of short sentences with fluency. Read at least 10 digraphs within short sentences. Reads 45 high frequency words for EYFS (there are 72 in your lists below?)

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	<p>Introduce ‘Sammy SMILES’ to develop vocabulary and comprehension skills.</p> <p>Reading books to begin being sent home.</p>	<p>of known letter-sound correspondences.</p> <p>Continue with ‘SMILES’ strategy.</p>	<p>Continue blending and segmenting orally and by sight using all sounds learnt from Phase 2 and Phase 3.</p> <p>Continue with ‘SMILES’ strategy and introduce ‘reasoned reveal.’</p>	<p>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>Continue with ‘SMILES’ strategy and ‘reasoned reveal.’</p>	<p>Continue with ‘SMILES’ strategy and ‘reasoned reveal.’ Introduce sentence starters.</p>	<p>Continue with ‘SMILES’ strategy and ‘reasoned reveal’ and sentence starters.</p>
High Frequency Words	<p>a</p> <p>an</p> <p>as</p> <p>at</p> <p>in</p> <p>if</p> <p>is</p> <p>it</p> <p>of</p> <p>off</p> <p>on</p> <p>can</p> <p>the</p> <p>to</p> <p>I</p> <p>go</p> <p>no</p>	<p>dad</p> <p>had</p> <p>back</p> <p>and</p> <p>get</p> <p>big</p> <p>him</p> <p>his</p> <p>not</p> <p>got</p> <p>mum</p> <p>put</p> <p>the</p> <p>to</p> <p>I</p> <p>go</p> <p>No</p> <p>into</p>	<p>will</p> <p>with</p> <p>that</p> <p>for</p> <p>see</p> <p>then</p> <p>he</p> <p>she</p> <p>we</p> <p>me</p> <p>be</p> <p>was</p>	<p>too</p> <p>now</p> <p>them</p> <p>down</p> <p>this</p> <p>Look</p> <p>you</p> <p>they</p> <p>all</p> <p>are</p> <p>my</p> <p>her</p>	<p>just</p> <p>help</p> <p>what</p> <p>Went</p> <p>have</p> <p>like</p> <p>so</p> <p>do</p> <p>some</p> <p>come</p> <p>said</p>	<p>from</p> <p>children</p> <p>it's</p> <p>were</p> <p>there</p> <p>little</p> <p>one</p> <p>when</p> <p>out</p> <p>Revisit all previous Tricky words to embed learning</p>
Mathematics	<p>Matching. Sorting & Comparing quantities</p> <p>Sorting and categorising</p> <p>Numbers 1-10</p> <p>One more, one less</p> <p>2d shapes</p> <p>Patterns</p>	<p>Numbers 1-10</p> <p>Addition</p> <p>Money</p> <p>Time</p> <p>2D shapes</p> <p>Early doubling</p> <p>Subitise</p>	<p>Numerical patterns</p> <p>Number bonds to 10</p> <p>Odd and even numbers</p> <p>Subtraction</p> <p>3D shapes</p> <p>Early doubling</p> <p>Subitise</p>	<p>Composition of number and representing in different ways.</p> <p>Halving</p> <p>Doubling</p> <p>Sharing</p> <p>Positional language, following directions</p>	<p>Numerical Patterns up to 20</p> <p>Capacity, weight, measure</p> <p>Halving, doubling, sharing</p> <p>Consolidation of addition and subtraction number bonds within 10.</p>	<p>Numerical Patterns up to 20</p> <p>Halving, doubling, sharing</p> <p>Consolidation of addition and subtraction</p> <p>Counting on and back</p> <p>Money</p> <p>Time</p>
Understanding the World	<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>Five senses [Science]</p> <p><i>3-4 years: Use all their senses in hands-on exploration of natural materials.</i> (Natural environments for the children to explore outside)</p> <p>Talking about what they see using a wide range of vocabulary. (Magnifying glasses, pots with magnifiers, natural materials, tweezers, explore the five senses using different food too smell, taste, feel, and see, play</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. [PSHE]</p> <p>Recognise some similarities and differences between life in this country and life in other countries. [GEOGRAPHY]</p> <p><i>3-4 years: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> <p>UK fact file – can we find Leicester on a map? What other countries are</p>	<p>Recognise some environments that are different to the one in which they live [GEOGRAPHY]</p> <p>Explore photos of different cultures. Where do you think this photo relates? Why do you think this? Use SMILES techniques.</p> <p>Exploring maps and globes. [GEOGRAPHY]</p> <p>Developing an awareness of different environments and how they differ to the one in which we live. [GEOGRAPHY]</p>	<p>Understand that some places are special to members of their community. [PSHE]</p> <p>Protecting the environment. [SCIENCE/ GEOGRAPHY]</p> <p>Planting and growing seeds [SCIENCE]</p> <p><i>3-4 years: Plant seeds and care for growing plants.</i></p> <p><i>Understand the key features of a life cycle of a plant.</i> (Plant seeds and bulbs for observation of growth and decay over time, observe an apple core decaying,)</p> <p>Life cycles [SCIENCE]</p> <p><i>Reception: Explore the natural world around them.</i></p>	<p>Explore the natural world around them. [GEOGRAPHY]</p> <p>Draw information from a simple map. [GEOGRAPHY]</p> <p>Famous landmarks and their famous buildings. [GEOGRAPHY]</p> <p>Royal family past and present. [HISTORY]</p> <p>Begin to make sense of their own life-story and family’s history. (3 – 4 years)</p> <p>Creating a Royal family timeline - who is our current queen? Look at a timeline and discuss the family tree/royal family rules</p>	<p>Comment on images of familiar situations in the past. (Reception) [HISTORY]</p> <p>Discuss our own holidays. Look at pictures of trips to the seaside from the past. Identify similarities and differences of holidays. Create a class postcard writing about a holiday as if you were there in the past.</p> <p><i>Reception: Compare and contrast characters from stories, including figures from the past.</i> [HISTORY]</p>

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	<p>games involving sound –keys game, different sounds in the environment, musical instruments and the different sounds they make) <i>Reception: Describe what they see, hear and feel when outside.</i> (focused observations on the natural world, talking about and listening to others discuss what they notice)</p> <p>Body parts [Science] Draw around the outline of a child and label external parts. 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? What different sounds can we make with body percussion? Discuss points and pads and link to PD. Hopping on one leg / balancing etc</p>	<p>in the UK? Discuss weather, population, the four countries. [GEOGRAPHY]</p> <p>Exploring and noticing things in the natural environment. [SCIENCE] <i>3-4 years: Explore collections of materials with similar and/or different properties.</i> (Collections of natural materials to investigate and talk about-bark, pine cones, leaves/seeds, rocks, stones, pebbles, shells,) <i>Reception: Explore the natural world around them</i> (outdoor play, hands-on exploration of natural objects, songs and rhymes about senses and the natural world, close observational drawings,)</p> <p>Light and dark [SCIENCE] Talk about differences and changes they notice (What is light/dark? Use torches and Investigation of shining light through materials, What gives us light?) Shadows [SCIENCE] <i>3-4 years: Talk about differences and changes they notice</i> (investigate and draw around shadows at different points in the day using chalk. What makes a shadow?) investigate shadow puppets using torches and shapes/cut outs they make using card or other material they discover stops light.</p>	<p>Classifying animals and looking at different types of animals-minibeasts, farm, jungle. [SCIENCE]</p> <p><i>Reception: Recognise some environments that are different to the one in which they live.</i></p> <p>Farm animals and their young. [SCIENCE] <i>Reception: Explore the natural world around them.</i> (Sing songs and rhymes about animals, visit the farm, match animals to their parents, label animals, naming of baby animals, (sheep, cow, duck, goat, chicken, pig, horse) what food do they need? Where do they live? What do they need to survive? To know that farms grow plants and also keep animals for produce- meat-cows, sheep, pigs, chickens, turkey Eggs-chickens, ducks, geese, Wool-sheep, Milk- cows, goats.</p>	<p>Understand that a life cycle (sequence the life cycle of plants, use language about parts of a plant, plant beans and observe the growth in a transparent container Observe the life cycle of a butterfly (grow some from caterpillars) Sequence pictures of the life cycle of a butterfly. Do all baby animals look like their parents? Link to Monkey Puzzle Book Julia Donaldson Sort pictures into plants/ animals</p> <p>Weather and seasons [GEOGRAPHY/SCIENCE] Look at the changes in the natural world such as leaves and animals hibernating. What clothes should we wear in different seasons? What activities are suited to some weather rather than others What happens to plants in the spring?</p>	<p>Identifying members of the Royal family - matching pictures games Comparing two Royal pictures – then and now. What do you think has changed? Why has this changed?</p> <p>Developing an awareness of changes over time. [HISTORY]</p> <p>Look at different technologies that we use in the classroom. Discuss the technologies we have at home.</p> <p>Stimulus pictures/physical objects – old technology.</p>	<p>Transport from the past-how have things changed and why? [HISTORY]</p> <p><i>3-4 years: Talk about the differences between materials and changes they notice.</i></p> <p>Looking at a variety of transport pictures. Which do you think was invented first? How do you know this? Create a poster of variety of transports discussing features.</p> <p>Create our own form of transport for the future – what features would we add? Link this to Emily Jane’s aeroplane book. Look at transport from the past. Are there any features you could take from these? What would you keep? What would you change? Why?</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.</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. Henri Rousseau Andy Goldsworthy</p> <p>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>