



Long Term Overview - Reception



	Autumn		Spring		Summer Term	
Topics	Once Upon a Rhyme...	Sparkle and Shine	Jaws, Claws and Dinosaurs	Colossal Creations	All Creatures Great and Small	The Big Wide World
PSED	Jigsaw – Being Me in the World	Jigsaw – Celebrating Difference	Jigsaw – Dreams and Goals	Jigsaw – Healthy Me	Jigsaw – Relationships	Jigsaw – Changing me
PE (PD)	Multi skills	Games	Dance	Gymnastics	Cricket	Athletics
T4R (C&L)	<p>Stories and Rhymes (Lit) Each Peach Pear Plum – rhymes Scarecrows Wedding (Making scarecrows)</p> <p>Read Aloud/ Provision Books: The Enormous Turnip On the Way Home, Not Now Bernard, The Tiger Who Came to Tea, Lulu’s first day (diversity) Amazing Grace, All are welcome, The Colour monster A Squash and a Squeeze</p>	<p>Owl Babies Pumpkin Soup Whatever Next,</p> <p>Read Aloud/ Provision Books: Different versions of The Ginger Bread Man, Laura’s Star, How to catch a star, Look Up (diversity) Good Knight Sleep Tight Day Monkey, Night Monkey</p>	<p>The Gruffalo (journey) The Way Back Home (journey) Rosie’s Walk (geography/maths) We’re Going on a Bear Hunt Poetry Retelling</p> <p>Read Aloud/ Provision Books: Stick Man (journey), Can’t you sleep little bear? Tyrannosaurus Drip Six Dinner Sid (Maths), Me on a Map Never show a T-Rex a book (diversity) And Tango makes 3 (diversity)</p>	<p>Goldilocks and the Three Bears The Three Billy Goats Gruff Little Red Riding Hood</p> <p>Read Aloud/ Provision Books: Mrs Pepperpot Stories Mrs Armitage on Wheels Little Red</p>	<p>The very Hungry Caterpillar (story sack) Elves and the Shoemaker Jim and the Beanstalk,</p> <p>Read Aloud/ Provision Books: Burglar Bill, What the Lady Bird Heard, Peace at Last The Magic Paint Brush Jasper’s Beanstalk, Kate and the Bean Stalk,</p> <p>Chapter books: Alternative traditional tales by Laurence Anholt and Arthur Robins</p>	<p>Ruby’s Worry The Rainbow Fish Tiddler</p> <p>Read Aloud/ Provision Books: Oh The Places You’ll Go, The Enormous Crocodile Mr Gumpy’s Outing Sharing a Shell Nimesh and the adventurer (diversity)</p> <p>Chapter books: The Twits The Magic wishing chair</p>
English (T4W)	<p>Mr Wiggle and Mr Waggle Stuck in the Mud</p> <p>5 stories in 5 weeks</p> <ul style="list-style-type: none"> - Let me come in - Little Jack - The Rainbow Princess - The Magic Porridge Pot - Quackling 	<p>Gingerbread man - Caption writing</p>	<p>Baby Mouse – Journey Story - Write an innovated story</p>	<p>The Sleepy Bumble Bee - Innovate and write story</p>	<p>Jack and the Bean stalk - Innovate and write story</p>	<p>Farmer Duck - Beat the Baddy Story - Retell and innovate the story (orally) - Farm Trip Recount</p>
Maths	Just Like me	It’s Me 1,2,3 Light and Dark	Alive in 5! Growing 6,7,8	Building 9, 10	To 20 and Beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Science (UtW)	Identifying and Classifying - Facial features and senses	Explore – What happens when it gets dark? Nocturnal animals, Light and Dark / shadows Observation over time - Autumn	Explore – Changing states – ice (snowman’s coat), Animals in Winter, Dinosaurs Our Environment - where animals live Observation over time - Winter	Explore – Materials and Floating and Sinking, spring animals Observation over time – Spring and Flowers (bud to wilt)	Explore – Plants and Minibeasts, Butterfly life cycle and planting Our Environment - minibeast habitats	Explore – Farm: Animals and babies (farm trip), under the sea Our Environment - The farm Observation over time – Summer
Geography (UtW)	Map work – follow a map of the school Field Work – inside the school building Identify - My family, my home, my school, jobs	Map work – follow a map of the local area Field Work – Local area landmarks (walk to the church)	Map work – Draw a simple map of the school. Field Work – school grounds including buildings and fields. Investigate places – China	Map work – Gather information from a world map land and water. Field Work – tour of local area on mini bus. Investigate places – France	Map work – Making our own imaginary maps. Investigate places – UK; England, Scotland, Wales and Northern Ireland.	Map work – Identify continents and countries Field Work – farm trip Investigate places – Explore different continents (Africa, Asia, South America, North America, Europe, Australia, Antarctica)
History (UtW)	Chronology – now, next school schedule	Chronology - Personal Timeline (baby, toddler, child) Significant people: Guy Fawkes	Chronology - Dinosaur Era Investigate – how the world has changed Significant people - Mary Anning	Investigate - Castles and bridges	Investigate – Toys from the past Chronology - Trains - Northampton Local Study	Chronology - Then and Now: Seaside’s Investigate – Seaside Significant Person - Queen Victoria
RE (UtW)	Places of Worship – what is special to me?	Places of Worship – Trip to church Beliefs and Celebrations – Diwali, Bon Fire Night, Christmas, Remembrance	Beliefs and Celebrations – Chinese New Year Shrove Tuesday, Ash Wednesday	Beliefs and Celebrations – Ramadan/Eid Easter Story	Beliefs and Celebrations – Ramadan/Eid	
Art (EA&D)	Colour – colour mixing Techniques – drawing portraits Media, materials and tools – process art Artist Study: Paul Klee block printing	Colour – colour tints and tones Techniques – Brush stroke technique Blow straw painting/ splatter painting / cue tip glue and glitter firework displays Collaboration – Starry Night Artist Study: Van Gogh, Goldsworthy	Colour – Use tints and shades Techniques – Observe and draw, portraits 2, collage, printing Artist Study: Goldsworthy	Colour - Apply colour mixing to make rainbows, Techniques - spring observational drawings Artist Study: Kandinsky	Colour – Apply tints and tones within flower project Techniques – Drawing Portraits Pt3 Artist Study: Georgia O’Keefe - Flower Project	Colour – gradients, African sunsets. Techniques - Aboriginal dot paintings Artist Study: Enrique Pichardo Art from around the world:
DT (EA&D)		Media, materials and tools – Clay Diwali lamps, Wood work project – introducing tools Cooking - Making Gingerbread Making Salt Dough	Media, Materials and Tools – Wood Work – Joining Collaboration – Junk Modelling – dinosaur	Media, Materials and Tools – Wood Work – Joining, Construction – Castles and drawbridges, Making boats	Media, Materials and Tools – Textiles – making shoes, Papier mâché / Moving Minibeasts	Media, Materials and Tools – Wood Work – Creating toys
Extra Enhancement Ideas	Introduce each learning area and set expectations. Take time to get to know the children – relationship building.	Dark Den, bonfire with hot chocolate and marshmallows	Eggs in the classroom – predict what the dino looks like and think about caring for it. Measuring dino prints etc. Footprints through the classroom – what could it be?	Crime scene in home corner	Beanstalk in the classroom	outdoor learning, becoming farmers,

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Characteristics of learning	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates.</p> <p>PLAY: At Hunsbury Park Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’.</p> <p>PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’.</p>					
Assessment Opportunities	Analyse Nursery assessments and transition documents Baseline analysis In-house - Baseline data on entry National Baseline data by end of term	Ongoing assessments Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Data Drop Phonic Intervention groups Set up Tracking Documents	GLD Projections for EoY EYFS team meetings	Pupil progress meetings EYFS team meetings Data Drop Internal moderations	Moderation meetings with year 1 EYFS team meetings	Pupil progress meetings EYFS team meetings and transition with year 1 staff Insight data EOY data to LA
Parental Involvement	SeeSaw logins given before summer to encourage Summer Holiday Observations First week all children to start full time. Phonics and reading workshop (prior to books being sent home)	Parents Evening Book at Bedtime Maths workshop Nativity	Stay and Read morning Writing workshop	Parents Evening Art workshop / Gallery Share a story	Share a story Maths Morning – Look how far we have come!	Parents Evening