

Reception Overview						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Context Title	Being Me is the Best Thing to be!	Let's Celebrate	What a Wonderful World	Differences and Similarities	Let's Grow	All Change
Fiction Texts	The Little Red Hen (TFW) Goldilocks & the 3 Bears - Our Class is a Family Owl Babies The Very Hungry Caterpillar	Little Red Riding Hood (TFW) We're Going on a Bear Hunt Light the Lights The Jolly Postman	How to Catch a Star (TFW) The Everywhere Bear Whatever Next Lila and The Secret of Rain	Three Little Pigs (TFW) Handa's Hen & Handa's Surprise Rainbow Fish The Smeds and the Smoos My World Your World	The Enormous Turnip (TFW) The Growing Story Supertato Jaspers Beanstalk Yucky Worms The Scarecrow's Wedding	Mr Gumpy's Outing (TFW) Olivers Vegetables Bloom Iris and Isaac The Bog Baby
Poetry and Rhyme	Playtime Rhymes A Great Big Cuddle	So much – Trish Cooke	Aliens Love Underpants	Walker Book of First Rhymes and Poems	The Book of Fantastic First Poem	First Poetry Book – Pie Corbett
Non-Fiction	The Colour Monster Incredible You	Rama and Sita -The Story of Diwali	The Big Book of the UK	Who are you calling weird	From the Garden	A stroll through the seasons
EYFS - Specific Areas of Learning						
Literacy – Writing and Comprehension	Copying their name Giving meanings to the marks they make Copying taught letters Identifying and writing some initial sounds Oral retelling Story Play – Role Play Key Vocabulary Repetitive patterns	Create and use story maps Writing labels To begin to write CVC words using taught sounds Write their name Drama through retell of story.	Story Map with labels. Drama through retell of story. Writing CVC words with taught sounds Begin to write short captions Short captions linked to beginning, middle and end of the story.	Drama through retell of the story. Explore Character's feelings Write Story maps with detail. Write captions Innovate Stories Begin to spell some high frequency words	Innovate Stories Write beginning/middle and end of a story Begin to write simple sentences. Spelling some taught high frequency words correctly words Changing characters within the text.	To write sentences using taught sounds and taught high frequency words To begin to write longer words and polysyllabic words which are spelt phonetically
Literacy – Word Reading (Sounds-Write)	Units 1 - 3 Introducing letter sounds aimst/nop / bcgh	Unit 4 - 7 Introducing letters defv / klru / jwz / x,y,ff,ll,ss,zz	Unit 8 – 9 VCC, CVCC / CCVC	Unit 8 – 9 VCC, CVCC / CCVC	Units 10 – 11 CCVCC & CCCVC Sh, ch, th, ck, wh, ng, <q> <u> grapheme	Consolidation: bridging unit Grapheme – k/ch l / w
Maths Number & Numerical Patterns	Matching and sorting. Representing, comparing and the composition of numbers 1,2 and 3. Comparing size, mass and capacity. Making simple patterns,	Representing numbers to 5.  One more and one less.  Circles and Triangles.  Spatial Awareness	Introducing zero. Comparing numbers to 5. Composition of 4 and 5. 6,7 and 8. Making pairs One more and one less Shapes with 4 sides.	Combining 2 groups. 9 & 10 – composition. Comparing numbers to 10. Bonds to 10. Introducing 3d shapes. Exploring pattern.	Building numbers beyond 10 Counting patterns beyond 10. Consolidating key skills – subitising/comparing & ordering/Composition	Introducing taking away.  Doubling  Sharing and grouping.  Odd and even
Understanding the world People, Culture and Communities (Geography)	<u>Local Explorers</u>  To describe our immediate environment using knowledge from observation and experience. To explore how we can look after our environment.		<u>What a Wonderful World</u>  To consider and discuss similarities and differences between different religious and cultural communities in this country. To use maps and explore non-fiction texts.	<u>Exploring Countries</u>  To explain some similarities and differences between life in this country and life in other countries. To draw on our knowledge through stories, non-fiction texts and maps. Africa		

	<p>Look at where we live in Standish, learn our address and compare where we live in comparison to school. Write a letter to themselves and post it. Make observations of school grounds within the local area; Beech Walk wooded area, farm land / open fields at the end of Beech Walks, Bunny woods Chn to understand that Standish is near a busy centre but also near open countryside. Explore the school grounds and its differences</p> <p><b>END OF UNIT OUTCOME:</b> <i>Make a simple map of the school to plot different routes within the school grounds.</i></p> <p><b>Book: Out and about – Shirley Hughes</b></p>		<p>Explore cultures within our society and identify ourselves e.g. where we live. Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali etc.</p> <p><b>END OF UNIT OUTCOME:</b> <i>To be able to identify different cultures through artefacts e.g. Christian Cross.</i></p> <p><b>Books -</b>  <b>The Story of People – Catherine Barr &amp; Steve Williams</b>  <b>What do you Celebrate? Exploring the world through celebrations. Whitney Stewart &amp; Christine Engel</b></p>	<p><b>END OF UNIT OUTCOME:</b> <i>To write one difference and one similarity between our country and Africa.</i></p> <p><b>Books-</b>  <b>Lila and the secret of Rain David Conway</b>  <b>Handa's Surprise</b></p>		
Understanding the World - (Science)		<p><u>Mini People and Mini Beasts</u></p> <p>To know some similarities and differences between the natural world around us and contrasting environments, drawing on our own experiences and what has been read in class. Go down to the forest look at the forest floor – what can you see? Explore changes. Collect apples and make an apple pie. Focus study on Autumn. Contrast with a country that is different in Autumn – add in. Chn to choose country from the school Map. Similarities and differences within the seasons. Experience snacks from the country. Life cycles – Butterfly</p> <p><b>END OF UNIT OUTCOME:</b> <i>Draw the life cycle of butterfly.</i>  <b>Book – A Butterfly is patient – Dianna Hutts Aston</b></p>			<p><u>How things grow</u></p> <p>To explore our natural world around us, making observations and drawing pictures of animals and plants. Planting and grow cress and sunflowers. Learn the names of the parts of a flower. Plant tulips to be used as a learning tool in Summer term. To monitor the growth of the plants and the changes in weather which may affect their growth.</p> <p><b>END OF UNIT OUTCOME:</b> <i>Label the different parts of a flower, draw pictures of flowers and add captions about how to help them grow.</i></p> <p><b>Text: Katie and the Sunflowers – James Mayhew</b></p>	<p><u>Seasonal Change</u></p> <p>To understand some important processes and changes in the natural world around us, including the seasons and changing states of matter. Look at the tulips that were planted in Spring – what stage are they at to explore the change linked to the seasons. Chn to explore and recognise things that are alive and not alive. Chn to list things that living things need, e.g. water, light. What do we need to survive? Is a tree alive or not alive? Teach about life cycles – leaves fall off the trees but they come back again. Look at the weather in all four seasons, the activities we take part in because of the weather in the different seasons and what clothes we wear.</p> <p><b>END OF UNIT OUTCOME:</b> <i>Order a timeline of trees to show the changing seasons. Write captions to describe what the tree looks like at different times of year.</i></p>

		Book- The Very Hungry Caterpillar. Tad – Benji Davies				Book: Percy the Park keeper (each season book)
Understanding the World Past and Present (History)	<u>We are Family</u> To discuss the lives of people around them and their roles in society. Present – Talk about our own family members, look at how families live now, jobs that people do / roles in & out of the house, activities that we like to do together. Past – Look at how families lived, jobs that people in the family did, Dad's role / Mum's role in the house, activities they would do together as a family. Look at photos from today and photos from the past. Comparison between family lives past and present. <b>END OF UNIT OUTCOME:</b> <i>Create our own family tree.</i>  <b>Books</b> <b>We are Family – Patricia Hegarty</b> <b>The invisible – Tom Percival</b>		<u>Play Time</u> To be aware of similarities and differences between things in the past and now, drawing on our experiences. A comparison of toys when parents and grandparents were children, to modern day toys. E.g. present = plastic toys, technological toys, crayons, wooden toys coming back around E.g. parents = vehicles, cars, trains E.g. grandparents = teddy bears, rag dolls, prams, wooden toys. E.g. great grandparents = spinning top, dolly peg.  <b>END OF UNIT OUTCOME:</b> Chn to create a physical timeline, sequencing toys from modern day going back further into the past in the correct order.  <b>Book</b> <b>Lost in the Toy museum - David Lucas</b>			<u>Turning Back Time</u> To understand the past through settings, characters and events encountered in books read in class and storytelling. Use the book 'Peepo' to explore the settings, characters and events - look at how the baby is dressed, the pram, cot & bath – compare to materials used to today, look at what equipment they have in the house - Dad is bringing in the coal, baby bathed in front of the fire, clothes are drying by the fire. Refer back to learning about family life in the past from Autumn - Family structure - Granny lives with the family, activities such as playing in the yard / at the park. Use the book Topsy and Tim go on holiday to explore the settings, characters and events – look at the type of holiday they go on, how they get there, what they see / do on the journey. Talk about how in the past families would go to the beach, ride on a donkey, watch Punch and Judy shows. Compare to our holidays today going abroad on an aeroplane. <b>Text: Topsy and Tim go on holiday – Jean Adamson</b>  <b>END OF UNIT OUTCOME:</b> Write diary entries from Topsy and Tim type holiday e.g. Monday-Friday one sentence each day. <b>Books</b> <b>Peepo – Allan Ahlberg</b>
Expressive Art and Design - Creating with materials Being Imaginative and Expressive	<b>Art – Painting with primary colours / mixing colours unit</b> <b>Artist:</b> Mondrian <b>Book: Luna loves art - Joseph Coelho</b> Draw lines and linear shapes then paint with primary colour.	<b>DT Unit – Textiles</b> Design and create a stocking for Christmas to store things in.	<b>DT – Structures unit – Wooden Toys</b> Link to History unit – past and present-day toys. Explore wooden toys from the past. Replicate a toy from the past.	<b>Art - Drawing &amp; Painting</b> <b>Artist:</b> Vincent Van Gogh – Branches with Almond Blossom. Draw and paint an image of a tree accurately represented in their favourite of the four seasons	<b>Art – Drawing &amp; collage</b> <b>Artist:</b> Van Gogh – Sunflower pictures <b>Book: Katie and the Sunflowers – James Mayhew</b> Draw a sunflower Collage our own interpretation of sunflowers.	<b>Art - Drawing unit</b> <b>Artist:</b> Vincent Van Gogh Draw self-portraits from looking at a photograph and to use pastels / chalks.

	Draw lines and linear shapes then mix two colours to make a secondary colour, e.g. red + blue = purple. <b>Music</b> Learning to sing nursery rhymes and action songs, Pat-a-cake 1,2,3,4,5, once I caught a fish This Old Man 5 little ducks		<b>Book: Major Dizzy and Major Glad</b> Return to and build on their previous learning, refining ideas and developing their ability to represent them.			
		<b>Music</b> Learning to sing songs and action rhymes: I'm a Little Teapot The Grand Old Duke of York Ring O Roses	<b>Music</b> Learning to sing songs and action rhymes: Hickory Dickory Dock Not Too Difficult the ABC Song Name songs Things for Fingers.	<b>DT – Food unit SPRING 2</b> Create healthy food products using fruit (fruit kebabs, smoothies)	<b>Music</b> Learning and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments, e.g. body parts – clapping, tapping your feet, stamping your feet, exploring volume – loud and quiet Learning to sing Big Bear Funk and revisiting others <b>Book: Katie and the impressionists – James Mayhew</b> <b>Book: Seasons Come and Seasons Go, Patricia Hegarty</b>	<b>DT – Food unit</b> Assemble dips and dippers from different cultures
	<b>Art - Paper Sculpture unit</b> <b>Artist: Eric Carle</b> <b>Book: The art of Eric Carle</b> Create a caterpillar sculpture using paper plates. Mix dark and light versions of the same colour to explore different types of green.			<b>Art - Drawing &amp; collage</b> To design and create a 3d African landscape, using different textures and fixing strategies. <b>Artist:</b> Isabel Le Roux <b>Book: The Hunter, Paul Geraghty</b> Use paints to create a wash Draw animal shapes / trees to be cut out Layer it up adding texture with different materials Collage		
		<b>Art - Drawing / Printing</b> Butterfly pictures Artist: Lucy Arnold Book: Waiting for Wings – Lois Ehlert Draw minibeasts including butterflies Print butterflies		<b>Music</b> Learning to sing songs and action rhymes: Baa Baa Black Sheep Row Row Row your boat The Wheels on the Bus The Hokey Cokey		
				<b>Music</b> Learning to sing songs and action rhymes: If you are happy and you know it Head, Shoulders Knees and Toes Old MacDonald Incy Wincy Spider	<b>Music</b> Improvisation using voices, and instruments, e.g. clap a simple pattern and children to repeat. Use beaters to play chime bars, triangles, tambourine Riff-based composition. Share and perform the learning that has taken place.	
		<b>Music</b> Learning to sing songs and action rhymes: Wind the Bobbin Up Rock a Bye Baby 5 little monkeys jumping on the bed. Twinkle Twinkle			<b>Music</b> Listen and Appraise. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Play instruments within the song.	
Computing	<b>Data Handling</b> The children will begin to understand and explain how to sort and categorise objects.	<b>Programming</b> Bee Bots Children will explore the directional movement of a bee bot and learn simple commands to programme a robot.	<b>Digital Literacy</b> Children will become aware of computing vocabulary to identify each part of a computer and complete an activity to label the different components.			

Forest School Activities	Autumn Themes	Spring Themes	Summer Themes
	Collect natural resources from the forest floor and create a collage of our own faces. Make crowns from natural resources. Bear faces with clay, using bark from the tree for features. Making prints of natural objects collected, using paint or inks. Cut up the prints to provide material to use for creating images based on woodland themes such as mythical creatures, strange insects, magical trees, mysterious plants or strange landscapes.	Create a playground for fairies using natural resources – swing/bench/picnic area etc... Outdoor kitchen – creating a kitchen area and serving food to our guests. Animal Enclosure – create an obstacle course for any creatures that may visit our forest.	Constructing a dinosaur habitat.
	Sculpting from nature – using forest floor natural resources to design and create a creature. Exploring texture through rubbings – bark/leaves etc... Making a shelter - using weaving techniques with thin shoots or tie materials together using stems from climbing plants. Creating patterns within the forest. Building a fire, marshmallows and mystical stories.	Den building – in an African jungle. Construct a musical instrument using natural resources and attempt to make a tune with it. Map making within the forest ground, using the forest floor.	Map making for our forest area – can we find the chest with the treasure? Construct bird feeders and hang them around our forest. Building bridges for the goats to get across. Constructing areas from around the world in the forest
	Capturing colours – collecting small samples of leaves, flowers and other materials such as soil, branches, litter and stones. Walking with minibeasts - to explore with a magnifier or microscope. Structure, pattern, colour and texture can all be examined and recorded using pencils, paint or pastels. Worm's Eye View – to consider minibeasts within our forest, how do they explore and what do they see? Chdn to be a minibeast/move and explore the forest as a minibeast. Elf House – the weather is rough for the little elves, we need to build robust houses to help them stay warm and dry	Planting – seeds/bulbs and bedding plants. To observe and monitor/compare growth and to care for them, weekly.	Make rain gauges and collect rain. To monitor and record the rainfall over the term.

### EYFS – Prime Areas of Learning

PSED	<b><u>Living in the Wider World (Citizenship)</u></b> To understand what it means to belong to a class and part of the school community. To understand roles and responsibilities in the classroom, including tidying and lining up. To respect our classroom and the resources.	<b><u>Celebrating Diversity</u></b> To know special things about themselves. To know what being proud means and that people can be proud of different things. To explore physical similarities and differences. <b><u>Celebrations and Food</u></b> <ul style="list-style-type: none"> <li>• Diwali</li> <li>• Chinese New Year</li> <li>• Christmas</li> <li>• Easter</li> </ul>	<b><u>Economic Wellbeing – Continuous Provision</u></b> Make a collection of different purses and wallets filled with coins for the children to play with. Set up a role-play café or shop and encourage the children to check the prices on the menu or items and support them to select the correct coins. They can take on different roles within the café or shop to develop an understanding of using and handling money.	<b><u>Relationships</u></b> To understand what it means to be a friend. To understand how to be a good friend to others. To understand how I can resolve conflict peacefully. To understand why turn-taking is important and how we can share. To learn how to develop teamwork skills.	<b><u>Community Project</u></b> The children will be raising money to donate to the 'Rainbow Ward' at Wigan Infirmary. With their donation, the children will create a card which they can all sign.  Rainbow Ward Hospital Staff to come in and speak to the children.	<b><u>Healthy Me</u></b> To understand the importance of handwashing. To know that dental health is an important part of their daily hygiene routine. To know how and why we need to keep our bodies clean. (showers /baths) To recognise healthy and unhealthy food choices. To know that sleep contributes to being healthy. To know the importance of exercise.
Physical development PE lessons	FMS-The Hungry Caterpillar FMS-Fundamental Movement Skills	FMS-Transport FMS-A Day with Emergency Services	FMS-How to Catch a Star FMS-Fundamental Movement Skills	FMS-Under the Sea FMS-Seaside	FMS-Jack and the Beanstalk FMS-Superworm	FMS-Rosie's Walk FMS-Sports Day Practise
RE / Cultural study	Myself and new beginnings.	Bonfire night – Christmas traditions around the world.	Happy New Year Diwali Chinese New Year	Easter Celebrations and Welcoming Spring.	Celebrations – Families and Weddings across the world –	A snapshot of festivals around the world throughout the yearly calendar

					exploring similarities and differences.	
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