



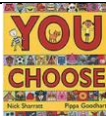




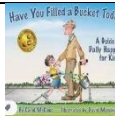





# St Stephen Churchtown Academy


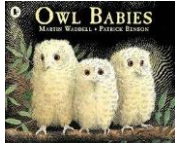
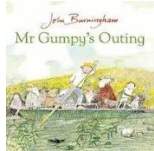
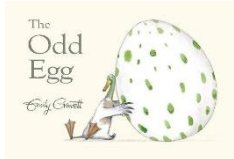
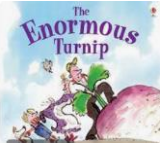













## Long Term Overview 2023-2024

### Class: Reception – Polkerris and Crooklets



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	What makes me Marvellous?	What can you see at night?	What adventures can we go on?	What's in the Egg?	Are you ready to grow?	What's at the Seaside?
High Quality Texts	<p>Super Duper You</p>	<p>Owl Babies</p>	<p>Mr Gumpy's Outing</p>	<p>The Odd Egg</p>	<p>The Enormous Turnip</p>	<p>Soggy</p>
P.S.H.E  SCARF	<p><b>Relationships</b> All About Me What Makes Me Special Who can Help Me? My Feelings My Feelings 2</p>	<p><b>Valuing Differences</b> Recognise similarities and differences between themselves and others.</p>	<p><b>Keeping Myself safe</b> Understand how to keep our bodies safe and healthy.</p>	<p><b>Rights and responsibilities</b> Understand how they can make a difference.</p>	<p><b>Being my best</b> Develop confidence and resilience, understanding feelings and strategies to make the right / healthy choices.</p>	<p><b>Growing and changing</b> Understand that there are changes in nature and humans</p>

													
CL	Key Activities	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams?</p> <p>Show an interest in the lives of other people Follow instructions (settling in, putting my things away)</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>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. Choose books that will develop their vocabulary. Engage in non-fiction books. Talk about family routines and special occasions</p> <p>Engage in story times Circle time Topic books Engage in story times Circle time Topic books CP vocab Triangles</p>	<p>Engage in small group, class and one – to – one discussion, offering their own ideas and using recently taught vocabulary.</p> <p>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. Choose books that will develop their vocabulary.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>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.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>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.</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>	<p>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</p> <p>Engage in story times Circle time Topic books CP - vocab Triangles</p>						
		<p><b>Gross Motor Skills (Complete PE Scheme)</b></p>	<p>Ball Skills Hands 1 Locomotion: Walking</p>	<p>Attack V Defence: Games for understanding Dance: Nursery Rhymes</p>	<p>Ball Skills: Feet Gymnastics: Movin</p>	<p>Ball Skills: Hands 2 Dance: Ourselves</p>	<p>Locomotion: Jumping Gymnastics: High, Low, Over Under</p>	<p>Sports day practise</p>					
PD	<p><b>Fine Motor Skills</b></p>	<p>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,</p>											

		Accurate use of cutlery at lunchtimes / independent cutting of food					
L	Key Texts	Super Duper You 	Owl Babies 	Mr Gumpy's Outing 	The Odd Egg 	The Enormous Turnip 	Soggy 
	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)	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.
	Additional Texts						
	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 weekX 4 stories per day including non-fiction   Bedtime Stories Workshop - 'Supporting your child with Phonics and Early Reading'.	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 weekX 4 stories per day including non-fiction  	CVC / matched ability books 3 x group reads per weekX 4 stories per day including non-fiction  	CVC / matched ability books 3 x group reads per weekX 4 stories per day including non-fiction  
M	WRM	Getting to know you Match and compare	It's me 1,2,3 Circles and triangles 1,2 3, 4, 5 Shapes with sides	Alive in five, mass and capacity, Growing 6,7,8,	Length, height, time, building 9 &	To 20 and beyond, how many Now, Manipulate and	Sharing and grouping, Visualise, build,

				Length, height,	10, Exploring 3D shapes,	decompose, Sharing and grouping	and map, make connections, consolidation
	Sample text links	<p><b>Getting To know you (Week 1&amp;2)</b></p> <p><b>Block 1 – Match, sort and compare</b> • A Pair of Socks by Stuart J. Murphy • Seaweed Soup by Stuart J. Murphy • The Button Box by Margarette S. Reid • Beep Beep, Vroom Vroom! by Stuart J. Murphy</p> <p><b>Block 2 – Talk about measure and pattern</b> • Where's My Teddy? by Jez Alborough • It's the Bear! by Jez Alborough • The Blue Balloon by Mick Inkpen • Dear Zoo by Rod Campbell • My First Book of Patterns by Bobby and June George • We're Going on a Bear Hunt by Michael Rosen • A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary</p>	<p><b>Block 3 – It's me 1, 2, 3</b> • Anno's Counting Book by Mitsumasa Anno • How to Count to One by Casper Salmon • Goldilocks and the Three Bears • The Gingerbread Man • A Squash and a Squeeze by Julia Donaldson • The Three Billy Goats Gruff</p> <p><b>Block 4 – Circles and triangles</b> • Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi • Triangle by Mac Barnett and Jon Klassen • Shapes, Shapes, Shapes by Tana Hoban • We're Going on a Bear Hunt by Michael Rosen • Rosie's Walk by Pat Hutchins</p> <p><b>Block 5 – 1, 2, 3, 4, 5</b> • Witches Four by Marc Brown • Five Little Fiends by Sarah Dyer • Pete the Cat and his Four Groovy Buttons by Eric Litwin • Kipper's Birthday by Mick Inkpen • The Very Hungry Caterpillar by Eric Carle • Stella to Earth! by Simon Puttock</p>	Books to be added when WRM release planning	Books to be added when WRM release planning	Books to be added when WRM release planning	Books to be added when WRM release planning

			and Philip Hopman • Anno's Counting Book by Mitsumasa Anno <b>Block 6 – Shapes with 4          sides</b> • 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				
	<b>Songs and rhymes</b>	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor The Goats Came Marching, One Big Hippo Balancing, Five Little Ducks, Five Little Monkeys, The Animals Went in Two by Two, Ten Green Bottles, Ten in a Bed, 12345 Once I Caught a Fish Alive, Clap your Hands and Wiggle your Fingers, Numberblocks (1,2, 3 ), number (1, 2, 3) writing rhyme, In and out the dusty bluebells, clap your hands and wiggle your fingers, sound patterns	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor 1,2,3,4,5 Once I caught... 5 men in a flying saucer The Circle Song, The Triangle Song, Writing rhymes, NThe Square Song, The Rectangle Song, Three Blind mice, When I was one I banged my thumb, Hickory Dickory Dock One elephant went out to play, Three little speckled frogs, Three little ducks,	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor Five Current Buns, number formation rhymes, Days of the Week, Tall and small, Polly fill the kettle up, Beanstalk growing tall, measure all around us,Big animals, Changing my size	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor  Tall and small, Polly fill the kettle up, Beanstalk growing tall, measure all around us,Big animals, Changing my size	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor (Hiccups), Ten Green Bottles,	Days of the week song Line up song 1,2,3 ,4 is your bottom on the floor



	<b>Resources and activities</b>	EE Resources and WRM activities	EE Resources and WRM activities	EE Resources and WRM activities	EE Resources and WRM activities	EE Resources and WRM activities	EE Resources and WRM activities
<b>UTW</b>	<b>History/ Geography links (Ready to progress into Year 1)</b>	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	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.  Changes in transport over time	Think about adventures that people of the past have been on. How did they travel? Where did they travel? Changes in transport over time.	Animals around the world. Identify where animals live. What type of environment do they live in Do they have / need different habitats.	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.	Timeline How have we changed? Then and now. What can you do now that you couldn't as a baby. Link to SCARF Growing and changing unit.
	<b>Science (Ready to progress into Y1)</b>	<b>Animals</b> <b>Animals – Dear Zoo</b> Features of animals, animal habitats, comparing animals, local animals, what animals need to be healthy	<b>Animals</b> <b>Animals – The Ugly 5</b> African animals, food chains, mixing colours (sunsets), light and dark (shadows)	<b>Habitats</b> Where do animals live, what do they need, where do humans live, do all humans live in the same types of homes,	<b>Properties of materials</b> blowing on them, exploring waterproof, exploring bendy and flexible, using materials for a purpose, changing wind,	<b>Plants – Beans</b>  Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow	<b>Plants – Beans</b>  Texture of plants, seeds, plants for food, parts of a plant, what plants need to grow
	<b>Computing</b>	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!

	<b>RE</b>	<p><b>Being Special Where Do We Belong?</b></p> <p>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.</p> <p>Make hearts for the people we care about.</p> <p>Activity – Make hearts for the people we care about.</p>	<p><b>Why is Christmas Special to Christians?</b></p> <p>Pupils will build upon previous understanding of local concepts and develop an understanding of religious celebrations, making comparisons to other religions.</p>	<p><b>Why is the word God so important to Christians?</b></p> <p>Pupils will develop an understanding of why the word 'God' is important to Christians and compare differences between different religious communities.</p>	<p><b>Why is Easter Special to Christians?</b></p> <p>Pupils will develop an understanding of why Easter is special to the Christian Community and the events that occur over the Easter period.</p>	<p><b>Which places are special and why?</b></p> <p>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.</p>	<p><b>Which stories are special and why?</b></p> <p>Pupils will develop an understanding of which stories are special and why, for example; The Creation Story. Pupils will develop their own opinion of which stories they like and their justification for it.</p>
<b>EAD</b>	<b>Art/Design</b>	<p><b>What makes me Marvellous?</b> <b>Portraits, family, friends – using different creative materials, pencils, paint, chalk, collage.</b></p> <p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p><b>What can you see at night?</b> <b>Night time creative designs – stars, fireworks, animals,</b></p> <p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p><b>What adventures can we go on?</b> <b>Creating vehicles – split pins, moving parts, connecting,</b></p> <p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p><b>How are animals amazing?</b> <b>Creative patterns, camouflage, still life drawings, shadow drawings.</b></p> <p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to</p>	<p><b>Are you ready to grow?</b> <b>Creating print designs, seed patterns, flowers, leaf rubbings, 3D creations.</b></p> <p>Creative activities linked to topic books, one activity / example modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to create their own creations.</p>	<p><b>Are we ready for change?</b> <b>Beach scenes, different materials, 3D pictures, beach creatures, pirate telescopes.</b></p> <p>Creative activities linked to topic books, one activity example / modelled per week for pupils to explore in the creative area.</p> <p>Pupils to use EE resources during COOL time to</p>

					create their own creations.		create their own creations.
	<b>Music (Charanga)</b>	<b>Me!</b> Growing, homes, colour, toys, how I look	<b>My stories</b> Using your imagination, festivals, fairies, pirates, treasure, superheroes. Let's pretend. Once upon a time	<b>Everyone!</b> Family, friends, people and music from around the world.	<b>Our World</b> Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space	<b>Big Bear Funk</b> Funk music, voices and classroom percussion	<b>Reflect, rewind and replay</b> Listen to Western Classical music, beginning the language of music
<b>Trips/Visits</b>		<b>Autumn walk around the wider school area and field</b>	<b>Owl sanctuary (In school visit)</b>	<b>Walk of local area??</b> <b>Lappa Valley</b> <b>Teddy's Travels</b> <b>online</b> <b>workshop provided by the</b> <b>RAF Museum</b>	<b>Mark's Ark (In School visit)</b> <b>Or</b> <b>Newquay Zoo</b>		<b>Beach trip?</b>

### Early Learning Goals

<b>PSED ELG</b>	<p>Self-Regulation ·</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ·</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ·</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self ·</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ·</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly. ·</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships ·</p> <p>Work and play cooperatively and take turns with others. ·</p>
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	<p>Form positive attachments to adults and friendships with peers. ·</p> <p>Show sensitivity to their own and to others' needs.</p>
<b>CL ELG</b>	<p>Listening, Attention and Understanding ·</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. ·</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. ·</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ·</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ·</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ·</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<b>PD ELG</b>	<p>Gross Motor Skills ·</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. ·</p> <p>Demonstrate strength, balance and coordination when playing. ·</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ·</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery. ·</p> <p>Begin to show accuracy and care when drawing.</p>
<b>L ELG</b>	<p>Comprehension ·</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ·</p> <p>Anticipate (where appropriate) key events in stories. ·</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Word reading ·</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. ·</p> <p>Read words consistent with their phonic knowledge by sound-blending. ·</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing ·</p> <p>Write recognisable letters, most of which are correctly formed. ·</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters. ·</p> <p>Write simple phrases and sentences that can be read by others.</p>
<b>M</b>	<p>Number ·</p>

<b>ELG</b>	<p>Have a deep understanding of number to 10, including the composition of each number. ·</p> <p>Subitise (recognise quantities without counting) up to 5. ·</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical patterns ·</p> <p>Verbally count beyond 20, recognising the pattern of the counting system. ·</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ·</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>EAD ELG</b>	<p>Creating Materials ·</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ·</p> <p>Share their creations, explaining the process they have used. ·</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative ·</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher. ·</p> <p>Sing a range of well-known nursery rhymes and songs. ·</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
<b>UTW ELG</b>	<p>Past and Present ·</p> <p>Talk about the lives of the people around them and their roles in society. ·</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ·</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities ·</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ·</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>· Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World ·</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants. ·</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ·</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>