















St Stephen Churchtown Academy

Long Term Overview 2025-2026

Class: Reception – Polkerris



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oracy	To look towards someone who is speaking to them for an extended period of time.	To display emotion when speaking within a group.	To use facial expression, eye contact and posture to support meaning in play.	To join phrases with words such as 'if', 'because' 'so' 'could' 'but'.	To make relevant contributions and asks questions appropriate to the topic at hand.	To describe events that have happened to them in detail.
Oracy Theme	Listening	Group Discussion	Tracking	Building on ideas	Reasoning	Questioning
Topic/Theme	What makes me special?	How do you celebrate?	How big is big?	Can little feet go on big adventures?	How does your garden grow?	Oh I do like to be beside the seaside.
Topic Focus	-Starting school -My new class -Welcome to our setting(rules, routines and boundaries) -New beginnings -All about me -What am I good at? -My family -Our homes -Our community	Birthdays/harvest/ Halloween/ bonfire night/Diwali/ Christmas/ the nativity/ Christmas lists/ letter to Father Christmas	Buildings/dinosaurs/ space/van Gogh /our world/climate/ weather	Where do we live in the UK/ world/travel and transport/animals/ minibeasts/ habitats/comparing places	Seasons and weather/plants and flowers/eggs/life cycles/the great outdoors/planting bean/seeds	On the water/ under the water/pirates/ beach safety/holidays/ where in the world shall we go?/ send me a postcard/marine life
High Quality focused Texts	Key Texts Elmer Only One You Super Duper You What Makes Me a Me Giraffe is Left Out The Name Jar	Key Texts Binnies Diwali Eight Nights Eight Lights Room on the Broom Divali Rama and Sita The Christmas Story Stick Man Gruffalo Mogs Birthday	Key Texts A squash and a squeeze Dinosaur bones Stomp dinosaur Stomp Storm How to Catch a Star Astro Girl After The Storm	Key Texts What the Ladybird Heard Rumble in the Jungle I am Tiger You Can't Take an Elephant on a Bus One Day in our Blue Planet...in the Savannah	Key Texts The Very Hungry Caterpillar The Growing Story Jack and the Beanstalk The Enormous Potato Sam Plants a Sunflower Ten Seeds	Key Texts Dolphin Boy The Ocean Gardener The Lighthouse Keeper's Lunch Sally and the Limpet Billy's Bucket Lucy and Tom

	 <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 	 <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 	<p>How to Spot a Dinosaur</p>  <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 	 <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 	 <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 	<p>At the Beach A home for Stone</p>  <p>Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year</p> 
<p>Key Text Vocabulary</p>	<p>One focus book per week 5 key words focused on each week drawn from the weekly text in MTP text.</p>	<p>One focus book per week 5 key words focused on each week drawn from weekly the text in MTP.</p>	<p>One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.</p>	<p>One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.</p>	<p>One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.</p>	<p>One focus book per week 5 key words focused on each week drawn from the weekly text in the MTP.</p>

P.S.H.E
SCARF

All about Me
Respecting Myself
+ 1x focus
on British Values



All about me
(coramlifeeducation.o
rg.uk)

What makes me
special
(coramlifeeducation.o
rg.uk)

My feelings
(coramlifeeducation.o
rg.uk)

My feelings (2)
(coramlifeeducation.o
rg.uk)

Growth Mindset
Bouncing back when
things go wrong
(coramlifeeducation.o
rg.uk)

Yes, I can!
(coramlifeeducation.o
rg.uk)

**I'm special you're
special**

Tolerance & Respect
**+ 1x focus on black
history month**



I'm special, you're
special
(coramlifeeducation.
org.uk)

Same and different
(coramlifeeducation.
org.uk)

Same and different
families
(coramlifeeducation.
org.uk)

Same and different
homes
(coramlifeeducation.
org.uk)

I am caring
(coramlifeeducation.
org.uk)

Growing



Life Stages: Human
life stage - who will I
be?
(coramlifeeducation.
org.uk)

Getting bigger
(coramlifeeducation.
org.uk)

Me and my body -
girls and boys
(coramlifeeducation.
org.uk)

Babies
Where do babies
come from?
(coramlifeeducation.
org.uk)

Keeping Safe
Keeping Myself and
Others Safe
+ 1x lesson on road
safety: Stop, look,
listen



What's safe to go onto
my body
(coramlifeeducation.or
g.uk)

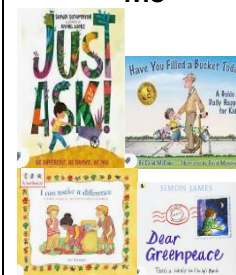
Keeping Myself Safe -
What's safe to go into
my body (including
medicines)
(coramlifeeducation.or
g.uk)

Safe indoors and
outdoors
(coramlifeeducation.or
g.uk)

Listening to my
feelings
(coramlifeeducation.or
g.uk)

Keeping safe online
(coramlifeeducation.or
g.uk)

Rights and Respect
The People Around
Me



Me and my special
people
(coramlifeeducatio
n.org.uk)

Looking after my
special people
(coramlifeeducatio
n.org.uk)

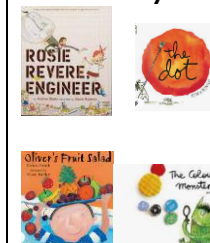
Being helpful at
home and caring for
our classroom
(coramlifeeducatio
n.org.uk)

Who can help me?
(coramlifeeducatio
n.org.uk)

Economics

Looking after
money (1):

Being My Best
Healthy Living



Healthy eating
(coramlifeeducation.
org.uk)

My healthy mind
(coramlifeeducation.
org.uk)



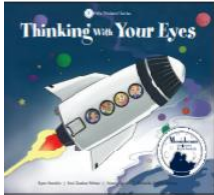
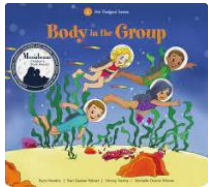
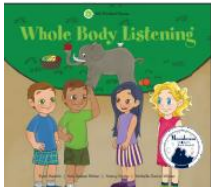
Move your body
(coramlifeeducation.
org.uk)

A good night's sleep
(coramlifeeducation.
org.uk)






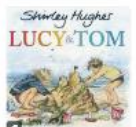







The Environment

Seasons
(coramlifeeducation.
org.uk)

Life stages - plants,
animals, humans
(coramlifeeducation.
org.uk)

			I am a friend (coramlifeeducation.org.uk)			recognising, spending, using (coramlifeeducation.org.uk) Looking after money (2): saving money and keeping it safe (coramlifeeducation.org.uk)	
We Thinkers		Settling in learning about classroom rules and routines.	Thoughts and feelings Book 1 	The group plan Book 2 	Thinking with your eyes Book 3 	Body in the group Book 4 	Whole Body listening Book 5 
CL	Key Activities	Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Engage in story times Circle time Topic books CP - vocab Triangles	Develop vocabulary: Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. books that will develop their vocabulary. Engage in non-fiction books. Talk about family routines and special occasions Engage in story times Circle time Topic books	Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary. Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important.	Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	I can learn and recite, poems and songs: I can listen to, engage in and talk about non-fiction. I can retell parts of a story and describe events in some detail. Engage in story times Circle time Topic books CP - vocab Triangles Key text – 5 focus words	Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non- fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more

		Key text – 5 focus words Poem a day Rhyme of the week linking to Charanga planning	Engage in story times Circle time Topic books CP vocab Triangles Key text – 5 focus words Poem a day Rhyme of the week linking to Charanga planning	Choose books that will develop their vocabulary. Engage in story times Circle time Topic books CP - vocab Triangles Key text – 5 focus words Poem a day Rhyme of the week linking to Charanga planning	Engage in story times Circle time Topic books CP - vocab Triangles Key text – 5 focus words Poem a day Rhyme of the week linking to Charanga planning	Poem a day Rhyme of the week linking to Charanga planning	Engage in story times Circle time Topic books CP - vocab Triangles Key text – 5 focus words Poem a day Rhyme of the week linking to Charanga planning
PD	Gross Motor Skills (Complete PE Scheme)	Ball Skills Hands 1 Locomotion: Walking	Attack V Defence: Games for understanding Dance: Nursery Rhymes	Ball Skills: Feet Gymnastics: Movin	Ball Skills: Hands 2 Dance: Ourselves	Locomotion: Jumping Gymnastics: High, Low, Over Under	Sports day practise
	Fine Motor Skills	Rolling and flattening dough, / undressing with minimal support, Mark making, Paint brushes, Modelling dough creating more intricate designs, Independently doing zips and buttons on coats. Accurate letter and number formation, Accurate use of cutlery at lunchtimes / independent cutting of food Finger fit daily cutting / writing activity x 4 per week Pen Disco x 1 per week					
L	Key Texts	One book focused on per week for developing literacy understanding. letter formation linked to Little Wandle taught sounds (Phase 2) and text .	One book focused on per week linking to finger fit writing activity. Letter formation and short CVC / phase 2 graphemes, words linked to text and using Little Wandle taught sounds only.	One book focused on per week linking to finger fit writing activity to the text. Letter formations and Two or three CVC words. Finger spaces.	One book focused on per week linking to finger fit writing activity to the text. Letter formation and Two or three CVC / phase 3 graphemes words. Capital letter	One book focused on per week linking to finger fit writing activity to the text. Letter formation and Three / four word sentences with Tricky words. Capital letter and full stop. Developing own	One book focused on per week linking to finger fit writing activity to the text. Letter formation and Three to six word sentences (phase 4 sounds) with tricky words. Capital letter and full stop. Writing 2-4 sentences

						<p>simple sentence after taught sentence.</p> 	<p>independently. (only to write more if letter formation is accurate).</p>   
	Writing opportunities	name writing, labelling a family picture, labelling parts of their home or school	Shopping lists, exercise workout routine, drawing and labelling people (links to UTW)	EE resource enhancements Invitations, postcards, letters, lists, tickets, posters,	Dinosaurs, still life drawing, labelling, naming,	labelling a plant, instructions on how to care for plants Story sequencing lists	life cycle of an animal Similarities and differences between us and animals.
	Reading	Formal Phonics begins: send 'Reading in Reception leaflet' to parents. Children receive reading book, words and phonics. Segmenting & blending word level.	CVC / matched ability books 3 x group reads per week X 4 stories per day including non- fiction  <p>Bedtime Stories</p>	CVC / matched ability books 3 x group reads per week X 4 stories per day including non- fiction 	CVC / matched ability books 3 x group reads per week X 4 stories per day including non-fiction 	CVC / matched ability books 3 x group reads per week X 4 stories per day including non- fiction 	CVC / matched ability books 3 x group reads per week X 4 stories per day including non- fiction 

				Step 1 Explore length Step 2 Compare length Step 3 Explore height	shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment	Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shape Sharing and grouping	maps from familiar places Step 11 Create own maps and plans from story situations consolidation
	Math texts linked to each maths input	<p>Key Math texts Getting To know you (Week 1&2)</p> <p>Block 1 A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by Margarette S. Reid • Beep Beep, Vroom Vroom! by Stuart J. Murphy</p> <p>Block 2 Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell • My First Book of Patterns by Bobby and June George • We're Going on a Bear Hunt by Michael Rosen • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary</p> <p>Block 3</p>	<p>Key Math texts Block 4 Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p>Block 5 Witches Four by Marc Brown • Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin • Kipper's Birthday by Mick Inkpen • The Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock and Philip Hopman • Anno's</p>	<p>Key math texts Block 1 Alive in five Zero is the Leaves on the Tree by Betsy Franco • None the Number by Oliver Jeffers • Anno's Counting Book by Mitsumasa Anno • I Spy Numbers by Jean Marzollo • The Ugly Five by Julia Donaldson • Five Small Stars by Elizabeth Matterson and Madge Bugden • Room on the Broom by Julia Donaldson</p> <p>Block 2 Who Sank the Boat? by Pamela Allen • Balancing Act by Ellen Stoll Walsh • A Beach for Albert by Eleanor May</p> <p>Block 3 Growing Handa's Surprise by Eileen Browne • Sidney the Silly Who Only Eats 6 by M.W. Penn • Six Dinner Sid by Inga Moore • 1, 2,</p>	<p>Key Math Texts Block 4 Superworm by Julia Donaldson • Actual Size by Steve Jenkins • Jim and the Beanstalk by Raymond Briggs • I Can Only Draw Worms by Will Mabbitt • Titch by Pat Hutchins • Tall by Jez Alborough • Jack and the Beanstalk • The Giraffe Who Got in a Knot by Paul Geraghty and John Bush • Five Minutes' Peace by Jill Murphy • Mr Wolf's Week by Colin Hawkins • A Dark, Dark Tale by Ruth Brown • Jasper's Beanstalk by Nick Butterworth</p> <p>Block 5 Building 9 and 10 Nine Naughty Kittens by Linda M. Jennings • Ten Little Fingers and Ten Little Toes by Mem Fox • Cockatoos by Quentin Blake • How Do Dinosaurs Count to Ten? by Jane Yolen •</p>	<p>Key Math Texts Block 1 Anno's Counting Book by Mitsumasa Anno • Monster Counting Book 1 to 20 by Frances Mackay • 13 Ways to Eat a Fly by Sue Heavenrich • The Real Princess by Brenda Williams • One Moose, Twenty Mice by Claire Beaton • 20 Big Trucks in the Middle of the Street by Mark Lee • Jack the Builder by Stuart J. Murphy • Monster Math by Anne Miranda • 1 is One by Tasha Tardo</p> <p>Block 2 Mouse Count by Ellen Stoll Walsh • One Ted Falls out of Bed by Julia Donaldson • My Granny Went to Market by Stella</p>	<p>Key Math Texts Block 4 The Last Marshmallow by Grace Lin • The Squirrels Who Squabbled by Rachel Bright • One Hungry Cat by Joanne Rocklin • The Doorbell Rang by Pat Hutchins • Ness the Nurse by Nick Sharratt • The Gingerbread Man • Bean Thirteen by Matthew McElligott • Missing Mittens by Stuart J. Murphy • Alison Hubble by Allan Ahlberg</p> <p>Block 5 I See a Pattern Here by Bruce Goldstone • Pattern Fish and Pattern Bugs by Trudy Harris • Art Forms in Nature by Ernst Haeckel • Rosie's Walk by Pat Hutchins • What the Ladybird Heard and The Gruffalo by Julia Donaldson • Disney's</p>

		<p>Anno's Counting Book by Mitsumasa Anno • How to Count to One by Casper Salmon • Goldilocks and the Three Bears • The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff</p>	<p>Counting Book by Mitsumasa Anno Block 6 Bear in a Square by Stella Blackstone • Square by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • Night Monkey, Day Monkey by Julia Donaldson • The Fox in the Dark by Alison Green</p>	<p>3 to the Zoo by Eric Carle • Kipper's Toybox by Mick Inkpen • Quack and Count by Keith Baker • Simon Sock by Sue Hendra and Paul Linnet • Missing Mittens by Stuart J. Murphy • Noah's Ark • Double Dave by Sue Hendra • Minnie's Diner by Dayle Ann Dodds • Two of Everything by Lily Toy Hong • Don't Forget the Bacon! by Pat Hutchins • The Snail and the Whale by Julia Donaldson Block 4 Superworm by Julia Donaldson • Actual Size by Steve Jenkins • Jim and the Beanstalk by Raymond Briggs • I Can Only Draw Worms by Will Mabbitt • Titch by Pat Hutchins • Tall by Jez Alborough • Jack and the Beanstalk • The Giraffe Who Got in a Knot by Paul Geraghty and John Bush • Five Minutes' Peace by Jill Murphy • Mr Wolf's Week by Colin Hawkins • A</p>	<p>The 'Ten Little ...' series by Mike Brownlow • Anno's Counting Book by Mitsumasa Anno • One Duck Stuck by Phyllis Root • Mouse Count by Ellen Stoll Walsh • Ten in the Bed by Penny Dale • One Gorilla by Anthony Browne • Mr Willy-Nilly and Zoey's Dream by Ji-yun Shin • Pete the Cat and the Missing Cupcakes by Kimberly and James Dean • Ten Black Dots by Donald Crews • Two of Everything by Babette Cole • Double the Ducks by Stuart J. Murphy • One Odd Day by Doris Fisher and Dani Sneed Block 6 Circle! Sphere! by Grace Lin • Changes, Changes by Pat Hutchins • Naughty Bus by Jan Oke • Rapunzel • Kitten Castle by Ellen Weiss and Mel Friedman • Shapes, Shapes, Shapes by Tana Hoban • Pattern Fish by Trudy Harris • Pattern Bugs by Trudy Harris • Busy, Busy, Busy by Haneul Ddang • The</p>	<p>Blackstone • Mr Gumpy's Outing by John Burningham • Splash! by Ann Jonas • Tad by Benji Davies • The Shopping Basket by John Burningham Block 3 Big Box of Shapes by Wiley Blevins • Which One Doesn't Belong? by Christopher Danielson • Mr Gumpy's Motor Car by John Burningham • Tangram Cat by Maranke Rinck and Martijn van der Linden • Three Pigs, One Wolf, and Seven Magic Shapes by Grace Maccarone • Mouse Shapes by Ellen Stoll Walsh • Pezzettino by Leo Lionni • Jack and the Flumflum Tree by Julia Donaldson • Perfect Square by Michael Hall • Grandpa's Quilt by Betsy Franco • Color Zoo by Lois Ehlert • Cubes, Cones, Cylinders, & Spheres by Tana</p>	<p>The Lion King by Justine Korman Fontes • We're Going on a Bear Hunt by Michael Rosen • Cockatoos by Quentin Blake • Martha Maps It Out by Leigh Hodgkinson • In Every House, on Every Street by Jess Hitchman • If I Built a House by Chris Van Dusen • The Secret Path by Nick Butterworth • Me on the Map by Joan Sweeney • Pirates Love Underpants by Claire Freedman • My Map Book by Sara Fanelli • Little Red Riding Hood • The Once upon a Time Map Book by B.G. Hennessy</p>
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				Dark, Dark Tale by Ruth Brown • Jasper's Beanstalk by Nick Butterworth	Leopard's Drum by Jessica Souhami • Jamil's Clever Cat by Fiona French with Dick Newby	Hoban • Boxitects by Kim Smith	
	Songs and rhymes	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Five Little Ducks • Name Song • Things For Fingers 	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock <ul style="list-style-type: none"> • Not Too Difficult • The ABC Song 	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Wind The Bobbin Up • Rock-a-bye Baby • Five Little Monkeys Jumping On The Bed • Twinkle Twinkle • If You're Happy And You Know It • Head, Shoulders, Knees And Toes 	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey 	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Musical learning focus:</p> <ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and revisiting other nursery 	<p>Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor</p> <p>Consolidate your learning and perform This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using

						<p>rhymes and action songs</p> <ul style="list-style-type: none"> • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place 	<p>voices and instruments</p> <ul style="list-style-type: none"> • Sing and revisit nursery rhymes and action songs • Play instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place
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UTW	History/ Geography links	<p>What makes me special?</p> <p>Create a class timeline for children to engage with. Eg: start of school, birthdays, when they were born etc. Relevant to their lives</p> <p>Share photos of the past and identify similarities and differences</p>	<p>How do you celebrate?</p> <p>How do people celebrate in different countries</p> <p>Make simple maps of the school</p> <p>Look at maps of the world and look at other countries</p> <p>Share anywhere children have visited on holiday – parents can share on Tapestry.</p>	<p>How big is big?</p> <p>Animals around the world. Identify where animals live. What type of environment do they live in Do they have / need different habitats.</p>	<p>Can little feet go on big adventures?</p> <p>Think about adventures that people of the past have been on. How did they travel? Where did they travel? Changes in transport over time.</p>	<p>How does your garden grow?</p> <p>Are we ready to grow? What do we grow in this country? How is food grown now and how was it grown in the past, what are the differences.</p>	<p>Oh I do like to be beside the seaside.</p> <p>Timeline</p> <p>How have beaches changed? What did you see at the beach in the past and what do you see now? Was the past in black and white?</p>
	Science (Ready to progress into Y1)	<p>Topic: What makes me Special?</p> <p>Super Duper You: Explore the natural world around them – natural face art</p> <p>Only One You: Explore the natural world around them – individual rock gardens</p> <p>Elmer: Explore the natural world around them – colour and sound investigations</p>	<p>Topic: How Do you Celebrate?</p> <p>Room on the broom: Explore the natural world around them – wind, engineering</p> <p>Rama and Sita: Explore the natural world around them – light/shadows</p> <p>Stick Man: Explore the natural world around them – materials</p>	<p>Topic: How Big is Big?</p> <p>Astro Girl: Explore the natural world around them – physics, space</p> <p>Dinosaur Bones: Explore the natural world around them – fossils/rocks</p> <p>How to Catch a Star: Explore the natural world around them – space</p>	<p>Topic: Can Little Feet Go on Big Adventures?</p> <p>One Day in our Blue Planet...in the Savannah: Explore the natural world around them. Recognise environments that are different to the one in which they live. – animals/habitats</p> <p>What the ladybird heard: Explore the natural world around them – animals</p> <p>I am a Tiger: Explore the natural world around them – animals</p>	<p>Topic: How Does your Garden Grow?</p> <p>The Very Hungry Caterpillar Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear and feel whilst outside. – minibeasts/habitats</p> <p>Jack and the Beanstalk: Explore the natural world around them – plants</p> <p>Sam Plants a Sunflower:</p>	<p>Topic: Oh, I Do Like to be by the Seaside</p> <p>The Ocean Gardener: Explore the natural world around them – habitats</p> <p>The Lighthouse Keeper's Lunch: Explore the natural world around them – healthy eating</p> <p>At the beach: Explore the natural world around them – habitats</p>

						Explore the natural world around them – plant life cycles	
	Comp uting	I can use technology – learning to use the IWB and iPads in Nursery and Reception	I can use technology – learning to use the IWB and iPads in Nursery and Reception	Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories	Hello Ruby -Reading the Hello Ruby series of books and completing activities from the stories	Let's go code I can follow instructions to walk a maze!	Let's go code I can follow instructions to walk a maze!
	RE	F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Pupils will develop an understanding of why the word 'God' is important to Christians and compare differences between different religious communities	F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.	Being Special Where Do We Belong? Pupils will gain an understanding of their local community and a sense of belonging forming the first foundations of what religion means to them and others. Make hearts for the people we care about. Activity – Make hearts for the people we care about.	F3 SALVATION: Why do Christians put a cross in an Easter garden? Pupils will develop an understanding of why Easter is special to the Christian Community and the events that occur over the Easter period.	Which places are special and why? Pupils will have a deep understanding of the Christian community, key events, words, and people as well as have some known knowledge that there are other faiths and beliefs.	Which stories are special and why? In this unit, pupils consider the stories that are special to them, giving reasons for why they are special. They will encounter stories from different religious worldviews and find out about why these might be special to a believer. With support, pupils will begin to consider the impact of these stories on the lives of believers. They will learn key events and retell stories from different worldviews

				<p>Which stories are special and why?</p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p>			remembering key events.
EAD	Art/Design	<p>What makes me Special? Portraits, family, friends – using different creative materials, pencils, paint, chalk, collage.</p>	<p>How do you celebrate? Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p>	<p>How big is big? Creating vehicles – split pins, moving parts, connecting, Creative activities linked to topic books, one activity / example</p>	<p>Can little feet go on big adventures? Creative activities linked to topic books, one activity / example modelled per week for</p>	<p>How does your garden grow? Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.</p>	<p>Oh I do like to be beside the seaside. Beach scenes, different materials, 3D pictures, beach creatures, pirate telescopes.</p>

		<p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p> <p>Meet the artist – Who is David McKee? Who was David McKee, and how did he use simple drawings to make happy pictures?</p>	<p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p>Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>
	Music (Charanga)	<p>Me! Growing, homes, colour, toys, how I look</p>	<p>My stories Using your imagination, festivals, fairies, pirates, treasure, superheroes. Let's pretend. Once upon a time</p>	<p>Everyone! Family, friends, people and music from around the world.</p>	<p>Our World Animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Big Bear Funk Funk music, voices and classroom percussion</p>	<p>Reflect, rewind and replay Listen to Western Classical music, beginning the language of music</p>
Trips/Visits		<p>What makes me special?</p> <p>Autumn walk around the wider school area and field Sponsored Welly Walk Vet visit linking to introducing a pet in class.</p>	<p>How do you celebrate?</p> <p>Church visit / Christingle</p>	<p>How big is big? Space / dinosaurs Potential dome visit depending on price and availability.</p>	<p>Can little feet go on big adventures?</p> <p>School trip? Newquay Zoo?</p>	<p>How does your garden grow?</p> <p>In school gardening /outdoor learning visit? Imery's? Visit from a gardener / centre</p>	<p>Oh I do like to be beside the seaside.</p> <p>Aspire Beach school beach trip Aspire EYFS Games Farm and Country Visit Rock pool visit?</p>

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Early Learning Goals

PSED ELG	<p>Self-Regulation ·</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ·</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ·</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self ·</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ·</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ·</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships ·</p> <p>Work and play cooperatively and take turns with others. ·</p> <p>Form positive attachments to adults and friendships with peers. ·</p> <p>Show sensitivity to their own and to others' needs.</p>
CL ELG	<p>Listening, Attention and Understanding ·</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ·</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ·</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ·</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ·</p>

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ·</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
PD ELG	<p>Gross Motor Skills ·</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. ·</p> <p>Demonstrate strength, balance and coordination when playing. ·</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ·</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. ·</p> <p>Begin to show accuracy and care when drawing.</p>
L ELG	<p>Comprehension ·</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ·</p> <p>Anticipate (where appropriate) key events in stories. ·</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading ·</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ·</p> <p>Read words consistent with their phonic knowledge by sound-blending. ·</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ·</p> <p>Write recognisable letters, most of which are correctly formed. ·</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ·</p> <p>Write simple phrases and sentences that can be read by others.</p>
M ELG	<p>Number ·</p> <p>Have a deep understanding of number to 10, including the composition of each number. ·</p> <p>Subitise (recognise quantities without counting) up to 5. ·</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns ·</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. ·</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ·</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>

EAD ELG	<p>Creating Materials ·</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ·</p> <p>Share their creations, explaining the process they have used. ·</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative ·</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ·</p> <p>Sing a range of well-known nursery rhymes and songs. ·</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
UTW ELG	<p>Past and Present ·</p> <p>Talk about the lives of the people around them and their roles in society. ·</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ·</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities ·</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ·</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>· Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World ·</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ·</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ·</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>