




The Orchards Primary Academy

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Reception Long Term Overview

Autumn Theme	Spring Theme	Summer Theme	
<p>Listen carefully and don't be alarmed... What noises would you hear on the farm?</p> 	<p>If you go down to the woods today... What would you see with your eyes?</p> 	<p>Look up, Look Down... What is all around?</p> 	
<p>General Topics</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>Our Talk for Writing Stories will link to our Topic Question and Topic Activities. The stories for this term are: The Three Little Pigs and The Three Billy Goats Gruff.</p> <p>All about me link – Who do the children live with? The Three Little Pigs make their own houses. What type of homes do we live in? What</p>	<p>Our Talk for Writing Stories will link to our Topic Question and Topic Activities. The stories for this term are: Goldilocks and The Three Bears and The Little Red Hen.</p> <p>Look at aerial maps or satellite images and talk about the features they show. On a large piece of paper, work together to create a map of the woodland where the</p>	<p>Our Talk for Writing Stories will link to our Topic Question and Topic Activities. The stories for this term are: Jack and The Beanstalk and Billy's Bucket.</p> <p>Natural environments – planting seeds, life cycle of a plant. Planting vegetables. Weather and seasons linked to summer. Explore castles and their importance. Look at castles in the past compared to</p>

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	<p>homes do your friends have? Immediate environment – Where do we live? What is the name of our road? What is the name of the town/city we live in?</p> <p>Map work – Where do we live, where is the school? Where would The Three Billy Goats/ Little pigs live? Different types of farm animals. What happens on a farm? What roles do people have that work on a farm? What animals would we see or hear on the farm? How can we grow fruit and veg? What does it mean to harvest? Weather and seasons – Link to celebrations Halloween, Bonfire Night, Christmas. Day and Night, Community and Cultural capital. Making friends Family – Billy Goats Who is in my family? Who do I live with? Do I have siblings? Blended family? Same sex parents? Mother and Father Figures</p>	<p>three bears live. Where on the map would their cottage be? Can the children draw where Goldilocks lives? What other features should there be? · Find out about the three bears' woodland habitat by exploring woodlands. Look at and describe Woodland Images and make woodland natural object collections to observe and draw. What woodland creatures would we find? What would we see with our eyes?</p> <p>Understand the process of making and baking bread like The Little Red Hen. Learn more about harvesting the crop to create wheat. Compare and contrast environments in our natural world woods / forests /farms.</p> <p>Weather and Seasons.</p>	<p>what they may look like now. How do they differ to the castles we see in Disney films and fairy tales? Land and Sea- Animal Habitats Land animals/sea creatures – Compare and contrast Under the sea – What will we see? Different methods of transport e.g. boats, cars, planes. Holidays /The beach Flags, Water, Survival, Capacity, Floating and Sinking Life guards – People who help us and lives and roles of people in society -link to Pirates- Become pirates and create our own treasure maps based on our knowledge of maps.</p>
<p>Enrichment Opportunities/ 'Wow' moments</p>	<p>Community Links – Performing our Nativity in the local hall. Curriculum Promise Topics Baking Christmas Treats and creating Christmas Baubles.</p>	<p>Pirate Project with Year 1 as part of Get Set Visit Animal Man Curriculum Promise Topics</p>	<p>Visit from local PSCO/ Police Curriculum Promise Activities Sports Day Picnic in the park</p>

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<p>Characteristics of effective Learning</p>	<p>Playing and exploring:</p> <p>Active learning:</p> <p>Creating and thinking critically:</p>					
<p>Over Arching Principles</p>	<p>Unique Child, Positive Relationships, Enabling environments, Learning and Development:</p> <p>At The Orchards Primary Academy, we understand that play is an integral part of learning and this is at the heart of our curriculum in the Early Years Foundation Stage. We believe that the correct mix of adult directed and uninterrupted child initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key.</p>					
<p>Our British Value</p>	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and</p>

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	<p>All cultures are learned, respected, and celebrated.</p>	<p>faiths and beliefs and for those without faith.</p>	<p>We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>We understand and celebrate the fact that everyone is different.</p>	<p>with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
<p>PSHE Jigsaw Scheme</p>	<p>PHSE -Settling in period</p> <p>Learning the rules.</p> <p>Listening to others during circle time.</p> <p>Developing their Emotional Literacy and discussing how they feel since moving into their new school.</p> <p>Looking out for others.</p> <p>Being a good friend.</p>	<p>PHSE Jigsaw Piece- Being Me in My World</p> <p>Help others to feel welcome</p> <p>Try to make our school and class a better place</p> <p>Think about everyone's right to learn</p> <p>Care about other people's feelings</p> <p>Work well with others.</p> <p>Responsibilities and following the learning charter.</p>	<p>PHSE Jigsaw Piece- Celebrating Difference</p> <p>Accept that everyone is different</p> <p>Include others when working and playing</p> <p>Know how to help if someone is being bullied</p> <p>Try to solve problems</p> <p>Try to use kind words</p> <p>Know how to give and receive compliments</p>	<p>PHSE Jigsaw Piece- Dreams and Goals</p> <p>Stay motivated when doing something challenging</p> <p>Keep trying even when it is difficult</p> <p>Work well with a partner or in a group</p> <p>Have a positive attitude</p> <p>Help others to achieve their goals</p>	<p>PHSE Jigsaw Piece- Healthy Me</p> <p>Have made a healthy choice</p> <p>Have eaten a healthy balanced diet</p> <p>Have been physically active</p> <p>Have tried to keep themselves and others safe</p> <p>Know how to be a good friend and enjoy healthy friendships</p>	<p>PHSE Jigsaw Piece- Relationships & Changing Me</p> <p>Know how to make friends</p> <p>Solve friendship problems</p> <p>Help others feel part of a group</p> <p>Know what makes a good relationship</p> <p>Understand that everyone is unique</p>

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	<p>Taking it in turns during class discussions.</p> <p>Building relationships with adults and children.</p>			<p>Are working hard to achieve their own dreams and goals</p>	<p>Know how to keep calm and deal with difficult situations</p>	<p>Express how they feel when change happens</p> <p>Understand and respect changes in other people</p> <p>Know how to ask for help</p> <p>Look forward to change.</p>
	<p>Halloween Bonfire Night</p>	<p>Diwali Christmas</p>	<p>Mother's Day Chinese New Year Easter EID Ramadan /Holi</p>	<p>Easter EID</p>	<p>Father's Day</p>	<p>End of Year celebrations</p>

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<p>RE/ Celebrations/ Seasonal Coverage.</p> 						
<p>Assessment Opportunities</p> 	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Assessments Tapestry Baseline – Reception Government and Bromcom</p>	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Assessments Tapestry</p>	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Termly Assessments Tapestry Bromcom Summative Assessment</p>	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Termly Assessments Tapestry</p>	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Termly Assessments Tapestry Bromcom Summative Assessment</p>	<p>1:1 Reading WellComm SALT RWI Assessments Pupil progress meetings Interventions SEND - Continuums Maths Termly Assessments Tapestry</p>
<p>Parental Involvement</p>	<p>Parents Evening</p>		<p>Parents Evening</p>		<p>End of year school report</p>	

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	<p>Tapestry Set Up Phonics Parent Meeting and workshop in preparation. Nativity Performance Work on Tapestry</p>	<p>Parents Workshop (Maths/ Easter) Tapestry</p>	<p>Tapestry shared with parents Parents to join Get Set, Wow Day Farm Trip</p>
<p>UTW (History, Geography & RE)</p> 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. <p>Key Dates in History: Black History Month Remembrance Day</p>	<p>Past and Present:</p> <ul style="list-style-type: none"> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • 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>The Natural World</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments. 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • 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>The Natural World</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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<p>Expressive Art and Design</p>	<p>Early Learning Goals Creating with Materials • 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. Being Imaginative and Expressive • 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</p>		
	<p>Art- Kapow Drawing Marvellous Marks Lesson 1: Mark making with wax crayons Lesson 2: Mark making with felt tips Lesson 3: Mark making with chalk Lesson 4: Observational pencil drawings Lesson 5: Drawing faces Lesson 6: Drawing faces in colour</p> <p>Seasonal Art/ Celebrations/ Topic The children will use the skills taught above to further embed their art skills during continuous provision activities such as the following: Halloween Printing& Mark-Making Bonfire/Firework Mark-Making Christmas crafts/Cards – Decorate and make a bauble Paint and create the main characters in the stories (farm crafts) Winter crafts- Threaded Snowflakes Christmas Salt dough decorations Autumnal Crafts – Nature Wreaths/ Pumpkin suncatchers (leaves)</p>	<p>Art Kapow Painting and Mixed Media Lesson 1: Finger painting Lesson 2: Outdoor painting Lesson 3: Painting to music Lesson 4: Collage and transient art Lesson 5: Landscape collage Lesson 6: Group art</p> <p>Craft and Design – Let’s Get Crafty! Lesson 1: Cutting skills Lesson 2: Threading skills Lesson 3: Joining materials Lesson 4: Paper snakes Lesson 5: Flower designs Lesson 6: Tissue paper flowers</p> <p>Seasonal Art/ Celebrations/ Topic The children will use the skills taught above to further embed their art skills during continuous provision activities such as the following: Mother’s Day crafts and cards Easter crafts – Egg Threading</p>	<p>Art- Kapow Sculpture and 3D Lesson 1: Clay Lesson 2: Playdough Lesson 3: 3D landscape art Lesson 4: Designing animal sculptures Lesson 5: Creating animal sculptures Lesson 6: Painting animal sculptures</p> <p>Seasonal Art/ Celebrations/ Topic The children will use the skills taught above to further embed their art skills during continuous provision activities such as the following: Summer Craft Salt Painting Father’s Day crafts and cards Under the sea painting and crafts Story scenes</p>

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	<p>Spring- Petal Mandala Suncatchers Chinese New Year crafts Holi Crafts Crafts linked to our stories and the woods/farms.</p> <p>Design Technology <i>Structures and Junk Modelling</i> Lesson 1: Exploring junk modelling Lesson 2: Cutting and scissor skills Lesson 3: Choosing resources Lesson 4: Making models Lesson 5: Evaluation and presentation Lesson 6: Temporary joins</p> <p>Use the skills learnt above to make a rocket ship out of junk modelling resources linked to our Curriculum Promise research into Helen Sharman and Space.</p> <p>Cooking and Nutrition – Soup Lesson 1: Fantastic fruits and vegetables Lesson 2: Pumpkin soup Lesson 3: Designing soup Lesson 4: Fine motor skills Lesson 5: Making soup Lesson 6: Designing soup packaging</p>	<p>Spring- Petal Mandala Suncatchers Chinese New Year crafts Holi Crafts Crafts linked to our stories and the woods/farms.</p> <p>Design Technology <i>Textiles</i> Lesson 1: Exploring threading and weaving Lesson 2: Paper weaving Lesson 3: Sewing with hessian Lesson 4: Designing bookmarks Lesson 5: Creating bookmarks (World Book Day Link) Lesson 6: Evaluating bookmarks</p>	<p>Design Technology <i>Structures and Boats</i> Lesson 1: Waterproof materials Lesson 2: Floating and sinking Lesson 3: Boats Lesson 4: Investigating boats Lesson 5: Designing boats Lesson 6: Creating and testing boats</p>
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	<p>Music Exploring Sound Lesson 1: Vocal sounds Lesson 2: Body sounds Lesson 3: Instrumental sounds Lesson 4: Environmental sounds Lesson 5: Nature sounds Celebration Music Lesson 1: Diwali music Lesson 2: Hanukkah music Lesson 3: Kwanzaa music Lesson 4: Traditional Christmas music Lesson 5: Christmas action songs</p>	<p>Music Music and Movement Lesson 1: Action songs Lesson 2: Finding the beat Lesson 3: Exploring tempo Lesson 4: Exploring tempo and pitch through dance Lesson 5: Music and movement performance Musical Stories Lesson 1: Moving to music Lesson 2: Using instruments to represent characters Lesson 3: Storytelling with actions Lesson 4: Using instruments to represent actions Lesson 5: Musical story composition Lesson 6: Musical story performance</p>	<p>Music Transport Lesson 1: Exploring different types of transport Lesson 2: Trains Lesson 3: Boats Lesson 4: Cars Lesson 5: Transport journey Big Band Lesson 1: What makes an instrument? Lesson 2: Introduction to orchestra Lesson 3: Follow the beat Lesson 4: Tuned and untuned instruments Lesson 5: Big band performance</p>
<p>Curriculum Promise</p>	<p>Alongside our topic provision as seen above, we also ensure children have an enriched enabling curriculum which covers wider areas of the curriculum. In each term, the children will also be exposed to the following learning in line with our curriculum promise.</p>		
	<p>Authors: EYFS: David Mckee EYFS: Roger Hargreaves EYFS: Jill Murphy EYFS: Janet and Allan Ahlberg</p> <p>Artists: EYFS: Henri Matisse EYFS: Pablo Picasso</p>	<p>Authors: EYFS: AA Milne EYFS: Julia Donaldson EYFS: Eric Carle EYFS: Claire Freedman</p> <p>Artists EYFS: Jason Pollock</p>	<p>Authors: EYFS: Sam McBratney EYFS: Beatrix Potter EYFS: Nick Sharratt</p> <p>Artists EYFS: Clarice Cliff</p>

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	<p>Musicians EYFS: Tchaikovsky EYFS: Bob Marley EYFS: Brahms</p> <p>Scientists EYFS: Charles H. Turner EYFS: John Logie Baird</p> <p>Influential People EYFS: Current Prime Minister EYFS: Neil Armstrong/Yuri Gagarin EYFS: Valentina Tereshkova EYFS: Helen Sharman</p>	<p>Musicians EYFS: Handel EYFS: Vivaldi</p> <p>Scientists EYFS: Thomas Edison</p> <p>Influential People EYFS: Christopher Columbus EYFS: Edmund Hillary EYFS: Local Councillor EYFS: Alexander Graham Bell</p>	<p>Musicians EYFS: A. Menkin EYFS: Tchaikovsk</p> <p>Scientists EYFS: Alexander Graham Bell</p> <p>Influential People EYFS: Roald Amundsen EYFS: Steve Irwin EYFS: The Wright Brothers</p>
<p>Additional stories taught through Topic linked to Talk for Writing stories</p>	<p>What the Ladybird Heard – Julia Donaldson</p> <p>Chicken Licken – Ian Beck</p> <p>Henny Penny-Ian Beck</p> <p>Old MacDonald had a farm</p> <p>The Sly Fox and the Little Red Hen-Marc Chalvin</p> <p>Who’s on the Farm? -Julia Donaldson</p> <p>Noisy Farm – Rod Campbell</p>	<p>The Gruffalo – Julia Donaldson</p> <p>The Gruffalo’s child – Julia Donaldson</p> <p>Winnie the Pooh – Tales from the forest. A.A Milne.</p> <p>Spot’s Walk in the Woods – Eric Hill</p> <p>The Magic Forest – Peter Kavanagh</p> <p>Little Rabbit Foo Foo – Michael Rosen</p>	<p>Shark in the Park – Nick Sharrat</p> <p>Sharing a Shell – Julia Donaldson</p> <p>The Enormous Turnip</p> <p>James and The Giant Peach</p> <p>Tiddler the storytelling fish – Julia Donaldson</p>



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		We're Going on a Bear Hunt – Michael Rosen	
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