



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social, Emotional Development	Self-Regulation	All about me	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
	Managing Self	All about me. My family. Name special people in our lives.	Be sensitive towards others and celebrate what makes each person unique. Understand that everyone is different. Celebrate differences and recognise things we have in common. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others.	People who help us and keep us safe. How to deal with emergency services if necessary.	Understand good practises with regard to exercise, eating, sleeping, screen time, hygiene and oral hygiene. Name and recognise how healthy choices can keep us well.	Working hard to achieve their own dreams and goals. Feel resilient and confident in their learning. Learn and use strategies in approaching challenges.	Understand that there are changes in nature and humans. Talk about how we have grown and changed since we were a baby,
	Building Relationships	Handwashing. Settling into Reception. Learn about classroom routines & rules.  Supporting children to build relationships. Identify who can help if they are sad/worried. Help others feel welcome. Can I learn when to ask, is it ok?  Begin to identify and recognise their own feelings and different emotions.	Understand that everyone is different. Celebrate differences and recognise things we have in common. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others.  Describe different feelings and emotions. Consider the feelings of others. Learn a range of strategies to control emotions.  Develop friendships. Begin to think about the perspectives of others. Know how to help peers if they are upset.	Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online.  Talk about how to keep their bodies healthy and safe.  PANTS rule  Use taught strategies to support turn taking.	Understand that they can make a difference. Looking after our planet, our local area and classroom. Talk about how they can make an impact on the natural world.  Listen and think about the perspectives of others. Build constructive and respectful relationships. Show sensitivity to others needs and feelings. Random acts of kindness. See themselves as a valuable individual.	Play cooperatively and take turns. Try to solve friendship problems if they occur. Help others to feel part of a group. Show respect to others. Ask children to explain to others how they dealt with a problem or an emotion.	Transition, changes, celebrating how far we have come. Discuss what have we enjoyed in Reception and what are we looking forward to next year. Express how we feel when change happens. Know who to ask for help if we are worried about change.
	Potential books	Harry and the Dinosaurs Go To School The Colour Monster Starts School Owl Babies Germs are not for sharing Hair Love Only One You Two Homes Daddy, Pappa and Me Mommy, Mamma and ME All About Families	The Same but Different Too Elmer Marvellous Me Super Duper you! Only One You The Colour Monster Barbra Throws a Wobbler	A Superhero Like You I Can Save the World The Jolly Postman Emergency Ambulance Smartie the Penguin The Hospital Dog	Oliver's Vegetables Enormous Turnip Jasper's Beanstalk Somebody Swallowed Stanley A Planet full of plastic	The Dot Beautiful Oops? I can't do that yet How to Catch a Star Colour Monster	Ruby's Worry My Monster and Me Where going on a bear hunt Bitbbit Jumps The Greatest Show Penguin The Growing Story Coming to England
	Ongoing	Handwashing, building relationships, children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Identify and moderate their own feelings socially and emotionally. Manage their own needs. PANTS rule.					



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<p>Physical Development</p>	<p>Gross Motor</p> <p>Encourage children to be highly active throughout the year.</p> <p>Climbing equipment outside (crates, balancing beam, tyres). Digging equipment.</p>	<p><b>Real Gymnastics</b> <b>Social: I can play with others.</b></p> <p><b>Shape and Travel:</b> I can explore shapes and travelling movements using the floor, low and high apparatus.</p> <p>Move safely in a space.</p> <p>Balance on a variety of equipment.</p>	<p><b>Real PE</b> <b>Personal: I enjoy working on simple tasks with help.</b></p> <p><b>Coordination: Footwork (10):</b> I can begin to side-step, gallop, hop and skip.</p> <p><b>Static Balance: One Leg(1):</b> I can begin to stand still for 10 seconds on one leg.</p>	<p><b>Real Gymnastics</b> <b>Health and Fitness:</b> I am aware of the changes to the way I feel when I exercise.</p> <p><b>Flight and Rotation:</b> I can learn the correct technique for jumps. I can explore rolls and spins.</p> <p>Jump and land safely from height.</p>	<p><b>Real PE</b> <b>Social: I can play with others, take turns and share with help.</b></p> <p><b>Jumping and Landing (6):</b> I can begin to jump in different directions.</p> <p><b>Static Balance: Seated (2):</b> I can begin to balance using hands and feet.</p>	<p><b>Real PE</b> <b>Creative: I can observe and copy others.</b></p> <p><b>Coordination: Ball Skills (9):</b> I can roll a ball along the floor.</p> <p><b>Counter Balance: With a partner (7):</b> I can begin to balance with a partner.</p>	<p><b>Athletics</b> <b>Cognitive: I can follow simple instructions.</b></p> <p><b>Throw</b> Roll equipment in different ways. Throw underarm. Throw an object at a target.</p> <p><b>Jump</b> Jump in a range of ways, landing Safely.</p> <p><b>Run</b> Run in different ways for a variety of purposes.</p> <p><b>Compete and Perform</b> Control their body when performing a sequence of movements Participate in simple games.</p> <p><b>Evaluate</b> Talk about what they and others have done.</p> <p>Sports Day</p> <p><b>Dance</b> <b>Multi-ability (Social): I can work sensibly with others to create a dance.</b></p> <p><b>Dance Skill</b> Practising Tricky 1</p> <p><b>Compete and Perform</b> Control my body when performing a sequence of movements.</p> <p><b>Evaluate</b> Talk about what they have done. Talk about what others have done</p>
	<p>Fine Motor Continuously check the progress of children's</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>	<p>Fine motor activities e.g threading, cutting, weaving, playdough.</p>



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	<p>handwriting (pencil grip, letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for fine motor activities.</p>	<p>Manipulate objects with good fine motor skills.</p> <p>Begin to draw lines and circles using gross motor movements.</p> <p>Show preference for dominant hand.</p> <p>Hold pencils/paint brush beyond whole hand grasp.</p> <p>Begin to use a tripod grip when mark making.</p> <p>Model correct letter formation.</p>	<p>Develop muscle tone to put pencil pressure on the paper.</p> <p>Use tools to effect changes to materials.</p> <p>Draw lines, circles and shapes when drawing pictures.</p> <p>Teach and model correct letter formation, Begin to form letters correctly.</p>	<p>Continue to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Holding small items/ button clothing.</p> <p>Use scissors and pencils effectively.</p>	<p>Hold pencil effectively with comfortable grip.</p> <p>Form recognisable letters most correctly formed.</p> <p>Cut along a straight-line with scissors.</p> <p>Use cutlery effectively.</p>	<p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Hold scissors correctly and cut out small shapes. Start to cut along a curved line, like a circle.</p>	<p>Form letters correctly using a tripod grip.</p> <p>Cut along a curved line, like a circle.</p> <p>Copy a square. Begin to draw a diagonal line. Colour inside the lines of a picture. Build things with smaller linking blocks, such as Duplo or Lego.</p>
Communication & Language	Listening & Attention and understanding	<p>Being to understand how to listen carefully and know why listening is important.</p> <p>Use language to imagine and recreate roles and experiences in play.</p> <p>Answering simple questions (who, what, where)</p> <p>Children talking about experiences that are familiar to them. Children sharing facts about them. Children to talk in small groups and in front of adults offering their own ideas.</p>	<p>Explore the meaning of new vocabulary in language rich stories. Understand how to listen and why it is important. Begin to understand how and why questions.</p> <p>Be able to use new vocabulary throughout the day. Learn to retell the story. Begin to understand 'how' and 'why' questions.</p>	<p>Ask questions to find out more. Make comments on what they have heard.</p> <p>Talk in sentences using conjunctions e.g 'and' 'because'.</p> <p>To retell a story and begin to use story language.</p>	<p>Retell story without pictures or prompts.</p> <p>Use new vocabulary in different contexts. Creating their own version of the story. Answer how and why questions. Describe events in detail using time connectives.</p>	<p>Answer a range of questions.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Retell a story with story language.</p>	<p>Hold conversations with adults and peers with back and forth exchanges.</p> <p>Listen, and respond to stories.</p> <p>Talk in full sentences using a range a tenses.</p> <p>Retell their own version of the story using vocabulary from stories.</p> <p>Use detail and descriptive language.</p>
	Speaking						



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Literacy	Comprehension	<p>Join in with rhymes and showing an interest in stories and repeated refrains.</p> <p>Environment print. Having a favourite story or rhyme.</p> <p>Understand the 5 concepts of print.</p> <p>Sequencing familiar stories through the use of pictures.</p> <p>Engage conversations about stories, learning new vocabulary.</p> <p>Independently look at books holding it the correct way and turning pages.</p>	<p>Retell stories related to events through acting/ role play/ images.</p> <p>Sequence stories – use vocabulary of beginning, middle and end.</p> <p>Enjoy an increasing range of books.</p> <p>Point to front cover, back cover, blurb, illustration, author and title</p> <p>Begin to answer questions about the stories read to them.</p>	<p>Make up stories with themselves as main character.</p> <p>Encourage children to record stories through pictures/ mark making.</p> <p>Act out stories using recently introduced vocabulary.</p> <p>Record stories through pictures/ mark making.</p> <p>Begin to predict what may happen in the story.</p> <p>Suggest how a story might end.</p>	<p>Re-read books to build up children's confidence in word reading, their fluency and their enjoyment.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>Be able to talk about the characters and setting in the books they are reading.</p>	<p>Retell a story with actions and / or picture prompts as part of a group.</p> <p>Use story language when acting out a narrative.</p> <p>Use vocabulary influenced by their book.</p> <p>Explain the main events of a story.</p> <p>Draw pictures of characters/ event/ setting in the story.</p> <p>Begin to answer questions about what they have read.</p>	<p>Listen to stores, accurately anticipating key events and respond to what they hear with relevant questions, comments and reactions</p> <p>Answer questions about what they have read.</p> <p>Know that information can be retrieved from books.</p>
	Word Reading	<p>Recognise their name.</p> <p>Recognise taught phase 2 sounds and phase 2 tricky words.</p> <p>Begin to blend sounds together to read words CVC words using the taught sounds.</p>	<p>Recognise taught phase 2 sounds and phase 2 tricky words.</p> <p>Blend sounds to read words using taught sounds.</p> <p>Read words ending in s.</p> <p>Begin reading captions and sentences using taught sounds.</p> <p>Continue a rhyming string.</p>	<p>Recognise taught Phase 2 and 3 Tricky words and sounds.</p> <p>Read words with double letters.</p> <p>Read longer words.</p> <p>Recognise taught digraphs in words and blend the sounds together.</p> <p>Read sentences containing tricky words and digraphs.</p> <p>Read books matching their phonics ability.</p>	<p>Read words with two or more digraphs.</p> <p>Read longer words words ending in -ing.</p> <p>Read compound words.</p> <p>Read longer words with double letters.</p> <p>Read words with s/z/ in the middle.</p> <p>Read words with -es/z/ at the end.</p> <p>Read words with s and s/z/ at the end.</p> <p>Read books matching their phonics ability.</p>	<p>Read longer words.</p> <p>Read compound words.</p> <p>Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est).</p> <p>Read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Read books matching their phonics ability.</p> <p>Name letters of the alphabet, distinguishing lowercase and capital letters,</p>	<p>Read longer sentences containing Phase 4 words and Tricky Words.</p> <p>Read books matching their phonics ability.</p> <p>Read root words ending in: -er, -est longer words.</p> <p>Read root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/.</p>
	Writing	<p>Text as a stimulus</p> <p>Use letter like shapes.</p>	<p>Text as a stimulus</p> <p>Name writing, labelling using initial sounds, story scribing.</p>	<p>Text as a stimulus</p> <p>Writing some of the tricky words such as I, go, to, the.</p>	<p>Text as a stimulus</p> <p>Creating story maps, writing captions and labels,</p>	<p>Text as a stimulus</p> <p>Retell a story in their own words. Writing for a purpose in role play</p>	<p>Text as a stimulus</p> <p>Story writing, writing sentences using a</p>



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		<p>Begin to write CVC words using taught sounds.</p> <p>Mark making and give meaning to marks.</p> <p>Labelling, shopping lists, writing initial sounds and CVC words.</p> <p>Name writing.</p>	<p>To write words, labels and captions using taught sounds.</p> <p>,</p>	<p>Beginning to write sentences using finger spaces.</p> <p>Understand that sentences start with a capital letter and end with a full stop.</p> <p>Spell words using taught sounds. Writing CVC words and labels.</p> <p>Character descriptions. Guided writing based around developing short sentences in a meaningful context. Create story board. Write a sentence.</p>	<p>Writing simple sentences using finger spaces and beginning to use full stops.</p> <p>Spell tricky words and words using taught sounds.</p> <p>Writing short sentences to accompany story maps.</p> <p>Character descriptions. Write 2 sentences.</p>	<p>area using phonically plausible attempts at words.</p> <p>Beginning to use capital letters and full stops.</p> <p>Form lower case letters correctly.</p> <p>Begin to write longer words which are spelt phonetically.</p> <p>Spell some tricky word correctly.</p> <p>Begin to read their work back.</p>	<p>range of tricky words that are correctly spelt.</p> <p>Write sentences using a capital letters, finger spaces and a full stop.</p> <p>Use familiar texts as a model for writing own stories. Write 3 sentences.</p> <p>Form lower case and capital letters correctly.</p> <p>Reread what they have written to check it makes sense.</p>
Mathematics	<p>Number</p> <p>Numerical Patterns</p>	<p>Match and Sort</p> <p>Comparing amounts</p> <p>Comparing size, mass, capacity</p> <p>Making Simple Patterns</p> <p>Representing and comparing 1, 2, 3</p> <p>Composition of Numbers 1, 2, 3</p>	<p>Circles and Triangles</p> <p>Spatial awareness</p> <p>Numbers 4 and 5</p> <p>One more and one less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>Comparing mass and capacity</p> <p>Numbers 6, 7, 8</p>	<p>Making pairs</p> <p>Combining 2 groups</p> <p>Length, height</p> <p>Time</p> <p>Building 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds</p> <p>3D shape and pattern</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning</p> <p>Adding more</p> <p>Taking away</p>	<p>Doubling, sharing, grouping</p> <p>Even and odd</p> <p>Spatial reasoning</p> <p>Patterns and relationships</p>
Potential Books		<p>Duck the truck</p> <p>Naughty Bus</p> <p>Dear Zoo</p> <p>Peace at Last</p> <p>1, 2, 3, at the Zoo</p>	<p>Rosie's Walk</p> <p>The Perfect Fit</p> <p>Mr Men stories</p> <p>The Very Hungry Caterpillar</p> <p>Funny bones</p> <p>Fox in the Dark</p> <p>Kippers Birthday</p>	<p>The Blue Balloon</p> <p>The Ugly Five</p> <p>A Squash and a Squeeze</p> <p>Room on the Broom</p> <p>I-spy numbers</p> <p>Zero is the leaves on the tree</p> <p>Six Dinner Sid</p> <p>What the ladybird Heard</p>	<p>Titch</p> <p>Jack and the Beanstalk</p> <p>Jaspers Beanstalk</p> <p>Pattern Bugs</p> <p>Ten black dots</p> <p>Engine Engines</p>	<p>One to ten and back again</p> <p>Snail Trail: A Journey through modern art</p> <p>20 Big Trucks in the Middle of the street</p> <p>Which is round? Which is bigger?</p> <p>Mr Grumpy's Outing</p> <p>Grandpa's Quilt</p>	<p>Mr Grumpy's Motor Car</p> <p>Rosie's Walk</p> <p>What the Ladybird Heard</p> <p>The Gingerbread Man</p> <p>Little Red Riding Hood</p>
Understand the World	<p>People, Culture and Communities</p>	<p>Identifying their family, naming family members and their relation to them.</p> <p>Learn about our school</p> <p>Harvest festival</p>	<p>Bonfire Night, Diwali Light Festival</p> <p>Christmas, Remembrance Day</p>	<p>People who live in cold places. People who help us.</p> <p>Lunar New Year. Learn about China. Discuss some similarities and differences between China and here.</p>	<p>Mothers Day, Shrove Tuesday, Easter, St Georges Day</p> <p>Ramadan</p>	<p>Past/present events in the lives of family members</p>	<p>Father's Day, Moving on</p>
	Potential Books	<p>Two Homes</p> <p>Daddy, Pappa and Me</p>	<p>Christmas Story</p> <p>Welcome to Our World</p>	<p>Zodiac Story</p> <p>The Magic Paintbrush</p>	<p>Mr Wolf's Pancakes</p> <p>Easter Story</p>	<p>Peepo, Memory Bottles, Dogger, Titch</p>	<p>Daddy, Pappa and Me</p> <p>My Daddies</p>



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		My Dad is a Grizzly Bear	Amma Ask Me About Diwali	Busy Chinese New Year Ice Race	Lialah's Lunchbox Rashad's Ramadan		
The Natural World Seasonal changes (ongoing)	Learn about woodland creatures and begin to learn about their habitats. Learn about hibernation and nocturnal animals. Learn about Autumn and observe and describe seasonal changes.	Learn about bears - where they live, use a map to find the places.	Observe seasonal changes. Look at weather and discuss changes over time. Observe and record how water changes.  Polar regions. Begin to learn about animals that live in cold places.  Difference and similarities between Shelf and cold places.  Floating/ sinking	Spring. Planting different seeds, observe and describe the changes. After observation draw pictures of the natural world.  Introduce the children to recycling and how to take care of our world. Create opportunities to discuss how we care for the natural world around us.  Explore how the wind can move objects and how they can move in water.	Growing in the garden. Lifecycle of a butterfly. Observe, describe and draw mini beasts. Farm animals. Animals and their young.  Explore shadows	Space. Introduce the children to NASA  Environments – Looking at places using google maps.  Children to differentiate between land and water.  Sea creatures.  Compare animal's different habitats including the woods, cold places and the sea.	
Potential Books Tree: Seasons come, Seasons Go	What did the tree see? Owl Babies Pumpkin Soup Leafman Little Red Riding Hood	Gruffalo Stick Man Funny Bones See Inside Your Body The Very Long Sleep Tidy The Fox in the Dark Learn about Bears A book of bears	Lost and Found One Snowy Night The Emperors Egg Snowflakes – Cerrier Burnell Secrets of Winter	Somebody Swallowed Stanley George Saves the World by Lunchtime What did the tree see? Jaspers Beanstalk Jack and the Beanstalk Oliver's Vegetables Enormous Turnip Lifecycle of a sunflower The Tiny Seed	Spider Sandwiches Norman the Slug What the ladybird heard Yucky Worms The Very Hungry Caterpillar Farmer Duck Clack Clack Moo The Woolly Bear Caterpillar The Beeman	The Night Pirates Tiddler Sharing a Shell The Wide Wide Sea Duffy's Lucky Escape  Atlas Space Books Look Up! Mae Jemison: Little People Big Dreams	
Past and Present	Navigate around our classroom and outdoor areas. Create simple maps and treasure hunts to find objects/ places in our environment. Look at an aerial photo of school, encourage children to comment on what they can see.  Discuss their family and places they have been together. Begin to draw similarities and comparisons between other families. Name and describe	Discuss children's past experiences of Christmas. How Christmas was celebrated in the past. How Christmas is celebrated around the world. Use world maps to support. Use the Jolly postman to draw information from a map and begin to understand why maps are so important.	Stranger danger. Talking about occupations and how to people who can help us.	Listen to stories and place events in chronological order  Understand that dinosaurs were around a long time ago.  Learn about what a palaeontologist is. Mary Anning.  Learn about St Georges Day	Past/present events in the lives of family members	Introduce the children to significant figures who have been to space. Understand that some of these events happened before they were born.  Transition, changes, celebrating how far we have come. What have we enjoyed in Reception?	



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		people who are familiar to them.  Discussion the children's experiences of past birthday celebrations.	Discuss how children get to school. Introduce children to a range of transport in this country and compare to other countries. Transport in the past and how it has changed. Learn about Amelia Earhart, Karl Benz.  Remembrance Day				Similarities and differences between old and new ships.
	Potential Books		Jolly Christmas Postman Mrs Pepperpot's Christmas Mr Gumpy's Motor Car Amelia Earhart (Little People Big dreams) Last Stop on Market Street The Hundred Decker bus	In Every House, In Every Street The House That Once was Step Inside Homes Through history All Kinds of Homes: a lift the flap book Our World Cave Baby Stories with Castles in Three Little Pigs Rapunzel Major Glad, Major Dizzy Peepo	Mary Anning Little People Big Dreams Dear Dinosaur The Dinosaur That Pooped the Past Harry and the Bucketful of Dinosaurs Dinosaur Bones Prehistoric: Actual Size Dinosaurs Roar	Memory Bottles Mr Gumpy's Motor Car Last Stop on Market Street Peepo Dogger Once We Were Giants My Great Grandpa Grandma's story	Aliens Love Underpants Curiosity: The Story of a Mars Rover The Darkest Dark A Journey Through Space You can't eat a Princess Mae Jemison (Little People Big dreams)
	Technology	Follow an instruction.	Match a command to an outcome. Run a command on a device. Programme a bee-bot.  Recall words that can be acted out.  Access and use simple activities using touch technology with increasing control.	Begin to understand and recognise what being safe online is according to the SMART rules. Discuss how we benefit from these rules. Give examples of some of these rules. Identify rules to keep us safe and healthy when we are using technology in and beyond the home.  Describe objects using labels. Identify the label for a group of objects.	Compare forwards and backwards movements. Give directions.  Programme a bee-bot to move forwards and backwards.	Use beebots on simple maps. Encourage children to use navigational language. Programme a bee-bot to get to a given point.  Draw lines and marks on a screen and explain which tools I used.	Programme a bee-bot to get to a given point. Predict the outcome of a command on a device. Predict the route first.  Switch on and log into a computer. Type my name on a computer. Identify and find keys on a keyboard.
RE		BB Christianity and Islam F.1 Where Do We Live? Who Lives There?	F2. Incarnation Why do Christians perform nativity plays at Christmas?	BB Christianity and Islam F.3 What makes a good helper?	F3. Salvation Why do Christians put a cross in an Easter garden?	BB Christianity, Islam and Judaism F.5 Who and what are special to us?	F1. Creation Why is the word 'God' so important to Christians?



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Expressive Arts & Design	<p>Creating with materials</p> <p>Being Imaginative and expressive</p>	<p>Me! Listening and responding to different styles of music. Learn nursery rhymes and action songs · Improvising leading to playing classroom instruments. Share and perform (ongoing).</p> <p>Join in with role play and use resources available for props. Build models using construction equipment.</p> <p>Drawing self portraits, junk modelling, Take pictures of children's creations and encourage them to explain their creations.</p> <p>Provide opportunities for children to work together to develop creative ideas.</p> <p>Name primary and paint with primary colours. Beginning to mix colours. Experiment and use a range of colours using poster paint and water colours.</p> <p>Begin to print e.g pom poms</p>	<p>My Stories! Learn new songs and dances.</p> <p>The use of story maps, props, puppets, story bags to encourage children to retell, invent and adapt stories.</p> <p>Weaving Christmas decorations Cooking.</p> <p>Different techniques for joining materials, such as using tape and different sorts of glue e.g glue, string</p> <p>Using a pencil to draw our pictures first. Paint shapes. Kandinsky.</p> <p>Bonfire/ firework pictures, making poppies, Christmas cards, calendars. Rangoli patterns. Diva lamps.</p> <p>DT: Let's Look at wheels.</p>	<p>Everyone! Singing and playing instruments in a song.</p> <p>Making lanterns, puppet making.</p> <p>Children will be encouraged to select tools and techniques they need to assemble materials that they are using.</p> <p>Use different brush sizes. Use different tools to make a mark (e.g sticks, sponges, rollers). Choose colour for a particular purpose.</p> <p>Monet- winter pictures.</p> <p>Create a Gruffalo out of clay.</p>	<p>Our World Singing and learning to play instruments within a song</p> <p>Cooking</p> <p>Salt dough fossils</p> <p>Begin to incorporate moving parts into models etc split pins.</p> <p>Mix colours and self-select paint. Make patterns using different colours.</p> <p>Create a repeating pattern and an irregular pattern. painting.</p>	<p>Big, Bear Funk! improvisation using voices and instruments. Riff-based composition. Play instruments within the song.</p> <p>Explore and engage in music making and dance, performing solo and in groups.</p> <p>Leaf rubbings</p> <p>Build models with a function e.g toy for a friend, boat, puppet theatre.</p> <p>Use colour for a purpose. Irregular painting pattern. Van Gough - paint sunflowers. Observe objects and paint them.</p> <p>Print with shapes.</p> <p>Symmetrical paintings.</p> <p>Henri Matisse - spirals art</p> <p>Shadow puppets</p>	<p>Reflect, rewind, replay. Improvisation using voices and instruments. Riff-based composition. Play instruments within the song</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Design and make a spaceship and pirate ship, thinking about form and function.</p> <p>Create pictures of space.</p> <p>Van Gough- Starry Night.</p> <p>Printing with a variety of objects.</p> <p>Sand picture/ fish collages Paper plate jellyfish</p> <p>Symmetrical paintings.</p>
Charity Event							
Enterprise Event					Plant Sale		
Visits	Shelf Woods	Church			Farm Trip		
Visitors			Grown up Readers Visit from the emergency services	Grown up Readers	Grown up Readers	Grown up Readers	
Parent Workshop	Curriculum night Phonics Training						