



Appley Bridge All Saints' C of E Primary Academy

A member of **CDARI**

Reception Long Term Overview

Reception Long Term Curriculum Overview 2025-26 (where themes and activities are shown, these are provisional - dependent on the children's interests.)

	AUTUMN 1 2nd Sept—23rd Oct	AUTUMN 2 3rd Nov — 19th Dec	SPRING 1 5th Jan—13th Feb	SPRING 2 23rd Feb—27th March	SUMMER 1 13th Apr—22nd May	SUMMER 2 3rd June—17th July The Bog Baby Superworm Doug the bug that went boing
PREDICTED THEMES	Starting School Me and my family Making friends Rules and routines Being independent Baseline assessments Class/school safety/hygiene	Fireworks (and fire safety) Diwali Bulb planting Christmas Nativity performance	Dinosaurs—creatures from the past Chinese New Year	Where I live, Where You live What it's like to live in our local environment and what it's like to live in a different environment Maps Mothers' Day	Plants and minibeasts Growing food What we can do to stay healthy—exercise, healthy foods, brush our teeth	How I've grown and changed My superpowers—strengths I can take to Year 1 My family tree Fathers' Day
POSSIBLE TEXTS	Goldilocks and the three Bears Doodling Daniel Worrysaurus So Much Autumn The Very Helpful Hedgehog Poetry: Out and About, Wide Eyed Owl The Scarecrows' Wedding Scarecrow's Secret Non-fiction:	The Gingerbread Man Lots of Lights Wow! Said the Owl Remember, Remember, the 5th of November The Sugar Plum Fairy's Wand The Nativity Winter Poetry—Out and About Non-fiction: Diwali celebrations	Dinosaur Bones—Bob Barner If I had a Dinosaur—Gabby Dawney and Alex Barrow Tyrannosaurus Drip—Julia Donaldson The Dinosaur that Pooped a Planet Bumpus, Jumpus Dinosaur Rumpus Dragon Dance -	We're going on a Bear Hunt We're going on a Lion Hunt— set in Africa Handa's Surprise Non-fiction: Children's Atlas Non-fiction: British Mammals, African Animals Children's choice of fav books for WBD	Jack and the Beanstalk Jasper's Beanstalk The Enormous Turnip Oliver's Vegetables Supertato Summer The Bee Who Spoke Why Do We Need Bees Bee My Friend The Hungry Caterpillar Poem: Butterfly Smiles	Book list to be finalised

	Harvest Festival, bread recipe		Chinese NY customs: The Great Race - story of the animals of Chinese NY Non-fiction: Chinese New Year celebrations		Poem: A Little Seed Non-fiction: A Seed in Need, How to grow a 'cress head' - planting instructions	
CELEBRATIONS/ EVENTS	Harvest 28.9.25 Macmillan Coffee Morning 26.9.24	Diwali 29.10—20.10.25 Halloween 31.10.25 Bonfire night 5.11.25 Remembrance 11.11.25 St Andrew's Day 30.11.25 Christmas 25.12.25	Chinese New Year (snake) 29.1.25 National Storytelling Week 31.1.25 — 8.2.25 Shrove Tuesday 17.2.25	St David's Day 1.3.25 World Book Day 5.3.25 St Patrick's Day 17.3.25 Mothers' Day 15.3.25 Easter Day 5.4.25	St George's Day 23.4.25	King's birthday 20.6.25 Fathers' Day 21.6.24
POSSIBLE VISITS / VISITORS	Forest visits—working together, being safe, signs of autumn, nutty names, hide and seek games, scavenger hunt, etc Nurse visit—health and hygiene	Fire Service visit with Y1 Forest visits—signs of winter and exploring frost and ice, bug hotels, nature mandala, Leaf animals, leaf people, forest mud faces on trees, mud painting, hide and seek with arrows Father Christmas	Forest visits—signs of spring, building dens Storyteller—grandparent, parent, governor	Walk to post box Train to Parbold Library Fairy Glen prayer walk Forest visits—bear hunt, making maps, orienteering	Forest visits— signs of summer, treasure hunt, nature's paint brushes and paints, hide and seek with clues, tree climbing	Forest visits - signs of animal life, senses - hear, see, smell, touch, taste; journey sticks, hide and seek ninjas, laser quest, fire-making and marsh mallows
POSSIBLE OTHER ACTIVITIES AND EXPERIENCES	Self portraits - display Hand prints - rules display Photos -birthdays display Making bread	Diva lamps/ Rangoli patterns Indian dance Nativity play Christmas crafts Jesus' birthday party	Junk model making Clay dinosaurs Chinese Dragon making Chinese lantern making	Mapping—class, local, world, treasure, story map Mothers' Day cards—printing,	Planting seeds, growing veg and wild flowers Evil Pea hunt Make healthy soup Sports Day	Watch caterpillars grow into butterflies Fathers' Day cards Birthday card for the King
R.E.	EYFS 1 - Why are we all different and special?	EYFS 4 How do Christians celebrate Jesus' birthday? Link to world faiths - Diwali	EYFS 10 Prayer Link to World Faiths Buddhism, Judaism, Islam	EYFS 7 Why do Christians believe that Easter is all about love?	EYFS 5 (revised) and EYFS 6 Which stories did Jesus tell and why did Jesus tell stories?	EYFS 9 What makes a place holy/special? Link to world Faiths - Muslim mosques and Hindu temples

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COMMUNICATION AND LANGUAGE	Over the year, children will take part in small groups, whole class and one-to-one discussions through Role-Play, Weekly News, Sharing Super Work, Circle Time, Storytime, etc. They will develop the skills needed to listen attentively and respond with questions, comments and answers. They will have opportunities to use new vocabulary through holding conversations, offering their own ideas and explanations, and expressing their own feelings using past, present and future tenses.					
PSED	<p><u>Self-regulation</u> Express their feelings and consider the feelings of others, regulate behaviour accordingly Give focussed attention to what the teacher says.</p> <p><u>Managing Self</u> See themselves as a valuable individual.</p> <p><u>Building Relationships</u> Build constructive and respectful relationships and friendships with adults and peers. Work and play co-operatively and take turns with others.</p>	<p><u>Self-regulation</u> As Autumn 1</p> <p><u>Managing Self</u> As Autumn 1</p> <p><u>Building Relationships</u> As Autumn 1</p>	<p><u>Self-regulation</u> Identify and moderate their own feelings socially and emotionally.</p> <p><u>Managing Self</u> Show resilience and perseverance in the face of challenge. Be confident to try new activities. Manage own basic hygiene and personal needs.</p> <p><u>Building Relationships</u> As Autumn 1</p>	<p><u>Self-regulation</u> Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals.</p> <p><u>Managing Self</u> As Spring 1 plus: Explain the reasons for rules</p> <p><u>Building Relationships</u> As Autumn 1 plus: Show sensitivity to their own and to others' needs.</p>	<p><u>Self-regulation</u> As Spring 2</p> <p><u>Managing Self</u> As Spring 2</p> <p><u>Building Relationships</u> As Spring 2</p>	<p><u>Self-regulation</u> Give focussed attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>Managing Self</u> As Spring 2 plus: Show independence, resilience and perseverance in the face of challenge.</p> <p><u>Building Relationships</u> As Spring 2</p>

<p>PHYSICAL DEVELOPMENT</p>	<p>PE—Games <u>Gross Motor Skills</u> Revise and refine fundamental movement skills already acquired—roll, crawl, walk, jump, run, hop, skip, balance, climb.</p> <p><u>Fine Motor Skills</u> Attempt to hold pencils and brushes correctly, use scissors, etc</p>	<p>PE—Games <u>Gross Motor Skills</u> Further develop fundamental movement skills already acquired—roll, crawl, walk, jump, run, hop, skip, balance, climb - begin to negotiate space and obstacles safely.</p> <p><u>Fine Motor Skills</u> Begin to hold pencils and brushes correctly, use scissors, etc. Attempt to use cutlery correctly with support.</p>	<p>PE—OAA <u>Gross Motor Skills</u> Negotiate space and obstacles safely and move energetically when running, jumping, dancing, hopping, skipping and climbing.</p> <p>Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p><u>Fine Motor Skills</u> Developing skills to hold and use pencils (tripod grip), brushes and scissors correctly. Begin using cutlery correctly with support.</p>	<p>PE—OAA <u>Gross Motor Skills</u> Move energetically when running, jumping, dancing, hopping, skipping and climbing. Begin to demonstrate strength, balance and coordination when playing.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><u>Fine Motor Skills</u> Developing skills to hold and use pencils (tripod grip), brushes and scissors correctly. Use cutlery correctly with support.</p>	<p>PE—Gymnastics <u>Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. Combine different movements with ease and fluency.</p> <p><u>Fine Motor Skills</u> Hold and use pencils (tripod grip in preparation for fluent handwriting), brushes, scissors and other small tools correctly. Use cutlery independently.</p>	<p>PE—Gymnastics <u>Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing. Confidently and safely use a range of large and small apparatus indoors and outdoors and in a group.</p> <p><u>Fine Motor Skills</u> Hold and use pencils (tripod grip in preparation for fluent handwriting), brushes, scissors and other small tools correctly and accurately. Use cutlery independently.</p>
<p>Throughout the year, physical development will be supported through the following activities: ring games, dough gym/funky fingers, handwriting, parachute games, PE lessons, hygiene (including oral) and hand washing instruction. Children will be taught about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of screen-time, having a good sleep routine, being a sensible pedestrian.</p>						

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LITERACY (word reading and writing)	<p>Phonics — Phase 2 s a t p i n m d g o c c k e u r h b f f l l s s</p> <p>Recognises own name Rhyme and alliteration Initial sounds Attempt writing letters and VC and CVC words Read VC and CVC words Begin to read Phase 2 hf/tricky words: a at as is it in an I and the on not can no go to into get got back put his him</p> <p><i>Reception Baseline Assess</i></p>	<p>Phonics — Phase 2 s a t p i n m d g o c c k e u r h b f f l l s s</p> <p>Copy own name Begin to write recognisable letters Read VC and CVC words Write VC and CVC words Read Phase 2 hf/tricky words: a at as is it in an I and the on not can no go to into get got back put his him</p>	<p>Phonics — finish Phase 2, start Phase 3 J v w x y z z z qu ch sh th/th ng ai ee oo/oo oa ar or igh ur ow oi ear er air ure</p> <p>Attempt/write own name without visual aid Write CVC words incorporating developing knowledge of phase 3 Read Phase 3 CVC words in appropriate decodable texts Attempt to write labels and simple captions Read Phase 3 hf/tricky words: no go I the too he she we me be was my you they her all are Spell: the to I no go</p>	<p>Phonics — embedding Phase 2, continue Phase 3</p> <p>Write own name without support Write correctly formed letters Write CVC words incorporating digraphs learnt so far Read Phase 3 CVC words in appropriate decodable texts Begin to write simple sentences Phonetically plausible writing Read Phase 3 hf/tricky words: no go I the too he she we me be was my you they her all are Spell: the to I no go</p>	<p>Phonics — embedding Phase 3, start Phase 4 adjacent consonants and polysyllabic words</p> <p>Write full name without support Write words with adjacent consonants using phonics learnt so far. Read 2-syllable words Read appropriate decodable texts Write simple sentences independently Begin to use capital letter and full stop.</p>	<p>Phonics — finish Phase 4, consolidation and embedding what's been learned</p> <p>Write sentences independently Use capital letter and full stop correctly Read appropriate decodable texts</p> <p>Read hf/tricky words: said so have like some come were there little one do when out what Spell hf/tricky words: he she we me be was you they all are my her</p>
LITERACY (Comprehension)	Throughout the year children will have opportunities to: use and develop their understanding of new vocabulary; develop and demonstrate their understanding by retelling stories using their own and new vocabulary; learn skills to predict key events in stories.					

<p>MATHEMATICS</p> <p>(NCETM Mastering Number)</p>	<p><i>Reception Baseline Assessments PLUS</i></p> <p>Explore the composition of numbers within 5. Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers.</p> <p>Identify when a set can be subitised and when counting is needed. Subitise different arrangements, both unstructured and structured. Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills.</p> <p>Spot smaller numbers 'hiding' inside larger numbers. Begin to develop the language of whole when talking about objects which have parts.</p>	<p>Explore the composition of numbers within and beyond 5.</p> <p>Continue to develop their subitising skills for numbers within and beyond 5.</p> <p>Begin to identify missing parts for numbers within 5. Focus on equal and unequal groups when comparing numbers. Understand that 2 equal groups can be called a double. Explore the structure of 6 and 7 as 5 and a bit.</p>	<p>Explore a range of representations of numbers, including the 10-frame. Compare quantities and numbers, including sets of objects which have different attributes.</p> <p>Continue to identify when sets can be subitised and when counting is necessary. Develop conceptual subitising skills including when using a rekenrek.</p> <p>See how doubles can be arranged in a 10-frame.</p>
<p>(NCETM Maths Mastery in Numerical Patterns)</p>	<p>Hear and join in with a counting sequence and connect this to the staircase pattern seeing that each number is one more than the previous number. Develop counting skills and knowledge - cardinality, one to one correspondence, etc.</p> <p>Compare sets of objects by matching.</p>	<p>Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the staircase pattern. Order numbers and play track games. Join in with verbal counts beyond 20 and hear the pattern.</p> <p>Focus on equal and unequal groups when comparing numbers.</p> <p>Understand that 2 equal groups can be called a double and connect this to finger patterns. Sort odd and even numbers according to their shape.</p>	<p>Continue to develop their counting skills, counting larger sets as well as actions and sounds. Begin to generalise about one more than and one less than numbers within 10. Compare quantities and numbers, including sets of objects which have different attributes. Continue to develop a sense of magnitude. Explore a range of representations of numbers including the ten frame and see how doubles can be arranged in a ten frame.</p>
<p>White Rose Shape, Space and Measure</p>	<p>Compare size, mass and capacity. Explore, copy, continue and create simple patterns. Identify, name and compare circles and triangles. Identify and name shapes with four sides. Spot 2D shapes in the environment. Begin to use everyday language related to time. Describe position</p>	<p>Compare mass and capacity. Explore and compare length and height. Identify, copy and continue more complex patterns. Recognise and name 3D shapes. Find 2D shapes within 3D shapes. Spot 3D shapes in the environment. Order and sequence time.</p>	<p>Identify units of repeating patterns. Create and explore own pattern rules. Manipulate, compose and de-compose 2D and 3D shapes. Visualise from different positions.</p>

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UNDERSTANDING THE WORLD	<p><u>People, Culture and Communities</u> Children will start to learn about their new school building and grounds through observation and discussion.</p> <p><u>The Natural World</u> Children will observe the natural world around them and observe seasonal changes in the autumn months and find out about leaves and wind.</p>	<p><u>Past and Present</u> Children will learn about why we celebrate bonfire night with fireworks, bonfires and a guy.</p> <p><u>People, Culture and Communities</u> They will learn about the meaning and traditions of the Christian festival of Christmas, the Hindu festival of Diwali and the Jewish festival of Hanukkah.</p> <p><u>The Natural World</u> They will observe the natural world around them and observe seasonal changes in the autumn-winter months and find out about disappearing puddles.</p>	<p><u>Past and Present</u> Children will step back in time and learn about dinosaurs. They will find out how we know about dinosaurs and what fossils are. They will compare and contrast what dinosaurs looked like and think of ideas why. They will identify similarities and differences between dinosaurs and animals living in the present - birds and reptiles. They will find out which were herbivores, carnivores and omnivores.</p> <p><u>People, Culture and Communities</u> They will learn about the traditions of the Chinese New Year. They will find China on the globe and compare it to the UK.</p> <p><u>The Natural World</u> They will observe the natural world around them and observe seasonal changes in the winter months and</p>	<p><u>People, Culture and Communities</u> Children will look at maps of the local area and find where they live. They will observe the immediate environment around school and make their own maps. They will look at the globe and find the UK and Africa/other countries. They will learn some similarities and differences between their lives and the lives of children in other countries.</p> <p><u>The Natural World</u> Children will learn about similarities and differences between the natural environment of Appley Bridge and that of Africa through We're Going on a Lion Hunt and Handa's Surprise.</p> <p>They will observe the natural world around them and observe seasonal changes in the winter—spring</p>	<p><u>People, Culture and Communities</u> The children will learn about similarities and differences between Christian and Muslim places of worship.</p> <p><u>The Natural World</u> Children will grow vegetables and wildflowers and observe the growth from seed/seedling to vegetable/flower. They will eat their harvest and learn about how to eat healthily—rainbow foods—and keep fit.</p> <p>They will observe mini-beasts and learn about the importance of bees and how plants are pollinated.</p> <p>They will observe the natural world around them and observe seasonal changes in the spring-summer months and watch their own plants and plants around them grow to full size again.</p>	<p><u>Past and Present</u> Children will look how they have grown and changed from birth and what super skills they now have to use in Year 1. They will collect photos and make their own family tree from grandparents to themselves. They will chat to their own grandparents about how life was different when they were children.</p> <p><u>People, Culture and Communities</u> They will learn about aspects of Jewish and Muslim life</p> <p><u>The Natural World</u> They will observe the natural world around them and observe seasonal changes in the summer months and how the sunshine dries our washing.</p>

			find out about snowflakes.	months and search for signs of new life.		
EXPRESSIVE ARTS AND DESIGN	<u>Creating with Materials</u> Painting: Self-portrait Colour mixing—autumn colours	<u>Creating with Materials</u> Digital art: Use Purple Mash to ‘paint’ firework pictures Painting with mud in the forest Collage and pattern: Coloured rice, etc—rangoli patterns Crafts: Christmas decorations and cards—cutting, folding and joining.	<u>Creating with Materials</u> Junk modelling: Use recycled materials to make a dinosaur model. Texture: Create a dinosaur adding texture from tissue paper, card board, sand, bubble wrap, etc for skin. Salt dough: Make a dino fossil Clay—sculpt a dinosaur	<u>Creating with Materials</u> Craft: Mother’s day card—cutting, folding, joining Natural materials: Use found natural materials to make a map of the forest area	<u>Creating with Materials</u> Printing: Chop and use fruit and veg to print repeated patterns Clay:/salt dough: Mark fruit pattern into tile and use to print Oil pastels: Draw wildflowers, smudging to mix colours	<u>Creating with Materials</u> Craft: Father’s day card—cutting, folding, joining, use camera to take photo of each other Drawing: Make careful marks to draw King’s face
	<u>Being Imaginative and Expressive</u> Throughout the year children will have lots of opportunities to recount, adapt and invent stories and narratives; they will sing well-known nursery rhymes and songs; and they will perform songs, poems and rhymes and try to move in time with the music. They will explore musical instruments. They will take part in whole school worship, Church, Nativity performance and the KS1 Summer Sing.					