

# Hindley Junior and Infant School

## Reception Long Term Overview



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>Ourselves and My Family</b> Our community Relationships – making friends People who help us Autumn	<b>Autumn</b> Halloween, Diwali, Remembrance Day, Bonfire Night St Andrew's Day Christmas/Father Christmas story Christmas around the world	<b>Winter/Polar regions/ Space</b> Chinese New Year, Valentine's Day	<b>Spring/ Animals</b> Pancake Day Easter St David's Day St Patrick's Day Mother's Day Growing up – generations Planting/Gardening	<b>Superhero's/ The Ocean</b> St George's Day	<b>Summer/Fairy Tales</b> Weather Father's Day
Trips/Visitors/Experiences	People in school who help us Fire fighters Nurse Community police officers Visit from a baby	Woodland visit – Borsdane Woods to look for signs of Autumn Making smores Nativity for parents	Chill Factor trip to experience the cold and ice	Plant seeds World Book Day Curious Critters	Watch caterpillars grow Superhero Day	Fairy tale themed day
Writing focus texts	The Colour Monster- Anna Llenas Percy the Park Keeper-Nick Butterworth Huey's New Jumper- Oliver Jeffers	Squirrel's Busy Day- Lucy Barnard Rosie's Walk- Pat Hutchins Stick Man- Julia Donaldson The Jolly Christmas Post Man- Allan Ahlberg and Janet Ahlberg	Lost and Found- Oliver Jeffers Whatever Next- Jill Murphy	Handa's Surprise – Eileen Browne Bee and Me- Alison Jay Very Hungry Caterpillar- Eric Carle	Super Tato- Sue Hendra Commotion in the Ocean- Giles Andreae	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man
Class readers	The Day the Crayons Quit- Oliver Jeffers What We'll Build- Oliver Jeffers The Koala Who Could-Rachel Bright Rumble in the Jungle- Giles Andreae	A Little Stuck- Oliver Jeffers The Pumpkin Who Was Afraid Of The Dark- Michelle Robinson Farmer Duck- Martin Waddell Fix It Duck- Jez Alborough Little Acorn Winnie and Wilbur- The Broomstick Ride- Valerie Thomas	How to Catch a Star- Oliver Jeffers The Way Back Home- Oliver Jeffers Penguin Huddle- Ross Montgomery Albie and the Space Rocket- Andy Cutbill Harry and the Snow King-Ian Whybrow Polar White- Stuart Trotter	Little Caterpillar Little Chick The Woolly Bear Caterpillar- Julia Donaldson Spring Stinks- Ryan T. Higgins Meerkat Mail- Emily Gravett Oliver's Vegetables- Vivian French Non-fiction texts	Sharing a Shell- Julia Donaldson Tiddler- Julia Donaldson Barry the Fish with Fingers- Sue Hendra Super Kid- Claire Freedman	Jack and The Beanstalk Hansel and Gretel Cinderella Rapunzel The Ugly Duckling Three Billy Goats Gruff Little Red Riding Hood
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs.						
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</i>						
Jigsaw	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility						
PE	Introduction to PE- Unit 1 Outdoor Provision	Fundamentals- Unit 1 Outdoor Provision	Gymnastics Unit 1 Outdoor Provision	Dance Unit 1 Outdoor Provision	Games Unit 1 Outdoor Provision	Ball Skills Unit 1 Outdoor Provision

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Literacy	Read individual letters by saying the sounds for them and begin to write these sounds using the RWI formation phrases. Write name.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write known sounds and begin to write CVC words. Practise forming lower-case letters correctly.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words (red words) matched to the RWI phonic programme. Form lower-case letters correctly. Write simple words and introduce captions.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.
Phonics Read Write Inc	Set 1 sounds Read: sounds taught so far Develop love of reading through sharing library books	Set 1 sounds including 'special friends' and green words Read: set 1 sounds and green word cards	All Set 1 sounds and introduce Set 2 sounds and green words Read: Ditty cards and Red books	Consolidate Set 1 sounds and green words. Continue with Set 2 sounds. Read: Red books and Green books	Consolidate Set 1 sounds and green words and Set 2 sounds and green words Read: Green books	Set 2 sounds and green words Read: Green and Purple books
Writing Focus	Name writing Letter formation Practising correct pencil grip Hold a sentence strategy introduced	Name writing Letter formation CVC words Simple captions Writing cards, labels and letters	Name writing Letter formation CVC words Captions and labels Sentence structure, writing simple sentences, common exception words	Letter formation CVC, CCVC, CVCC words Sentence structure, writing simple sentences, common exception words	Sentence structure Writing simple sentences in sequence Common exception words/red words Capital letters and full stops	Sentence structure Writing several simple sentences in sequence Common exception words/red words Capital letters and full stops
Mathematics	Baseline Match, sort and compare Talk about measure and patterns It's me 1,2,3	1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time	Building 9 and 10 Explore 3-D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections Consolidation
Aspects of Mathematics taught and key mathematical vocabulary will be consolidated and kept bubbling throughout the year.						
Understanding the World	<p>Ourselves-</p> <ul style="list-style-type: none"> <li>How am I unique?</li> <li>Who is in my family?</li> <li>What communities am I part of?</li> <li>Who is in my community?</li> </ul> <p>Autumn-</p> <ul style="list-style-type: none"> <li>What is in my local area?</li> <li>What can we find in the park at Autumn time?</li> <li>Who keeps the park tidy in the Autumn time?</li> <li>What colours can we see?</li> <li>How is Autumn different to the other seasons?</li> </ul>	<p>Celebrating-</p> <ul style="list-style-type: none"> <li>How does your family celebrate?</li> <li>How do we get ready to celebrate?</li> <li>How do we stay safe during celebrations?</li> <li>How can we keep animals safe?</li> <li>Why do people wear poppies?</li> </ul> <p>Christmas-</p> <ul style="list-style-type: none"> <li>Why do we celebrate Christmas?</li> <li>What is the nativity?</li> <li>What messages can we take away from the story?</li> </ul>	<p>Winter-</p> <ul style="list-style-type: none"> <li>Why do some animals prefer to live in the polar regions?</li> <li>What will happen to all the animals if all the ice melts?</li> <li>How does our local area change in the winter?</li> </ul> <p>Space-</p> <ul style="list-style-type: none"> <li>What can we see in the Sky at night?</li> <li>What would we use to find our way on a journey?</li> </ul> <p>Chinese New Year-</p> <ul style="list-style-type: none"> <li>Do we all eat the same food?</li> <li>What special symbols do we see during Chinese New Year?</li> </ul> <p>Valentine's Day-</p> <ul style="list-style-type: none"> <li>How can you show your love for others?</li> </ul>	<p>Spring-</p> <ul style="list-style-type: none"> <li>How is Spring different to Autumn and Winter?</li> <li>How does our local area change throughout the seasons?</li> </ul> <p>Plants-</p> <ul style="list-style-type: none"> <li>Where does our food come from?</li> <li>What do plants need to grow?</li> <li>Why is it important to eat vegetables?</li> <li>What countries do different vegetables come from?</li> <li>How can we grow our own food?</li> </ul> <p>Animals -</p> <ul style="list-style-type: none"> <li>How do animals/insects change over time?</li> <li>What does an animal or insect need to live?</li> </ul>	<p>Superheroes-</p> <ul style="list-style-type: none"> <li>What makes a superhero super?</li> <li>What is your gift?</li> <li>How are you going to use it to make things better?</li> </ul> <p>The ocean-</p> <ul style="list-style-type: none"> <li>What is within our oceans?</li> <li>What is special about the sea?</li> <li>What jobs do people do at sea?</li> </ul>	<p>Summer-</p> <ul style="list-style-type: none"> <li>How is Summer different to the other seasons?</li> </ul> <p>Fairy tales and traditional tales-</p> <ul style="list-style-type: none"> <li>Who are your favourite characters?</li> <li>What fairy tale is your favourite?</li> <li>Are all characters well behaved?</li> </ul>
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Past and present – Reception Year timeline of key events displayed in a class journal and added to throughout the year thus enabling discussions as the year progresses.						
RE (Wigan Syllabus)	<p>Special times</p> <p>How and why do we celebrate? What times are special to different people and why?</p>		<p>Special stories</p> <p>Why are some stories special? What special messages can we learn from stories?</p>		<p>Special places</p> <p>What buildings and places are special to different people? What is special about our world?</p>	

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Expressive Arts and Design	Develop storylines in their pretend play. Sing well known nursery rhymes.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay