



St Stephen Churchtown Academy

Long Term Overview 2026-2027

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	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 Savanah	Key Texts The Very Hungry Caterpillar The Growing Story Jack and the Beanstalk The Enormous Potato Sam Plants a Sunflower	Key Texts Dolphin Boy The Ocean Gardener The Lighthouse Keeper's Lunch Sally and the Limpet Billy's Bucket Lucy and Tom

	 Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	 Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	After The Storm How to Spot a Dinosaur  Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	 Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	Ten Seeds  Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	At the Beach A home for Stone  Poem a day Tiger Tiger Burning Bright & Poem for Every Night of the Year 	Key Text Vocabulary	One focus book per week 5 key words focused on each week drawn from the weekly text in MTP text.	One focus book per week 5 key words focused on each week drawn from weekly the text in MTP.	One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.	One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.	One focus book per week 5 key words focused on each week drawn from the weekly text in MTP.	One focus book per week 5 key words focused on each week drawn from the weekly text in the MTP.
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P.S.H.E
SCARF

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



All about me
(coramlifeeducation.org.uk)

What makes me special
(coramlifeeducation.org.uk)

My feelings
(coramlifeeducation.org.uk)

My feelings (2)
(coramlifeeducation.org.uk)

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

Yes, I can!
(coramlifeeducation.org.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.org.uk)

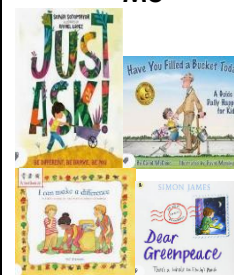
Keeping Myself Safe - What's safe to go into my body (including medicines)
(coramlifeeducation.org.uk)

Safe indoors and outdoors
(coramlifeeducation.org.uk)

Listening to my feelings
(coramlifeeducation.org.uk)

Keeping safe online
(coramlifeeducation.org.uk)

Rights and Respect
The People Around Me



Me and my special people
(coramlifeeducation.org.uk)

Looking after my special people
(coramlifeeducation.org.uk)

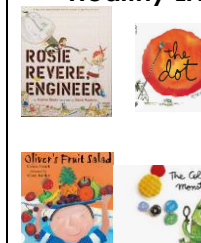
Being helpful at home and caring for our classroom
(coramlifeeducation.org.uk)

Who can help me?
(coramlifeeducation.org.uk)

Economics

Looking after money (1):

Being My Best
Healthy Living



Healthy eating
(coramlifeeducation.org.uk)

My healthy mind
(coramlifeeducation.org.uk)

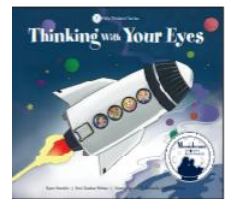
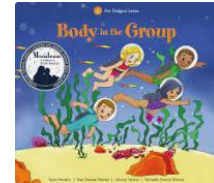
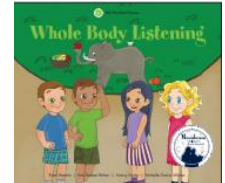
Move your body
(coramlifeeducation.org.uk)

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.	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

						Developing own simple sentence after taught sentence.	2-4 sentences independently. (only to write more if letter formation is accurate).
	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	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

		Reception Autumn 1 <table><thead><tr><th>Phase 1 phonemes</th><th>New tricky words</th></tr></thead><tbody><tr><td>Mat 1: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 2: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 3: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 4: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 5: 1, 2, 3, 4, 5</td><td></td></tr></tbody></table> Reception Autumn 2 <table><thead><tr><th>Phase 2 phonemes</th><th>New tricky words</th></tr></thead><tbody><tr><td>Mat 1: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 2: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 3: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 4: 1, 2, 3, 4, 5</td><td></td></tr><tr><td>Mat 5: 1, 2, 3, 4, 5</td><td></td></tr></tbody></table> Bedtime Stories Workshop - 'Supporting your child with Phonics and Early Reading'.	Phase 1 phonemes	New tricky words	Mat 1: 1, 2, 3, 4, 5		Mat 2: 1, 2, 3, 4, 5		Mat 3: 1, 2, 3, 4, 5		Mat 4: 1, 2, 3, 4, 5		Mat 5: 1, 2, 3, 4, 5		Phase 2 phonemes	New tricky words	Mat 1: 1, 2, 3, 4, 5		Mat 2: 1, 2, 3, 4, 5		Mat 3: 1, 2, 3, 4, 5		Mat 4: 1, 2, 3, 4, 5		Mat 5: 1, 2, 3, 4, 5					
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Mat 3: 1, 2, 3, 4, 5																														
Mat 4: 1, 2, 3, 4, 5																														
Mat 5: 1, 2, 3, 4, 5																														
M	WRM	Getting to know you (Week 1 &2) Match and compare - Block 1 – Match, sort and compare - Block 2 – Talk about measure and pattern It's me 1,2,3 - Block 3 – It's me 1, 2, 3	Circles and triangles - Block 4 – Circles and triangles 1,2 3, 4, 5 - Block 5 – 1, 2, 3, 4, 5 Shapes with sides - Block 6 – Shapes with 4 sides	Alive in five, Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to mass and capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity Growing 6,7,8, Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs – odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Length, height,	Length, height, time Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time time, building 9 & 10, Exploring 3D shapes, Building 9 and 10 Step 1 Find 9 and 10 Step 2 Compare numbers to 10 Step 3 Represent 9 and 10 Step 4 Conceptual subitising to 10 Step 5 1 more Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts) Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Step 11 Doubles to 10 (find a double) Step 12 Doubles to 10 (make a double) Step 13 Explore even and odd Explore 3D shape	To 20 and beyond, Step 1 Build numbers beyond 10 (10–13) Step 2 Continue patterns beyond 10 (10–13) Step 3 Build numbers beyond 10 (14–20) Step 4 Continue patterns beyond 10 (14–20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns how many Now, Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away? Manipulate and decompose, Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4	Sharing and grouping Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build double Visualise, build, and map, Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build Step 8 Explore mapping																							

				Step 9 Combine two groups Step 10 Conceptual subitising Length, Height, Time Step 1 Explore length Step 2 Compare length Step 3 Explore height	Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment	Explain shapes arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shape Sharing and grouping	make connections, Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations consolidation
	Math texts linked to each maths input	Key Math texts Getting To know you (Week 1&2) 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 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	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 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	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 Block 2 Who Sank the Boat? by Pamela Allen • Balancing Act by Ellen Stoll Walsh • A Beach for Albert by Eleanor May	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 Block 5 Building 9 and 10	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 Block 2	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 Block 5 I See a Pattern Here by Bruce Goldstone • Pattern Fish and Pattern Bugs by Trudy Harris • Art

		Bear Hunt by Michael Rosen • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary Block 3 Anno's Counting Book by Mitumasa 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	Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock and Philip Hopman • Anno's Counting Book by Mitumasa 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	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, 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	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 • The 'Ten Little ...' series by Mike Brownlow • Anno's Counting Book by Mitumasa 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	Mouse Count by Ellen Stoll Walsh • One Ted Falls out of Bed by Julia Donaldson • My Granny Went to Market by Stella 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	Forms in Nature by Ernst Haeckel • Rosie's Walk by Pat Hutchins • What the Ladybird Heard and The Gruffalo by Julia Donaldson • Disney's 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
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				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	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 Leopard's Drum by Jessica Souhami • Jamil's Clever Cat by Fiona French with Dick Newby	by Michael Hall • Grandpa's Quilt by Betsy Franco • Color Zoo by Lois Ehler • Cubes, Cones, Cylinders, & Spheres by Tana Hoban • Boxitects by Kim Smith	
	Songs and rhymes	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Learn to sing nursery rhymes and action songs: • Pat-a-cake • 1, 2, 3, 4, 5, Once I Caught a Fish Alive • Five Little Ducks • Name Song • Things For Fingers	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Learn to sing nursery rhymes and action songs: • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Learn to sing nursery rhymes and action songs: • 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,	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Learn to sing nursery rhymes and action songs: • Old Macdonald • Incy Wincy Spider • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Musical learning focus: • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor 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. Musical learning focus:

Knees And
Toes

- using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
 - Playing instruments within the song
 - Improvisation using voices and instruments
 - Riff-based composition
 - Share and perform the learning that has taken place

- 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
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

UTW	History/ Geography links	What makes me special? Create a class timeline for children to engage with. Eg: start of school, birthdays, when they were born etc. Relevant to their lives Share photos of the past and identify similarities and differences	How do you celebrate? How do people celebrate in different countries Make simple maps of the school Look at maps of the world and look at other countries Share anywhere children have visited on holiday – parents can share on Tapestry.	How big is big? Animals around the world. Identify where animals live. What type of environment do they live in Do they have / need different habitats.	Can little feet go on big adventures? Think about adventures that people of the past have been on. How did they travel? Where did they travel? Changes in transport over time.	How does your garden grow? 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.	Oh I do like to be beside the seaside. Timeline 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?
	Science (Ready to progress into Y1)	Topic: What makes me Special? Super Duper You: Explore the natural world around them – natural face art Only One You: Explore the natural world around them – individual rock gardens Elmer: Explore the natural world around them – colour and sound investigations	Topic: How Do you Celebrate? Room on the broom: Explore the natural world around them – wind, engineering Rama and Sita: Explore the natural world around them – light/shadows Stick Man: Explore the natural world around them – materials	Topic: How Big is Big? Astro Girl: Explore the natural world around them – physics, space Dinosaur Bones: Explore the natural world around them – fossils/rocks How to Catch a Star: Explore the natural world around them – space	Topic: Can Little Feet Go on Big Adventures? One Day in our Blue Planet...in the Savanah: Explore the natural world around them. Recognise environments that are different to the one in which they live. – animals/habitats What the ladybird heard:	Topic: How Does your Garden Grow? 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	Topic: Oh, I Do Like to be by the Seaside The Ocean Gardener: Explore the natural world around them - habitats The Lighthouse Keeper's Lunch: Explore the natural world around them – healthy eating At the beach:

					Explore the natural world around them – animals I am a Tiger: Explore the natural world around them – animals	Jack and the Beanstalk: Explore the natural world around them – plants Sam Plants a Sunflower: Explore the natural world around them – plant life cycles	Explore the natural world around them – habitats
	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

				Which stories are special and why?			these stories on the lives of believers. They will learn key events and retell stories from different worldviews remembering key events.
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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.

EAD	Art/De sign	What makes me Special? Portraits, family, friends – using different creative materials, pencils, paint, chalk, collage. Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations. Meet the artist – Who is David McKee? Who was David McKee, and how did he use simple drawings to make happy pictures?	How do you celebrate? Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations.	How big is big? Creating vehicles – split pins, moving parts, connecting, Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations.	Can little feet go on big adventures? Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations.	How does your garden grow? Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations. Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations.	Oh I do like to be beside the seaside. Beach scenes, different materials, 3D pictures, beach creatures, pirate telescopes. Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area. Pupils to use EE resources during COOL time to create their own creations.
	Music (Char anga)	Me! Growing, homes, colour, toys, how I look	My stories Using your imagination, festivals, fairies, pirates, treasure, superheroes. Let's pretend. Once upon a time	Everyone! Family, friends, people and music from around the world.	Our World Animals, jungle, minibests, night and day, sand and water, seaside, seasons, weather, sea, space	Big Bear Funk Funk music, voices and classroom percussion	Reflect, rewind and replay Listen to Western Classical music, beginning the language of music

Trips/Visits	What makes me special? Autumn walk around the wider school area and field Sponsored Welly Walk Vet visit linking to introducing a pet in class.	How do you celebrate? Church visit / Christingle	How big is big? Space / dinosaurs Potential dome visit depending on price and availability.	Can little feet go on big adventures? School trip? Newquay Zoo?	How does your garden grow? In school gardening / outdoor learning visit? Imery's? Visit from a gardener / centre	Oh I do like to be beside the seaside. Aspire Beach school beach trip Aspire EYFS Games Farm and Country Visit Rock pool visit?
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Early Learning Goals	
PSED ELG	Self-Regulation · Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. · Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. · 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. Managing Self · Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. · Explain the reasons for rules, know right from wrong and try to behave accordingly. ·

	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships · Work and play cooperatively and take turns with others. · Form positive attachments to adults and friendships with peers. · Show sensitivity to their own and to others' needs.
CL ELG	Listening, Attention and Understanding · 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. · Make comments about what they have heard and ask questions to clarify their understanding. · Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking · Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. · Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. · 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.
PD ELG	Gross Motor Skills · Negotiate space and obstacles safely, with consideration for themselves and others. · Demonstrate strength, balance and coordination when playing. · Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. · Use a range of small tools, including scissors, paintbrushes and cutlery. · Begin to show accuracy and care when drawing.
L ELG	Comprehension · Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. · Anticipate (where appropriate) key events in stories. · Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. Word reading · Say a sound for each letter in the alphabet and at least 10 digraphs. · Read words consistent with their phonic knowledge by sound-blending. · Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	Writing · Write recognisable letters, most of which are correctly formed. · Spell words by identifying sounds in them and representing the sounds with a letter or letters. · Write simple phrases and sentences that can be read by others.
M ELG	Number · Have a deep understanding of number to 10, including the composition of each number. · Subitise (recognise quantities without counting) up to 5. · 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. Numerical patterns · Verbally count beyond 20, recognising the pattern of the counting system. · Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. · Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
EAD ELG	Creating Materials · Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. · Share their creations, explaining the process they have used. · Make use of props and materials when role playing characters in narratives and stories. Being Imaginative · Invent, adapt and recount narratives and stories with peers and their teacher. · Sing a range of well-known nursery rhymes and songs. · Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
UTW ELG	Past and Present · Talk about the lives of the people around them and their roles in society. · Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. · Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities · Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. · 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. · · 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. The Natural World · Explore the natural world around them, making observations and drawing pictures of animals and plants. ·

	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. · Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
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