



# Fairway Primary Academy

## Reception Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes &amp; Learning Opportunities</b>  (themes may be adapted and altered to allow for children's interests to flow through provision)	<b>Marvellous Me!</b> <ul style="list-style-type: none"> <li>Starting school / new faces and places</li> <li>Being kind and making friends</li> <li>Me &amp; my family</li> <li>Family Trees</li> <li>Self Portraits</li> <li>Seasonal change - Autumn</li> <li>PSED – Emotions</li> <li>Nocturnal Animals</li> <li>Jigsaw: Being Me in My World (who am I? what makes me, me? It is good to be me!)</li> <li>People who Help Us (Family, Teachers, Doctors and Nurses)</li> </ul>	<b>Can you read me a story?</b> <ul style="list-style-type: none"> <li>Learning about opposites</li> <li>Fantasy Lands</li> <li>Witches &amp; Wizards, Potion Making</li> <li>Messy art, playing with shape, colour, and collages.</li> <li>Seasonal change – Winter</li> <li>Bonfire Night</li> <li>Diwali, celebrations &amp; stories from other cultures.</li> <li>Christmas!</li> <li>Jigsaw: Celebrating Difference (we are different, but the same, difference makes us special, being kind and accepting)</li> <li>People Who Help Us (Police, Firefighters, Ambulance Crew)</li> </ul>	<b>Animal Antics!</b> <ul style="list-style-type: none"> <li>Animals / Minibeasts</li> <li>Lifecycles (Frogs, Chicks, Butterflies, etc)</li> <li>Animal Habitats, who lives where?</li> <li>Animal patterns</li> <li>Life in Another Country</li> <li>Lunar New Year</li> <li>Seasonal Change – Winter/Spring</li> <li>Jigsaw: Dreams and Goals (setting goals, encouraging others, bring proud)</li> <li>People Who Help Us (Vets, Animal Rescues)</li> </ul>	<b>Come Outside!</b> <ul style="list-style-type: none"> <li>Nature Walks</li> <li>Plants and Flowers</li> <li>Planting and Growing</li> <li>Transient Art / Natural Art</li> <li>Veggie art, printing and natural dyes</li> <li>Looking after the Earth and the animals in it.</li> <li>Kindness/empathy</li> <li>Seasonal Change – Spring</li> <li>Jigsaw: Healthy Me (healthy eating, keeping my body clean and healthy,)</li> <li>People Who Help Us (Farmers, Shopkeepers, Dentists)</li> </ul>	<b>All Aboard!</b> <ul style="list-style-type: none"> <li>Transport and Travel - postcards</li> <li>Where in the world have, we been?</li> <li>Different methods of transport (bikes, busses, ferries, trains, plain, etc)</li> <li>Astronauts and Space!</li> <li>Vehicles of the Past and Present</li> <li>Planning a journey, looking at maps</li> <li>Jigsaw: Relationships (kind and unkind, am I a good friend? managing big feelings)</li> <li>People Who Help Us (pilots, public transport, postman, etc)</li> </ul>	<b>Under the Sea!</b> <ul style="list-style-type: none"> <li>Animals under the Sea</li> <li>Holidays and packing a suitcase</li> <li>Beaches &amp; shells</li> <li>Looking after the Ocean</li> <li>Recycling</li> <li>Jigsaw: Changing Me (naming body parts, growing up from babies to adults, moving to Year 1, how do I feel?)</li> <li>People Who Help Us (Lifeguards, Conservationists)</li> </ul>
<b>Possible Texts to Read and Guide Learning</b> ( <u>underline</u> indicates)	Ruby's Worry The Colour Monster Room on the Broom Elmer The Tiger Came to Tea Whatever Next! How to count to one	Pigs might count Meet the weather Farmer Duck Monkey Puzzle Giraffes can't dance Dear Zoo  <u>The Gingerbread Man</u>	Proudest Blue I want a pet dog Very Hungry Caterpillar The Little Red Hen Owl babies  <u>Three Little Pigs</u>	Oliver's Vegetables The Enormous Turnip Titch Saving Easter Bugs Jack and the Jellybean Stalk	The Naughty Bus The Train Ride On the Way Home Handa's Surprise Rosie's Walk We're going on a bear hunt	Somebody Swallowed Stanley! Tiddler Rainbow Fish The Light house Keepers Lunch! If sharks disappeared Sharing a Shell



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Traditional Tales to be covered)	<u>Goldilocks and the Three Bears</u>					Lost and Found
JC books	Ruby's Worry How to count to one	Pigs Might Fly Meet the Weather	The Proudest Blue I want a pet dog	Jack and the jellybean stalk Bugs	We're going on a bear hunt The Snail and the Whale	Rainbow Fish If Sharks Disappeared
Celebrations		Bonfire Night, Christmas Diwali	Lunar New Year, Valentines, Day	Mother's Day Ramadan & Eid		Father's Day

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General Themes	Marvellous Me!	Light and Dark!	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
Characteristics of Effective Learning	<p><b>Playing and Exploring:</b> Children learn through investigating and exploring their environment, and 'having a go'. Children who actively participate in their own play develop a large bank of information and experiences to draw on which has a positive impact on their capacity to learn.</p> <p><b>Active Learning:</b> Children concentrate and keep on trying if encounter something difficult. They have pride in themselves and their own achievements, encourage their classmates, and celebrate the achievements of others. It is important for children to take ownership of their learning, accept challenges, and practise persistence for them to become confident, self-regulated, lifelong learners.</p> <p><b>Creative and Critical Thinking:</b> Children will develop their own ideas and make links between different ideas. They articulate their thoughts and think flexibly, drawing on previous experiences to help them tackle problems and find solutions. They are unafraid to ask other classmates and peers for help in talking problems, and offer help in kind.</p>					
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning. Children's <b>back and forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently</b> to children and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, while providing them with extensive opportunities to use and embed new words in a range of contexts, will give all children the opportunity to thrive. Through conversation, <b>storytelling and role-play</b>, where children share their ideas with support and <b>modelling from practitioners</b>, and sensitive questioning which invites them to elaborate, children become comfortable using a rich <b>range of vocabulary and language structures</b>.</p>					



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<p>C&amp;L is developed throughout the year through high-quality interactions, daily story times, group discussions and circle times, sensitive questions and modelling of talk, singing, rhymes, literacy lessons, and speech and language interventions (Wellcom).</p>	<p><b>Welcome to Rec!</b></p> <p>Settling in activities Making friends Talking about experiences that are familiar Nursery rhymes and songs Models talk routines through the day (eg. "Good morning, how are you?" "Can I ... please?" "Thank you" &amp; "You're welcome!")</p>	<p><b>Tell me... a story!</b></p> <p>Developing vocabulary through carefully chosen stories Listening to and responding to stories Retelling a story, and using story language Following instructions Understanding how to listen carefully and why listening is important Introducing talk partners</p>	<p><b>Tell me... why!</b></p> <p>Using language well Encourage and model the use of <b>how</b> and <b>why</b> questions during circle times and group discussions. Retelling a story, introducing puppets and props for retelling in-role. Encourage and model describing events in some detail Talking about stories to develop familiarity and understanding.</p>	<p><b>Tell me... more!</b></p> <p>Encourage and model the use of time connectives when children are sharing news from home or retelling stories (first, and then, after that, next, suddenly!) Understand how to listen carefully, why listening is important, and how to ask good questions to find out more.</p>	<p><b>What happened?</b></p> <p>Re-read some favourite stories we have used in previous learning to revisit and consolidate vocabulary and events.  Develop sustained focus when listening to a story.  Model predicting events in familiar and unfamiliar stories, and making links between stories.</p>	<p><b>Time to share!</b></p> <p>Show and tell Read aloud a variety of books and texts to children. Select books containing photographs and pictures, including non-fiction texts. Model using the features of non-fiction books (eg. Using the titles &amp; pictures to find pages of interest, looking at the contents page, etc)</p>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>General Themes</b>	<b>Marvellous Me!</b>	<b>Can you tell me a story?</b>	<b>Animal Antics!</b>	<b>Come Outside!</b>	<b>All Aboard!</b>	<b>Under the Sea!</b>
<p><b>PSED</b></p> <p>Personal, Social and Emotional Development</p> <p><b>PHSE</b></p> <p>Jigsaw Scheme</p>	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>I can help others to feel welcome</li> <li>I can begin to recognise and manage my own feelings</li> <li>I understand why it is good to have kind and gentle hands</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>I can talk about what I am good at</li> <li>I can understand that being different makes us all special</li> <li>I know ways that we are different and ways that we are the same</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>I understand that if I persevere, I can tackle challenges</li> <li>I can tell you a time that I didn't give up</li> <li>I can set a goal and work towards it</li> <li>I can use kind words to encourage people</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>I understand that I need to exercise to keep my body healthy</li> <li>I understand that moving and resting is good for my body.</li> <li>I know which foods are healthy and which are not</li> <li>I know how to help myself go to sleep and</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>I know how to make friends and stop myself from feeling lonely</li> </ul>	<p><b>Changing Me</b></p> <p>I can name parts of the body I can tell you some things I can do and some foods I need to be healthy I understand that we all grow from babies into adults</p>



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<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>I am beginning to understand what responsible means</li> </ul>	<ul style="list-style-type: none"> <li>I can tell you how to be a kind friend</li> <li>I can tell you why my home is special to me</li> <li>I know ways to stand up for myself</li> </ul>	<ul style="list-style-type: none"> <li>I know what it means to feel proud of myself</li> </ul>	<ul style="list-style-type: none"> <li>why sleep is good for me</li> <li>I can wash my hands thoroughly and why is it important to stay healthy and clean</li> <li>I know what a stranger is and how to keep safe if a stranger approaches me</li> </ul>	<ul style="list-style-type: none"> <li>I can think of ways to solve problems and stay friends</li> <li>I am starting to understand the impact of unkind words</li> <li>I can use Calm Me time to manage my feelings</li> <li>I know how to be a good friend</li> </ul>	<ul style="list-style-type: none"> <li>I can express how I feel about moving to Year 1</li> <li>I can talk about my worries &amp; things I am looking forward to in Year 1</li> <li>I can share good memories and best bits of my time in Reception</li> </ul>
	<b>Linked Stories</b>	<b>Linked Stories</b>	<b>Linked Stories</b>	<b>Linked Stories</b>	<b>Linked Stories</b>	<b>Linked Stories</b>
	The Colour Monster  Mixed	The Dot (Criteriology)  Copycat Bear	Girls Can Do Anything  Love Monster	Never Talk to Strangers  Not Everyone Is Nice	On Sudden Hill  Barbara Throws a Wobbler	Huge Bag of Worries
<p>Through the use of the Jigsaw PSHE scheme, <b>quality interactions</b> with practitioners, <b>modelling</b> by adults of expressing and ‘<b>talking through</b>’ emotions, and designated daily mindful moments, children will grow to become <b>confident, secure, self-regulated individuals</b>. Children will acquire the skills needed to <b>control their own feelings and emotions</b>, decide upon and apply effective strategies to <b>return to a state of calm</b>, begin to curb impulsive behaviours, increase their abilities to concentrate on a task, increasingly ignore distractions, think before they act, and <b>persist in the face of difficulty</b> and adversity.</p>						

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<p><b>PD</b></p> <p><b>Physical Development</b></p>	<p>Physical activity is vital in children’s all-round development and enables and empowers them to pursue happy, healthy, and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core-strength, stability, balance, special awareness, co-ordination, and agility</b>. Gross-motor skills provide the foundations for developing <b>healthy bodies</b>, and <b>social and emotional wellbeing</b>. Fine-motor control and precision helps with hand-eye co-ordination, with links and benefits to early literacy. Repeated and varied opportunities to explore and play with small world activities and puzzles, arts and crafts, and the practise of using small-tools – along with feedback, support, and challenge from adults, allow children to <b>develop proficiency, control, confidence, and independence</b>.</p>					
<p><b>Fine Motor</b></p> <p>Daily opportunities within CP. Practitioners to monitor &amp; guide children's progress in pencil grip and letter formation, providing help where needed.</p>	<ul style="list-style-type: none"> <li>- To use a dominant hand.</li> <li>- To mark make using shapes.</li> <li>- To begin to use a tripod grip when using mark making tools – pinchy parrot.</li> <li>- To thread large beads.</li> <li>- To use large pegs.</li> <li>- To hold scissors correctly and make snips in paper.</li> <li>- To use tweezers to transfer objects.</li> <li>- To make points in playdoh by pinching.</li> </ul>	<ul style="list-style-type: none"> <li>- To hold a knife and fork correctly.</li> <li>- To begin to use anticlockwise movements and retrace vertical lines.</li> <li>- To hold scissors correctly and cut along a straight or zig zagged line.</li> <li>- To use a tripod grip when mark making.</li> <li>- To write taught letters using correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>- To continue to use a tripod grip for mark making.</li> <li>- To thread with small beads.</li> <li>- To use small pegs.</li> <li>- To write taught letters using correct letter formation.</li> </ul>	<ul style="list-style-type: none"> <li>- To hold scissors safely and correctly and cut out large shapes.</li> <li>- To write letters using the correct letter formation and control the size of the letters formed.</li> </ul>	<ul style="list-style-type: none"> <li>- To hold scissors safely and correctly and cut out various materials.</li> <li>- To paint using thinner brushes.</li> <li>- To form letters using the correct letter formation and control the size of the letter, considering where they sit on the given line.</li> </ul>	<p>To create detail in drawings, using a range of tools accurately.</p> <p>To cut out shapes, materials and resources with skill and accuracy.</p> <p>To independently use a knife and fork for all appropriate meals.</p>
<p><b>Gross Motor</b></p>	<ul style="list-style-type: none"> <li>- Co-operation games including parachute games, passing and rolling.</li> <li>- Climbing opportunities using outdoor trim-trail</li> <li>- Exploration of different ways of moving</li> <li>- Regular reminders of correct handwashing and toileting</li> <li>- Help and guidance for individuals in developing personal hygiene and independence</li> </ul>	<ul style="list-style-type: none"> <li>- Introduction of ball-games skills, including passing, throwing and catching</li> <li>- Crate play, building, balancing, stacking, and crawling</li> <li>- Opportunities to develop co-ordination and control on variety of wheeled push vehicles including scooters, bikes and trikes.</li> <li>- Yoga slots to develop core-strength, balance, and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Development of ball skills, including aiming, throwing, passing and kicking</li> <li>- Availability of spaces for children to access with varying levels of confidence, skills and needs</li> <li>- Yoga slots to develop core-strength, balance, and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Development of poise and balance, children moving with increased confidence and ‘grace’</li> <li>- Dance related activities set to a variety of music</li> <li>- Opportunities to spin, rock, tilt, slide, bounce and fall safely.</li> <li>- Yoga slots to develop core-strength, balance, and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Obstacle courses, children develop skills and awareness of how to tackle obstacles, moving over, under, around and through</li> <li>- Encourage children to be highly active several times a day, teaching the importance of cardio or ‘getting out of breath’ or ‘tired’</li> <li>- Yoga slots to develop core-strength, balance, and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>- Races and team games involving a variety of large, gross-motor movements such as skipping and jumping</li> <li>- Yoga slots to develop core-strength, balance, and flexibility</li> <li>- Opportunities to dance to music, create own dances, and performances</li> </ul>



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General Themes	Marvellous Me!	Can you tell me a story?	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
Literacy	The importance for children to develop a <b>lifelong love of reading</b> cannot be stressed enough. Reading consists of two dimensions: <b>language comprehension</b> and <b>word reading</b> . Language comprehension, which is necessary for reading and writing, begins at birth, developing as <b>adults talk with children</b> about the world around them, read a <b>variety of books</b> and stories with and to them, and enjoy rhymes, poems and songs together. Skilled word-reading is taught later, and it involved the <b>speedy working out</b> of the pronunciations of unfamiliar words (decoding) and the <b>speedy recognition</b> of more frequent and familiar, commonly printed words. Writing follows the development of these skills, involving <b>transcribing and encoding the sounds of speech</b> into letters and words, spelling, handwriting, and composition ( <b>articulating and arranging ideas into spoken sentences before writing</b> ).					
Comprehension	<ul style="list-style-type: none"> <li>- Joining in with rhymes and showing an interest in stories with repeated refrains</li> <li>- Developing favourite stories/rhymes</li> <li>- Understanding the five concepts of print</li> <li>- Early sequencing of familiar stories through pictures</li> <li>- Engaging in conversations about stories</li> <li>- Understanding different 'parts' of a book and their purpose (cover, print, pictures, etc).</li> </ul>	<ul style="list-style-type: none"> <li>- Early retelling of stories through sequencing images, drawing pictures, acting and role-play</li> <li>- Introduction of sequencing language (beginning, middle, end)</li> <li>- Modelling of orally retelling of stories using story maps</li> <li>- Children beginning to enjoy an increasing range of stories and books</li> <li>- Children reading at word level, matching captions to pictures, and reading ditties with adults</li> </ul>	<ul style="list-style-type: none"> <li>- Children beginning to make links and find similarities between different and familiar stories</li> <li>- Making changes to story maps to change and alter known stories</li> <li>- Children beginning to 'step into role' in acting, roleplay, and hot-seating</li> <li>- Reading of sentences and ditties, aloud, with adults and peers</li> <li>- Resequencing of chopped up simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Children re-read books to develop confidence and fluency.</li> <li>- Children expanding their vocabulary and beginning to use patterns of speech and phrases influenced by their experiences of books</li> <li>- Developing a sense of their own narratives and explanations by connecting ideas and events.</li> <li>- Growing use of connecting words to elaborate their own ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Retelling a story as part of a group/performance.</li> <li>- Development of ear for alliteration and rhyme</li> <li>- Developing ability to retell, explain, or summarise the main events in a story.</li> <li>- Understanding of 'features' of narrative, including characters, events, and settings.</li> <li>- Beginning to 'predict' what happens next in familiar stories.</li> <li>- Identify text, illustration, title, front cover, back cover, etc</li> </ul>	<ul style="list-style-type: none"> <li>- Showing their understanding of characters, events, and setting in narrative through pictures and writing</li> <li>- Anticipating key events in familiar tales, and growing confidence to predict what might happen next in new and unfamiliar tales.</li> <li>- Responding to stories and questions with relevant comments, questions, and reactions.</li> <li>- Talking about author, illustration, title, front cover, back cover, etc</li> </ul>
Word Reading	Children will develop their word-reading skills through their daily Read Write Inc. Phonics lessons. In RWI lessons, children learn to identify graphemes (letters) and the phonemes (sounds) they create, and build towards applying this knowledge to word reading. Each lesson consists of the teaching of a new 'sound', <b>opportunities to practise reading the sound</b> in words, both carefully and with increasing fluency, revisiting of prior knowledge, a letter formation and handwriting (and later, spelling) focus, and the <b>application of this knowledge in paired reading</b> activities. RWI Phonics is taught in set groups; children are assessed regularly and can <b>move freely between groups</b> to ensure that <b>teaching is pitched at the correct level</b> for each child. Children will not be 'pressured' to move from one group to the next before they are ready, and neither will skilled and speedy readers be held back when they are ready to tackle more challenging sounds and words. Below is an overview of which groups children are expected to progress through throughout their year in Reception.					
All children will learn and practise word-reading skills in Phonics lessons, through the RWI scheme. Learning is	Set 1A Single letter sounds	Set 1B Oral-Blending	Set 1C Word Reading and Special Friends	Ditty Group Sentence and Rhyme	Red Group Ditty Books	Green Group Story Books



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then enhanced through CP in class, EP activities lead by practitioners in class, and frequent opportunities to read with adults in school and at home.	One sound per day of Set 1 Sounds: m, a, s, d, t, i, n, p, g, o, c, k, u, e, l, h, b, f, r, j, v, y, w, z, x  - Letter Formation - Assisted Blending using magnetic boards and letters	Reteach Set 1 Sounds from letter c  - Oral Blending, CVC words - Word Time 1, 2, & 3 - Letter Formation - Fred Spelling	Review Set 1 Sounds Teach Set 1 Special Friends & Additional Sounds: ck, qu, sh, ch, ng, nk, th, wh, er, kn, ph  - Word Time 2, 3, & 4 - Fred Spelling	Review Set 1 Sounds, focus on special friends  - Word Time 3, 4, & 5 - Fred Spelling - Read Ditty Sheets - Fred Spelling	Review Set 1 Sounds, focus on special friends & multi-syllabic words (eg. picnic, rocket)  - Word Time 5, 6, & 7 - Speedy Reading 2, 3, & 4 - Read Red Ditty Books - Fred Spelling	Review Set 1, & Teach Set 2 Sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy  - Word Time 7 - Set 2 Green Words - Speedy Reading - Fred Spelling - Read Green Books
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General Themes	Marvellous Me!	Can you tell me a story?	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
Literacy Writing  Texts may change due to the children's interests  * denotes Traditional Tale to be covered	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>Time for school... No Worries The Colour Monster Room on the Broom Elmer The Tiger Who Came to Tea</p> <p><u>Goldilocks and the Three Bears</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Experiment with an develop their confidence in mark-making and writing patterns with a range of mediums</li> <li>Work towards developing a dominant hand and a tripod grip</li> </ul>	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>The Smartest Giant in Town Farmer Duck Monkey Puzzle Giraffe's can't dance Dear Zoo</p> <p><u>The Gingerbread Man</u> <u>Three Billy Goats Gruff</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Label using initial sounds</li> <li>Orally retell stories, sometimes with an adult's help, or with an adult scribing</li> <li>Write CVC words using their phonics skills, with increasing accuracy and independence</li> </ul>	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>A Pig in a pond Very Hungry Caterpillar The Little Red Hen Owl babies</p> <p><u>Three Little Pigs</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Spell CVC words, and short words with clusters (CCVC, CVCC, CCVCC)</li> <li>Orally construct a sentence before writing it, counting the words</li> <li>Use a soundmat to help them write sentences with increasing accuracy and independence</li> </ul>	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>Oliver's Vegetables The Enormous Turnip If I were the Easter Bunny Handa's Surprise</p> <p><u>Jack and the Beanstalk</u></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Spell CVC words, and short words with clusters, that involve taught digraphs (sh, ch, ck, etc)</li> <li>Take part in guided and shared writing activities. Hold a Sentence.</li> <li>Keep a bean/cress/pea diary</li> </ul>	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>Supertato Snail and the Whale Whatever Next! The Naughty Bus Rosie's Walk The Train Ride Going on a Bear Hunt</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Explore writing a variety of lists, eg. places to travel, what to pack, etc</li> <li>Writing for a purpose in role-play, eg. tickets, postcards</li> <li>Make independent, phonetically correct attempts at spelling longer words, using a sound mat</li> </ul>	<p>Texts linked to topic to use as a stimulus for learning:</p> <p>Somebody Swallowed Stanley! Rainbow Fish Tiddler The Light house Keepers Lunch! Smiley Shark Sharing a Shell Lost and Found</p> <p>Children will:</p> <ul style="list-style-type: none"> <li>Write a short sequence of sentences that 'tell a story'.</li> <li>Begin to use capital letters, finger spaces, and full stops to punctuate sentences.</li> </ul>



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<ul style="list-style-type: none"> <li>○ Give meaning to marks and labels</li> <li>○ Begin to write initial sounds and simple captions</li> <li>○ Begin to form and write the letters of their own first names and names of familiar family members</li> <li>○ Draw and label a family portrait</li> <li>○ Begin to form lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>○ Write simple captions of more than one word to match pictures from stories</li> <li>○ Begin to identify 'tricky' sounds in words to spell (HFW)</li> <li>○ Sequence images from stories</li> <li>○ Write their first name independently and begin to identify and write their second name.</li> </ul>	<ul style="list-style-type: none"> <li>○ Begin to leave spaces between words</li> <li>○ Begin to spell some 'tricky'</li> <li>○ Take part in guided and shared writing activities to explore letter writing and lists</li> <li>○ Form most lower case letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>○ Orally retell a story using a story map.</li> <li>○ Use simple adjectives and label a character and write a simple character description</li> <li>○ Begin to match and form capital letters</li> </ul>	<ul style="list-style-type: none"> <li>○ Continue counting out words in sentences, and placing spaces between words.</li> <li>○ Begin to place full stops at the end of a sentence to show that it is 'finished'.</li> <li>○ Form most capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>○ Create their own story maps using pictures and words.</li> <li>○ Write a more complex character description</li> <li>○ Explore non-fiction writing and posters.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me!	Can you tell me a story?	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
Maths	<p>Developing a <b>strong grounding in number and numerical patterns</b> is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of <b>numbers to 10</b>, the <b>relationships between them</b>, and the patterns within those numbers. By providing frequent and varied opportunities to build apply this knowledge using a <b>range of manipulatives</b>, children will develop a secure base of knowledge and vocabulary from which a <b>mastery of mathematics</b> is built. Additionally, it is important to <b>provide rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics, including shape, space, and measures. We encourage children to develop <b>positive attitudes and interests</b> in mathematics, <b>look for patterns and relationships</b>, spot connections, <b>'have a go'</b>, talk to adults and peers about what they notice, and to never be afraid of making mistakes.</p>					
	<b>Early Mathematical Experiences</b> <ul style="list-style-type: none"> <li>• Counting rhymes and songs</li> <li>• Classifying based on one attribute (colour, type, shape, etc)</li> <li>• Matching equal and unequal sets</li> </ul>	<b>Numbers within 10</b> <ul style="list-style-type: none"> <li>• Count within and up to 10 objects</li> <li>• One more or one less/fewer</li> <li>• Order numbers within 10</li> <li>• Representing numbers to 10 practically with manipulatives and jottings</li> </ul>	<b>Numbers within 15</b> <ul style="list-style-type: none"> <li>• Count up to 15 objects</li> <li>• Explore representation of numbers to 10 practically, in jottings and numerals</li> <li>• Early place value, teen numbers as '10 and some more'</li> </ul>	<b>Grouping and Sharing</b> <ul style="list-style-type: none"> <li>• Sharing an amount 'equally'</li> <li>• Grouping into 2s, 5s, and 10s</li> <li>• Relationships between grouping and sharing</li> </ul>	<b>Shape and Pattern</b> <ul style="list-style-type: none"> <li>• Vocabulary surrounding shape, eg. lines, corners, faces, curved, straight</li> <li>• Describe and sort 2D &amp; 3D shapes by examination of their features</li> </ul>	<b>Measures</b> <ul style="list-style-type: none"> <li>• Describe capacities</li> <li>• Compare volumes</li> <li>• Compare weights</li> <li>• Estimate, compare, and order lengths</li> </ul>



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	<ul style="list-style-type: none"> <li>Comparing objects and sets</li> <li>Subitising up to 3</li> <li>Ordering objects and sets</li> <li>Number recognition to 5</li> <li>2D shapes</li> </ul> <p><b>Pattern and Early Number</b></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend simple colour and size patterns (ABAB)</li> <li>Count and represent numbers to 5</li> <li>Estimate and check by counting</li> <li>Recognise numbers in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Formation of numbers to 10</li> </ul> <p><b>Addition and Subtraction within 5</b></p> <ul style="list-style-type: none"> <li>Explore zero</li> <li>Explore addition and subtraction using 'stories'.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Compare differences in length, weight, and capacity.</li> <li>Develop comparative language</li> </ul> <p><b>Shape and Sorting</b></p> <ul style="list-style-type: none"> <li>Name 2D &amp; 3D shapes</li> <li>Describe &amp; sort shapes</li> <li>Develop positional language (up, down, etc)</li> </ul>	<ul style="list-style-type: none"> <li>Compare and order numerals and amounts</li> <li>Find and show on more, one less</li> </ul> <p><b>Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Explore addition and subtraction as counting on and taking away</li> <li>Introduce 'equals'</li> </ul> <p><b>Calendar and Time</b></p> <ul style="list-style-type: none"> <li>Days of the week and seasons</li> <li>Sequencing of daily events</li> <li>Compare 'time taken', eg. a long time take a bath, a few seconds to eat an orange slice!</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 20 objects</li> <li>Explore representation of numbers to 20 practically, in jottings and numerals</li> <li>Early place value, twenty as 'ten and ten', or 'two tens'</li> <li>Compare and order numerals and amounts</li> <li>Find and show on more, one less</li> </ul> <p><b>Doubling and Halving</b></p> <ul style="list-style-type: none"> <li>Doubling and halving an amount and the relationship between them</li> <li>Explore odd and even</li> <li>Practical halving, of a 'whole' or of an amount. Can we share it? Is it fair/equal?</li> </ul>	<ul style="list-style-type: none"> <li>Recognise, complete, and create more complex repeating patterns (ABBABB, ABCABC, etc)</li> <li>Find and correct an error in a pattern.</li> </ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Introduce symbols +, -, and =, for number sentences</li> <li>Explore commutativity (2+3 = 3+2)</li> <li>Number bonds to 5 and 10.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Recognition of 1p, 2p, 5p, and 10p.</li> <li>Combinations to total 10p.</li> <li>Change from 5p.</li> </ul>	<ul style="list-style-type: none"> <li>Explore numbers and strategies</li> <li>Recognise and extend patterns</li> <li>Count forwards and backwards</li> <li>'Break the chain' counting – from 7 up to 16, from 15 down to 3, etc.</li> </ul> <p><b>Numbers beyond 20</b></p> <ul style="list-style-type: none"> <li>Crossing the 'tens' threshold</li> <li>Estimating and counting</li> <li>Grouping and sharing</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Counting in 2s, 5s, and 10s.</li> <li>Consolidate odd and even</li> </ul>
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General Themes	Marvellous Me!	Can you tell me a story?	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
UTW Understanding the Word	Understanding the world involves guiding children to make sense of <b>their physical world</b> and <b>their community</b> . Children will expand on their knowledge of the world through rich and varied opportunities and experiences, from nature walks around the grounds and educational visits, as well as meeting important members of the community such as police officers, firefighters and nurses through visits inside school. Additionally, listening to a broad selection of stories, non-fiction texts, and poems will enrich their understanding of our culturally, socially, and technologically diverse world. As well as building important knowledge, children will also extend their familiarity with new words that support their understanding across different learning domains. Enriching and widening children's vocabulary will support later reading comprehension and support them in becoming hungry, independent learners.					



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<p><b>Science History Geography RE / Festivals</b></p>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of family, naming who they are and what relation they are to them.</li> <li>Talk about what they do with their family in and out of the home, places they visit, people they see, etc. Can draw and notice similarities and differences between their own and others' families.</li> <li>Navigate their classroom and outdoor areas. Know where to find and place resources throughout areas of learning.</li> <li>Introduce children to different occupations and their role in society.</li> <li>Listen out for children's discussions about birthday celebrations and how they are similar and different.</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire night and its history, why is it celebrated?</li> <li>How to be safe on Bonfire night, fire safety</li> <li>Where do fireworks come from?</li> <li>Share what they have done with their families during Christmas' in the past</li> <li>Learn about how Christmas has been celebrated in the past</li> <li>Introduce children to opposites and identify these in our environment through activities and play</li> <li>Understand some processes in the natural world and changes they undergo (day and night, hot and cold)(freezing, sinking, melting, etc)</li> <li>Name their five senses, explaining in simple terms what their senses are and how these are used to 'explore' our world.</li> </ul>	<ul style="list-style-type: none"> <li>Begin placing events from stories into chronological order.</li> <li>Which animals live where – link to previous learning, hot and cold, etc</li> <li>Differentiate between wild animals and domesticated animals (those on a farm/pets)</li> <li>How are animals looked after and cared for by humans? Link to occupations</li> <li>Nocturnal animals</li> <li>Drawing and labelling of animals, naming body parts, drawing what we see with our 'scientific' eyes.</li> </ul>	<ul style="list-style-type: none"> <li>Different types of plants, what food grows.</li> <li>Taking care of plants in our garden – when to water, how to weed</li> <li>Notice changes in plants as they grow</li> <li>Parts of a plant and their 'job' (roots, leaves, flower)</li> <li>Comment on the changing weather and the change in seasons, compare with autumn and winter</li> <li>Introduce 'minibeasts' that we can find in our garden, how are they different to other animals?</li> <li>Making 'bug' hotels</li> </ul>	<ul style="list-style-type: none"> <li>Introduce stories from other cultures to explore different countries</li> <li>Discuss how children travel to school. Introduce children to a range of transport and where they can be found</li> <li>Examine transport in our country and compare with another country, or compare with transport in our country in the past. Make simple comparisons</li> <li>Simple maps with simple features, land and sea, roads and houses, etc</li> <li>Use bee-bots and interactive technology to navigate simple maps and routes.</li> <li>Introduce children to space travel, NASA, and significant historical figures who have been to space.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to different the coast, between sea and land.</li> <li>Coastal animals and sea creatures. How are they different to animals on land?</li> <li>Explore what sand is and where shells come from.</li> <li>Explore fossils, palaeontologists, and dinosaurs, and develop understanding of a 'long, long time ago.'</li> <li>Explore sinking/floating and how seawater is different.</li> <li>Share fiction and non-fiction texts around contrasting environments.</li> </ul>
	<p><b>Special Celebrations</b></p> <p>Harvest festival</p>	<p><b>Special Celebrations</b></p> <p>Diwali Christmas</p>	<p><b>Special Celebrations</b></p> <p>Lunar New Year Shrove Tuesday &amp; Ash Wednesday</p>	<p><b>Special Celebrations</b></p> <p>Easter</p>	<p><b>Special Celebrations</b></p> <p>Eid</p>	<p><b>Special Celebrations</b></p> <p>Eid</p>



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General Themes	Marvellous Me!	Can you tell me a story?	Animal Antics!	Come Outside!	All Aboard!	Under the Sea!
EAD Expressive Arts and Design	<ul style="list-style-type: none"> <li>Join in with familiar rhymes and songs</li> <li>Explore primary colours and colour mixing to produce secondary colours</li> <li>Join in with roleplay games and begin to use/make props</li> <li>Use construction equipment and explore with stacking to build simple and familiar structures</li> <li>Sing call-and-response songs, echoing phrases and following simple melodies</li> <li>Self portraits and family portraits</li> <li>Explore sounds and how they can be changed (body percussion, tapping rhythms)</li> </ul>	<ul style="list-style-type: none"> <li>Using different textures and materials in their own creations (tissue paper/cotton wool collage, junk modelling)</li> <li>Listen to music and make their own dances in response, explore differing genres</li> <li>Craft making for gifts at Christmas, salt dough ornaments and diva lamps for Diwali</li> <li>Firework pictures, Christmas decorations, songs and poems</li> <li>Role play the Christmas Story, and prepare for the Nativity performance</li> </ul>	<ul style="list-style-type: none"> <li>Animal artwork, examining and recreating colours and patterns</li> <li>Beginning to plan and select specific resources and use specific tools for a desired outcome</li> <li>Paper lanterns and hand drums for Chinese New Year</li> <li>Explore and respond to traditional Chinese music, explore dragon and lion dances.</li> <li>Make paper lanterns and explore 'calligraphy'.</li> <li>Teach children different 'joining' techniques, adhesive tape, treasury tags, etc</li> </ul>	<ul style="list-style-type: none"> <li>Explore printing and dyeing using natural resources</li> <li>Nature rubbings and paper making</li> <li>Explore ways to protect growing plants, design own scarecrows and light catchers (old CDs)</li> <li>Explore symmetry and butterfly prints.</li> <li>Mother's Day and easter crafts</li> <li>Making bouquets from wildflower garden</li> <li>Explore with rhyme, making own poems and songs</li> <li>Making own shakers using beads, lentils, seeds, etc</li> </ul>	<ul style="list-style-type: none"> <li>Junk modelling and up-cycling, make own rockets</li> <li>Learn a traditional song from another country and perform it</li> <li>Encourage children to create their own music and dances. How can they 'write' their music down using picture prompts (circle means clap, etc)</li> <li>Junk modelling, different houses, bridges, boats, and transport</li> </ul>	<ul style="list-style-type: none"> <li>Rainbow fish collages, use of different materials and textures</li> <li>Sand pictures, transient artwork</li> <li>Explore dyeing and dipping, and marbling inks</li> <li>Salt dough fossils</li> <li>Colour mixing, wax resistant painting and washes, underwater pictures</li> <li>Father's day crafts</li> <li>Learn about Eid celebration and Mehndi patterns</li> </ul>