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| **Sankey Valley St James CE Primary School**  **Reception Long Term Overview**  **2025-2026** | | | | | | | | | | | | | | |
| **Age Related Expectations** *\* Teaching and learning to be differentiated through short term planning, driven by assessment*  *Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision* | | | | | | | | | | | | | | |
| **Area of Learning** | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | | **Summer 1** | | **Summer 2** | | |
| **Unit Title** | **My family and friends** | | **Autumn**  **and**  **Christmas** | | **Winter time** | | **Animals**  **and**  **Easter** | | | **Life Cycles**  **and**  **Minibeasts** | | **Journeys**  **and**  **holidays** | | |
| **Quality texts**  **(EY2P Texts)** | The friendship bench  Amazing  Hello Friend  The Everywhere Bear  The Colour Monster  What happened to you  We all have different families  The Smeds and the Smoos | | The Leaf Thief/Little Red Hen  Stanley’s Stick  After the Storm  What can you see in Autumn  The very helpful Hedgehog  What’s inside  A little bit worried  Stick Man | | Hello Penguin  The Storm Whale  The Storm Whale in Winter  Snowball  Well done Mummy Penguin  Penguins  The Snail and the Whale | | Chimpanzees  Lions  Arlo  You can’t take an elephant on a bus  Be Wild Little One  Abigail  Five Bears  Monkey Puzzle | | | Seed to plant  Caterpillar to Butterfly  Nature Trail  Tad  A Good Place  Christopher’s Caterpillars  Superworm | | Hundred Decker Bus  Somebody crunched Colin  10 things I can do to help my world  The Wide Wide Sea  Look at what I found at the seaside  Tiddler the story telling fish | | |
| **Drawing Club** | The Colour Monster  Rosie’s Walk  The Three Little Pigs | | The Gingerbread Man  Roadrunner  The Christmas Pine | | Pingu  Penguin  The Three Billy Goats Gruff | | Mr Benn – Zookeeper  Dear Zoo | | | The Very Hungry Caterpillar  Superworm  Jack and the Beanstalk | | Tiddler  Captain Pugwash- Monster Ahoy  Hansel and Gretel | | |
| **Maths**  **(Following White Rose Scheme of work)** | Match, sort and compare.  Talk about measure and patterns  It’s me 1,2,3 | | Circle and triangles  1,2,3,4,5  Shapes with 4 sides | | Alive in 5  Mass and capacity  Growing 6,7,8 | | Length, height and time  Building 9 and 10  Exploring 3D shapes | | | To 20 and beyond  How many now?  Manipulate, compose and decompose | | Sharing and grouping  Visualise, map and build  Make connections | | |
| **RE** | **EYFS 1. I am Special**  Why are we all different and special?  **EYFS 2. Harvest**  Why do people of faith say thank you to God at Harvest time? | | **EYFS 3 Special people**  Why do Christians believe Jesus is special?  **EYFS 4 Christmas**  How do Christians celebrate Jesus’ birthday? | | **EYFS 5 Stories Jesus**  **Heard**  Which stories did Jesus hear when he was a child?  **EYFS 6 Stories Jesus**  **Told**  Why did Jesus tell stories? | | **EYFS 7 Easter**  Why do Christians believe Easter is all about love?  **EYFS 8 Friendship**  What makes a good friend? | | | **EYFS 9 Special Places**  What makes a place Holy?  **EYFS 10 Prayer**  What is prayer? | | **EYFS 11 Special Times**  How do you celebrate special times? | | |
| **Music**  **(Sparkyard scheme of work)** | My Musical Classroom | | | | Musical Patterns and Performing | | | | | Sound Stories | | | | |
| **EAD- Art** | Drawing: Marvellous marks  Self portraits | | Painting and mixed media: Paint my world  Seasonal crafts- Christmas | | Printing polar bears  Winter animal collages | | Observational art- drawing Spring flowers  Flower printing  Dip, draw, wash, dab- water colour painting  Seasonal crafts- Easter | | | Mixing colours- blossom on a tree  Modelling- air dry clay caterpillars | | Seasonal crafts- Summer salt painting  Ocean collages  Sea animal paintings | | |
| **EAD- Design and Technology** | **Structures:** Junk Modelling  **Seasonal projects:** Christmas cards | | | | **Textiles:** Bookmarks  **Seasonal projects:** Easter | | | | | **Structures:** Boats/transportation  **Food:** Seasonal projects | | | | |
| **UTW- Science and STEM** | Humans | Seasons- Autumn time | | | Materials, including changing materials  Seasons- Winter time | | | Animals, excluding humans  Habitats- where do animals live? | | Life Cycles  Light and shadow | | | Sound  Sea life  Recycling | |
| **Ongoing**  **Seasonal changes** – Play and explore outside in all seasons and in different weather. Observe living things throughout the year.  Seasonal changes– 4 seasons | | | | | | | | | | | | | |
| **UTW- History**  **Past and present history** | Special people and events in our lives | | | Toys from the past | | National Storytelling- Fairy tales | | | To explore the past through settings and stories | | How things change over time | | | Holidays past and present |
| **Ongoing**  **Change and continuity** Being aware of changes that happen throughout the year – seasons, nature.  **Cause and Consequence** Experiencing cause and effect in play – achieve through continuous provision.  **Historical Interpretation** To begin to understand that the past can be represented in photographs and drawings. | | | | | | | | | | | | | |
| **UTW- Geography**  **People, Culture and Communities**  **The Natural World** | Local area – walk to school | | | Local area use of public transport and maps of route | | Animals in cold places | | | Animals in hot places | | Maps  Warrington – local area | | | Adventure maps |
| **Ongoing**  Explore the natural world around them.  Describe what they see, hear and feel whilst outside. | | | | | | | | | | | | | |
| **Computing** | **Early Years (Reception)**  Rather than a scheme with set lessons, the early year’s ideas are designed to integrate into the day-today routine and set-up of our Reception class with opportunities for using a wide range of resources as part of the Early Years curriculum to support children in working towards early learning goals. These suggested ideas focus on computing skills specifically, can also be provided as opportunities for learning as part of the topics in other areas to give children a sound basis to explore using technology and to be ready for progressing through the Computing curriculum.  These are as follows and are designed to be integrated and linked to wider early year’s curriculum areas.   |  |  |  |  | | --- | --- | --- | --- | | Mouse and Trackpad Skills | Keyboard Skills | Drawing skills | Robots | | Photography | Technology Around Us | Hardware | Safety and Privacy | | | | | | | | | | | | | | |
| **PE** | Fundamentals | | Balance and co-ordination | | Creative gymnastics | | Hand eye co-ordination | | | Athletics | | Multiskills | | |
| **PSED-**  **PSHE- Jigsaw** | Being Me in My World | | Celebrating Difference | | Dreams & Goals | | Healthy Me | | | Relationships | | Changing Me | | |