







Southam St James Church of England Academy Reception Long Term Overview



Possible Theme, Lines on Enquiry, matched with Children's Interests					
 Marvelous Me	It is Cold Outside 	Out Of This World 	Adventures Around The Word 	Down On The Farm 	Pack Your Bags - Off We Go! 
The Big Question?					
I wonder how we are different?	I wonder how things change in Winter?	I wonder what will happen when...?	I wonder what it is like there?	I wonder how farmers help us?	I wonder how life has changed?
Possible Key Texts Reception					
Our class is a family Colour monster Super duper you Elmer Olivers vegetables Once there were giants Super Hero like you Traditional Tale Little Red Hen (Harvest)	Gruffalos child Jack Frost Penguin Stickman	Whatever next Astro Girl The way back home Look up	Handa's surprise Handa's Hen Lost and Found The Journey Home Monkey Puzzle	What the Ladybird Heard Super worm Rosie's Walk A squash and a squeeze Traditional Tale The Three Little Pigs The Enormous Turnip	Little Boat Commotion in the Ocean Somebody Swallowed Stanley Julia is a Mermaid Pirates Love Underpants Transition
Cultural Capital					

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Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.' (143 p31 *Ofsted Early Years Inspection Handbook*, Sept 2019)

Celebrating Religious Festivals

The EYFS values the role that festivals and celebrations play in supporting children's learning and development in every area of learning. Celebrating festivals support children in beginning to understand the commonalities of human values that are shared by all cultures and religions. It helps children understand one another's cultures and beliefs in a world that's diverse and vibrant.

A family focus

In the EYFS we support young children develop an understanding of religious festivals through the context of family experiences. This acknowledges and affirms the culture and beliefs of individual children. Sharing such information helps pictures in books 'come to life' for children, making them meaningful and memorable. Children will learn that members of families of all religions (or of none) love one another and that they show this in different ways. For example, they may prepare special food and exchange gifts. The context of receiving and giving gifts can be used to explain to children that families of all religions (or of none) make others happy by taking the time to choose appropriate presents. Another valuable lesson in this context is that of voluntary service and charitable giving. Through religious festivals, children can also learn that families of different religions may pray at home and attend places of worship where they meet other people to pray. They thank their god for everything in the world and think about how to be kind to one another. Children will relate to the events told in festival stories and also to the moral of a story.

Sense of wonder

Many festivals are perfectly attuned to children's sense of wonder at the natural world and their need to sometimes be tranquil. Many stories told at festival time emphasise a reverence for nature. Such stories are ideal for giving children opportunities to be "curious, enthusiastic, engaged and tranquil, so developing a sense of inner-self and peace.

Special occasions

Special Occasions encourage children to look for, and to talk about, kindness in others, and celebrate one another's achievements. Events which give everyone pleasure, and ways to celebrate them are celebrated. Family members from various countries should be encouraged to visit and share information about their customs for celebrating birthdays and festivals.

Building self-confidence

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An imaginative approach to helping children experience festivals and celebrations can support their learning in many areas. When a child explains to others how they celebrate a festival or take part in a celebration, they develop their self-confidence and self-esteem. This also nurtures children's awareness of, and respect for, others' beliefs. Listening to stories at festival time can help children develop a sense of right and wrong, as they re-tell and re-enact the stories. Use festival seasons to develop a sense of the passing of time. Children can use all of their senses when finding out about, and making their own different festival foods, fabrics and artefacts. They can also express their ideas and feelings about festivals and celebrations in a variety of creative ways. This might include music, dance and role-play. By offering children the opportunity of sharing the joy of others' festivals and celebrations, we give them a gateway into a world of mutual understanding and shared human values.

Festivals, Celebrations and Significant events		
Autumn	Spring	Summer
<p>September Start of school Harvest festival Friendship month 2nd-6th zero waste week 18th National fitness day</p> <p>October 3rd National poetry day 4th World smile day 6th Grandparents day 15th Global handwashing day 14th – 20th Recycle month 29th – 3rd Diwali</p> <p>November 5th Bonfire night 7th Outdoor classroom day 11th Remembrance day 11th – 15th World nursery rhyme week 11th -15th Anti bullying week 17th -23rd Road safety week</p> <p>December 12th Christmas jumper day Christmas Nativity</p>	<p>January Jan-Feb Big school birdwatch 29th Chinese/ Lunar New Year</p> <p>February 7th Number day 14th Valentines day 20th Love your pet day Ramadan (dates can change)</p> <p>March 4th March 6th World book day 14th Holi 14th Red nose day 18th Global recycling day 30th Mothering Sunday 30th-31st Eid Al-Fitr</p> <p>April 18th -21st Easter</p>	<p>May 16th Endangered species day 20th World bee day 19th -23rd Walk to school week 31st – 8th National children's gardening week</p> <p>June 30 days wild month 3rd World bicycle day 5th World environment day 7th Butterfly awareness day 7th – 15th Great big Green week 15th Father's day 16th – 22nd National school sports week 18th – International picnic day 21st – King Charles III birthday 23rd – 29th Insect week</p> <p>July 1st International joke day 3rd International plastic bag free day</p> <p>Sustainable goal links Outdoor/ physical links Religious Festivals</p>

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Christingle			Thematic links/ Other		
Wow Moments - Trips and Visitors Linked with Thematic Overviews					
Christmas school carol concert Christmas art day workshop		Library visit		Growing – beans Life cycles Caterpillars Frogs	
EYFS Parental Engagement Opportunities					
Phonics workshop Meet the teacher Harvest church service Parents evening	Maths workshop Christmas Nativity R Carols around the tree Christmas Service	Parents evening Library Trip	Boats afloat R World book day dress Book and a biscuit Mothering Service Easter Service	Come and Share-growing links	Sports day Reports Induction Evening (new intake) Coffee and Meet sessions (new intake)
					
Prime Areas					
Personal, Emotional and Social Development Intent and Curriculum Goals					

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Intent

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Curriculum Goals

- To know how to be a good friend and take turns
- To look after and share resources and work as a team to tidy away
- To be independent and challenge ourselves, know about goals and how to set them
- To learn how to manage new situations, people and ideas with courage and interest
- To focus attention in a range of situations
- To show an ability to follow instructions involving several ideas or actions.
- Name feelings and emotions and self-regulate emotions
- To understand and follow school rules to keep ourselves and others safe
- To manage own personal hygiene
- To know how to be healthy and look after our bodies

Skills – communicate feelings and emotions, form relationships with others, co operate, negotiate, set goals, persist, wait, focus attention, manage own needs, self regulate

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.

ELG – 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.

ELG – 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.

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<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	EEF Research Supported			
Scheme - PSHE – SCARF					
<p>Me and my relationships All about me What makes me special? Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>Celebrating difference Respect for similarities and difference Anti bullying and being unique -Identifying talents -Being special -Families -Where we live Making friends -Standing up for yourself</p>	<p>Dream and goals Aspirations how to achieve goals and understanding the emotions that go with this - Challenges -Perseverance -Goal-setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals</p>	<p>Healthy me Being and keeping safe and healthy - Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety</p>	<p>Relationships Building positive healthy relationship - Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend</p>	<p>Changing me Coping positively with change -Bodies -Respecting my body -Growing up -Fun and fears -Celebrations</p> <div style="text-align: center;"> </div>
Physical Development Intent and Curriculum Goals					
<p>Intent Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated</p>					

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and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

Curriculum Goals

- To be able to engage in team games demonstrating ball skills
- To be able to demonstrate developed balance and co ordination
- To move in a variety of ways and negotiate space
- To be able to ride a range of scooters and a balance bike
- To be able join a sequence of movements to be able to perform a simple dance or gymnastics routine
- To be able to say how to keep themselves healthy and happy
- To describe the effects of exercise on our bodies
- To be able to hold a pencil using a tripod grip
- To draw pictures including people and landscapes with added detail
- To be able to use cutlery effectively
- To be able to use scissors and other tools effectively and safely

Skills – control, confidence, fine motor skills, gross motor skills, core strength, co-ordination, positional and spatial awareness

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.

ELG – 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.

Gross Motor Skills

Introduction to PE
Fun outside

Fundamentals
Fun outside

Ball skills
Fun outside

Ball skills
Fun outside

Sports day
Fun outside

Sports day
Fun outside



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Scheme – Fine Motor Skills Handwriting – Little Wandle					
		Curly letters, long letters	Bouncy letters, zig zags	Capital letters	Digraphs and trigraphs
Communication and Language Intent and Curriculum Goals					
<p>Intent The development of children's spoken language underpins all seven areas of learning and development. Children's back-and forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p>Curriculum Goals</p> <ul style="list-style-type: none"> • To talk confidently to adults and peers in well-formed sentences about their learning and interests • Use talk to interact and negotiate as part of extended conversations • To ask questions to find out more and express my point of view • To use an increasingly diverse range of vocabulary in meaningful contexts • To use a range of language structures • To actively join in with stories and retell known stories and rhymes • To engage in back-and-forth conversations using the correct tenses with familiar adults and peers • To develop an increasing confidence to share learning with others, including a range of audiences • To interact with members of the general public and visitors when on trips or during special event days • To say hello in a range of languages 					

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Skills – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings

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.



SHREC Research Supported

ELG - 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.

Voice 21 Research Supported



Language screening tools and interventions

WellComm

WellComm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they can be supported early in their education journey.



Oracy Opportunities

Cognitive	Physical	Social and Emotional	Linguistic
<ul style="list-style-type: none"> • To ask questions • To wonder about ideas 	<ul style="list-style-type: none"> • To use gesture to support meaning in play 	<ul style="list-style-type: none"> • To listen to others • To take turns to speak 	<ul style="list-style-type: none"> • To use talk in play to practice new vocabulary

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<ul style="list-style-type: none"> To use because to develop their ideas To describe events that have happened in detail 	<ul style="list-style-type: none"> To speak audibly so they can be heard and understood 		<ul style="list-style-type: none"> To join phrases with words such as 'if' 'because' 'so' 'could' 'but'
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Specific Areas

Literacy Intent and Curriculum Goals

Intent
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Curriculum Goals

- To read phonics books with fluency and expression and talk about what they have read, asking appropriate questions
- To be able to decode unfamiliar words with confidence
- To know how to retrieve information from books
- To enjoy reading and listening to stories for pleasure
- To know the characters and settings from a range of familiar stories
- To be able retell three traditional tales and recite five nursery rhymes
- To be able to make predictions of what might happen in a story
- To retell familiar stories in the right order including key vocabulary
- To be confident to 'have a go' at writing words that cannot be phonetically decoded
- To write simple sentences and phrases that I can read and that can be read by others
- To enjoy writing for a range of purposes including drawing club

Skills – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning



EEF Research Supported

ELG: Comprehension	ELG: Word Reading	ELG: Writing
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<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Children at the expected level of development will: - 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. 	<ul style="list-style-type: none"> • Children at the expected level of development will • 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
Phonics- Little Wandel Phonics Scheme		
<p>Reading The children:</p> <ul style="list-style-type: none"> • Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts – see below • Learn to read words using Fred talk and sound blending • Read from a range of storybooks and non-fictions books matched to their phonic knowledge • Work well with partners • Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions 	<p>Writing The children:</p> <ul style="list-style-type: none"> • Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases • Learn to write words by using Fred Talk • Learn to build sentences by practising sentences out loud before they write 	<p>Talking The children work in pairs so that they:</p> <ul style="list-style-type: none"> • Answer every question • Practise every activity with their partner • Take turns in talking and reading to each other • Develop ambitious vocabulary
<p>Set 1 Sounds m a s d t, i n p g o, c k u b, f e l h sh, r j v y w, th z ch qu x ng nk</p>	<p>Set 2 sounds Ai, ee, igh, ow (as in blow) oo (as in zoo) oo (as in look), ar, or, air, ear (as in out), oi.</p>	

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Nonsense words/Alien words - What a load of nonsense!

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These words will also feature heavily in the Year One Phonics Screening check in the summer term. These words provide endless opportunities for children to apply and practice their thinking in a range of different contexts.

Children will be introduced to 'Ditty books' when they successfully begin to read single words. The short vowels should be kept short and sharp. Children use sound-blending (Fred Talk) to read short ditties.

Order of Story books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident, speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support and your teacher will talk to you about this.

Oracy – Reading – Writing Drivers

Reception

- Immerse children in the world of story and show them the joy of who you are
- Share a treasure trove of vocabulary with children to open up the playground of language to them
- Give yourself the opportunity to create a library of progress that can be astonishing
- Develop children's creativity and imagination to show them that they are extraordinary
- Give your children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.



Mathematics Curriculum Goals

Intent

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Curriculum Goals

- To confidently count to 20 and beyond
- To match numerals with number values and write numbers to 10

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- To be able to count by subitising and using 1-1 correspondence
- To have an in-depth knowledge of numbers to 10, including number bonds, odd and even numbers and doubles
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- To name 2D and 3D shapes and make patterns
- To be able to have a go at solving mathematical problems and not to be afraid to make mistakes
- To be able to explain mathematical thinking and ideas using mathematical language and concepts
- To know the days of the week, months of the year and the seasons
- To be able to simply compare the weight, length and capacity of an object
- To know that money is used to buy things

Skills – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

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.

ELG: 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.

Mastering Number

Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.

Mastering Number




Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals

Mastering Number

Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

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<p>EEF Research Supported</p> 		
Specific Areas		
Understanding the World Intent and Curriculum Goals		
<p>Intent Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and RE / Festivals poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> <p>Curriculum Goals</p> <ul style="list-style-type: none"> • To be able to talk about Cranham Primary school and the local area 		

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- To draw a simple map of places that I know
- To explain some similarities and differences between the natural world making comparisons with Africa and Antarctica
- To know about cultures and traditions from other countries
- To understand that people have different values and beliefs and be respectful of these
- To know some Christian values, stories and traditions and why they are important
- To know about other religions
- To talk about my past using appropriate vocabulary
- To talk about how life has changed from when my parents/ grandparents were little
- To talk about sequences such as the school day and be able to sequence stories
- To talk about famous people from the past
- To observe and comment on the differences in the seasons and weather and compare to other hot and cold countries
- To carry out simple scientific investigations to answer a question and understand some important processes and changes
- To explore a range of materials and states of being and say how they have changed over time
- To know that plants grow from a seed and discuss changes
- To know what plants need to grow
- To know that animals live in different habitats
- To begin to understand and ask questions about our natural world

Skills – explain, predict, explore, investigate, respect, be curious, make connections, try things in different ways, question, apply skills, concentrate,

ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • 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

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	drawing on knowledge from stories, non-fiction texts and when appropriate – maps.	around them, including the seasons and changing states of matter.
Significant People Study		
Reception – Guy Fawkes, Mae Jemison, Grace Darling, Mary Anning		
Exploring Seasons		
<p>Exploring changing seasons in Early Years education plays a crucial role in the overall development of children. Here are some reasons why exploring changing seasons is beneficial for children's development:</p> <ul style="list-style-type: none"> • Sensory Stimulation: Each season brings a unique set of sensory experiences. Exploring the sights, sounds, textures, and even smells associated with different seasons provides rich sensory stimulation. This, in turn, aids in the development of the child's sensory processing abilities. • Cognitive Development: Observing and understanding the changes in nature across seasons promotes cognitive development. Children learn to recognise patterns, make comparisons, and categorise information. This cognitive engagement lays the foundation for critical thinking skills. • Language Acquisition: Describing the characteristics of each season, discussing weather changes, and using seasonal vocabulary during activities contribute to language development. Children expand their vocabulary and learn to articulate their observations and experiences. • Emotional Well-Being: Connecting with nature and experiencing the beauty of changing seasons has positive effects on emotional well-being. Outdoor activities and nature walks provide opportunities for relaxation, reducing stress, and promoting a sense of calm and happiness. • Adaptability and Resilience: Experiencing seasonal changes teaches children about adaptability. Witnessing the natural world go through cycles helps them understand the concept of change and builds resilience in the face of transitions. • Environmental Awareness: Understanding seasonal changes fosters environmental awareness from an early age. Children develop a sense of responsibility and appreciation for the natural world, laying the groundwork for future environmental consciousness. • Cultural Understanding: Exploring changing seasons allows for the introduction of cultural celebrations and traditions associated with each season. This exposure broadens children's cultural understanding and appreciation for diversity. • Curiosity and Inquiry Skills: The ever-changing nature of seasons naturally sparks curiosity. Encouraging children to ask questions, explore, and seek answers cultivates a mindset of inquiry and lifelong learning. 		
Science Focus Reception		

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<p>Marvellous Me All about me and my school Human life cycles and how we grow and change Healthy eating Hygiene 5 senses</p> <p>Ogdon Trust Investigation – Elmer the Elephant</p>	<p>It's Cold Outside Investigations – Changes in state freezing and melting – ice Melting chocolate Contrasting localities – Antarctica</p>	<p>Out of this World The solar system Investigations</p> <p>Ogdon Trust Investigation – Astro Girl</p>	<p>Adventures around the World Contrasting localities Animals and their features/ habitats</p>	<p>Down on the Farm Animals Mother animals and their young Life cycles – chickens Class wormery Growing vegetables</p> <p>Ogdon Trust Investigation – Three Little Pigs</p>	<p>Pack your Bags – Off we go! Investigation - Floating and sinking Recycling Pollution</p>
History/Geography Focus Reception					
<p>Marvelous Me Life cycles – how I have changed</p> <p>Where I live My school community and local area</p>	<p>It's Cold Outside Famous person study - Guy Fawkes</p> <p>Environment walk</p> <p>Contrasting localities - cold</p>	<p>Out of this World Famous person study – Neil Armstrong Mae Jamison Tim Peake - Chronology</p>	<p>Adventures around the World History of aeroplanes - chronology</p> <p>Contrasting localities – hot</p>	<p>Down on the Farm Farming in the past</p> <p>Reading and drawing maps</p> <p>Physical and human features on maps</p>	<p>Pack your Bags we are off! Seaside holidays in the past</p> <p>Seas and oceans</p> <p>Seasides are found on the coast</p> <p>Physical and human features of seaside locations</p>
RE -Warwickshire Understanding Christianity - Reception					
Being special – where do we belong?	Incarnation – why do Christians perform nativity plays	What times or stories are special and why?	Salvation – why do Christians put a cross in the Easter garden?	God and creation – why is the word God	What places are special and why?

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				so important to Christians?	
Expressive Arts and Design Intent and Curriculum Goals					
<p>Intent The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
<p>Curriculum Goals</p> <ul style="list-style-type: none"> • To know how to mix primary colours to make secondary colours • To make detailed observational drawings and paintings of people, landscapes and animals • To select the appropriate tools and materials required for given tasks • To be inspired by the work of famous artists • To make a model using malleable materials such as clay • To know how to join materials such as paper card and junk model materials • To be able to design, plan and make a model using construction or junk modelling materials • To be able to confidently sing a range of familiar songs and nursery rhymes • To be able to keep a beat by clapping and using musical instruments • To be able join a sequence of movements to be able to perform a simple dance routine • To engage in creative role play and small world play using props to act out their own and familiar stories 					
<p>Skills – imagine, create, explore, observe, participate, express, communicate, interact, interpret, appreciate, engage, motor control, competence, co operate, experiment, share, explain, sing, move, dance,</p>					
<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • 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 			<p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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. 		

Southam St James Church of England Academy

Reception Long Term Overview



Famous Artists to Explore					
<p>Drawing and painting</p> <ul style="list-style-type: none"> Andy Warhol - Marvellous Me - Self portrait <p>Printing</p> <ul style="list-style-type: none"> William Morris - Down on the farm - Rubbings Natural prints <p>Sculpture</p> <ul style="list-style-type: none"> Andy Goldsworthy Autumn - Natural sculptures <p>Materials and textiles</p> <ul style="list-style-type: none"> Adventures around the world - African art – Handa's surprise 					
Music - Charanga					
<p>Me! Explore: growing, homes, colour, toys, how I look</p>	<p>My Stories Explore: growing, homes, colour, toys, how I look</p>	<p>Everyone explore: family, friends, people and music from around the world</p>	<p>Our World explore: animals, jungle, minibeast, night and day, sand and water, seaside, seasons, weather, sea, space</p>	<p>Big Bear Funk . Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p>	<p>Reflect, rewind and replay Consolidation</p>