

The Academy at St James Primary School

Long Term Overview



Reception

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Helping Hands What make me a me? The little red hen Harvest Autumn Halloween Family	Helping Hands The Queen's knickers Remembrance Day The Queen Autumn Halloween Bonfire Night Christmas/Father Christmas story Christmas around the world	Once upon a time There is no big bad wolf in this story. Little red riding hood The last wolf Chinese New Year	Move it Emm Jane's aeroplane Pancake Day Easter	Down on the farm Beauty and the Beast Frammer Duck Growth over time Jubilee	Secret garden Jack and the beanstalk Life cycles – Frog/butterfly/plant Harlow Carr visit Local Area Planting/Gardening/Spring
Physical Development	To use cutlery at dinner time and attempt to cut own food. Put own coat and shoes on, fastening them independently. Take own jumper off when it too hot.	Use the correct scissor grip and follow a line when cutting Dress and undress independently for PE.	To move in different ways to music. To travel across equipment safely. To begin to hold a pencil effectively, forming recognisable letters.	To jump off equipment and land safely. To hold a pencil using pincer grip for writing.	To ride a 2 wheeled pedal bike without stabilizers. To throw and catch a large ball to self without dropping it. To kick a ball back and forth to a friend without losing control.	To throw and catch a ball with a friend without dropping it. To ride a 2 wheeled pedal bike, traveling around obstacles. To sit at a table and write, using the pincer grip) forming letters correctly.
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 small 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						
Communication and Language	To follow a 3 part instruction. To listen to others without interrupting. To speak to adults and peers one to one with confidence.		To listen to stories and talk about what they have heard. To talk in a group confidently. To ask questions about what they have heard, seen or read. To talk in full sentences.		To express themselves clearly and confidently. To talk about things they are interested in. To explore the meaning of new words and phrases. To hold a 2 way conversation.	
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts		
Personal, Social and Emotional Development	To become familiar with classroom rules and routines. To be confident to have a go at anything. To be confident to talk about what they like and dislike. To build positive relationships with adults in school.	To follow rules and routines in school without a lot of adult prompting. To play with peers taking turns and co-operating.	To understand when others are upset and comfort them. To be able to wait their turn, not interrupting and shouting out.	To form good relationships with their peers. To comfort others when they are upset. To select the resources they need to adapt an activity.	To persevere with a task and find new ways to solve their problems. To solve problems with their peers without an adult.	To play games with their peers and accept when others win. To tackle challenges with confidence and a 'can do' attitude.
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Understanding the World	To look at baby pictures and talk about how we have changed.	To learn about the Queen, who she is and her role.	To know the Seasons of the year and how things change depending on the season.	To use our senses to explore the world around us.	Talk about things that they have experienced earlier in the year.	Learn about plants and what they need to grow.

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	<p>To talk about our own families and how we are different from our friends.</p> <p>To learn about Bradford and the area we live in.</p> <p>Name different parts of the body using correct terminology.</p>	<p>To learn about Guy Fawks and bonfire night.</p> <p>To learn about key roles/jobs in our community and why they are important.</p> <p>To recognise St James's church and know Reverend Harry's role.</p>	<p>Learn about different places in the world and how other people's lives are different to ours.</p> <p>Data handling - sorting activities</p>	<p>Talk about similarities and differences of objects.</p> <p>To learn about different religious celebrations.</p> <p>Information literacy - knowing where to get information from</p>	<p>Look at pictures of themselves from earlier in the year and talk about how they have changed.</p>	<p>Talk about how plants change over time.</p> <p>Talk about how plants and the environment changes through the seasons.</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
Expressive Arts and Design	<p>To use colours purposefully eg blue sky, green grass.</p> <p>To play alongside peers, acting out a narrative in their play.</p>	<p>To talk about what they have made and how they have made it.</p> <p>To select the correct tools for a particular task.</p> <p>To select their own resources.</p>	<p>To mix primary colours for a planned outcome.</p> <p>Use a range of methods to join materials together.</p> <p>To sing familiar songs.</p> <p>To explore the sounds instruments make and select instruments accordingly.</p>	<p>To join in with a familiar dance routine.</p> <p>To create props to use in their play.</p> <p>To retell familiar stories with expression and actions.</p> <p>Free standing structure - farm building.</p>	<p>To plan what they are going to make and what equipment they will need.</p> <p>To learn from mistakes and adapt work where necessary.</p> <p>To listen to music, describing what they can hear.</p>	<p>To work collaboratively with their peers to create a picture or model.</p> <p>To create their own song and perform it in front of their friends.</p> <p>To perform a story with actions and expression to their peers.</p>
<p>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.</p>						
Literacy	<p>To write own name independently.</p> <p>To recognise own name.</p>	<p>To begin to form some sounds correctly.</p> <p>To begin to recognise sounds and red words taught in phonics.</p> <p>To predict what a story might be about using the front cover.</p>	<p>To talk about familiar stories and answer questions about them.</p> <p>To talk about the structure of a story.</p> <p>To use the word of the day in their play.</p>	<p>To predict how a story might end.</p> <p>To retell a familiar story using a story mountain or map.</p> <p>To read CVC words on sight.</p>	<p>To recognise all sounds and red words taught.</p> <p>To write red words from memory.</p> <p>To read simple sentences.</p> <p>To recognise lowercase and capital letters.</p>	<p>To write in full sentences and read back what they have written.</p> <p>To read for pleasure and answer questions about what they have read.</p>
	RWI- Word time	RWI- Word time	RWI- Ditties	RWI- Ditties	RWI- Green Books	RWI- Purple books
Mathematics	<p>To count one object at a time up to 5.</p> <p>To use the language more and less to describe and compare amounts.</p>	<p>To recognise numbers to 10.</p> <p>To count 10 objects from a larger group.</p> <p>To recognise numicon pieces to 10.</p>	<p>To count objects to 20.</p> <p>To compare amounts using the words more or less.</p> <p>To name 2D shapes and talk about their properties. To follow a simple pattern.</p>	<p>To recognise numbers to 20.</p> <p>To count in 2's to 20</p> <p>To name 3D shapes and talk about their properties.</p> <p>To compare objects by weight, length and capacity.</p>	<p>To say one more or one less than a number to 20.</p> <p>To know number bonds to 10.</p> <p>To create a simple pattern.</p> <p>To solve addition and subtractions problems to 20.</p>	<p>To count in 10's to 100.</p> <p>To recognise odd and even numbers to 20</p> <p>To complete a jigsaw of 24 pieces.</p> <p>To write and solve addition and subtraction problems to 20.</p>

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Subitising numbers to 5 throughout the year in all areas of provision.
Counting up to and back from 20.

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