

	Autumn Term		Spring Term		Summer Term	
Topic	All About Me & Autumn	Festivals & Celebrations	Once upon a time... & Easter		On Safari	Beside the Seaside
Key themes, experiences and visits/visitors	Settling in, getting to know each other, our families, pets Friendships Learning routines of the school and understanding expectations Exploring areas – see Enabling Environments Seasonal Changes – Autumn	Bonfire Night inc EY Firework Display National Nursery Rhyme Week inc. Tiny Tales and Tunes visit Families Festivals: Christmas, Diwali, Thanksgiving, Bonfire Night, Halloween, Hanukah Owl Visit	Using imagination in role play Retelling traditional tales Describing characters, setting and events Formatting stories: beginning, middle, end, problem How things grow and change over time Eggs in incubator: Life cycle of a chick 'Spring Chicken' song in school poetry performance to parents Visitors- jobs e.g. fire brigade, police, nurses		Zoolab visit – Life cycles Visit – Yorkshire Wildlife Park Similarities and differences Factual descriptions of animals PSED: friendships	<i>To be planned in more detail. Possible ideas include:</i> Places we go including holidays Looking at different environments (under the sea, coral reefs, etc.)
Additional learning experiences	Harvest Festival - healthy eating inc. fruit picking in the picnic area Diwali Dancing, special clothes, traditions, tasting Indian food	Autumn activities inc. Halloween Christmas activities inc. Nativity/ Christmas Show	Mothers' Day (planting cress and decorating pot) Diddikicks Weekly football coaching sessions led by a specialist coach	Snow days Ice and snow experiences inc. mark making and painting snow Diddidance Weekly dance sessions led by a dance teacher	Health Week	Eid Fathers' Day
Key Texts (Taken from Pie Corbett's Reading Spine)	The Very Helpful Hedgehog Fletcher and the Falling Leaves Percy the Park Keeper	Room on the Broom Owl Babies Lazy Ozzy Pumpkin Soup	Jack and the Beanstalk Little Red Riding Hood The Three Little Pigs Goldilocks and the Three Bears The Ugly Duckling		Elmer Monkey Puzzle Dear Zoo Handa's Surprise The Tiger Who Came to Tea	The Lighthouse Keeper's Lunch Billy's Bucket Rainbow Fish

Long Term Overview - Foundation Stage 2 (Reception Class) 2017-18

<p>Communication and Language</p> <p>Greetings – Language of the month</p>	<p>Phonics – consolidating Phase 1 then Phase 2</p> <p>Circle time – listening and attention *Listening and responding to ideas of others*</p>	<p>Phonics – Phase 2</p> <p>Visitors – asking questions</p> <p>Learning new vocabulary (e.g. describing fireworks) and exploring the meaning of new words</p>	<p>Phonics phase 2/ start Phase 3 (& digraphs)</p> <p>Encourage children to start to use narratives in their play (speaking)</p>	<p>Phase 3 digraphs/trigraphs</p> <p>Descriptive language</p> <p>Using story language</p> <p>Identifying patterns in stories – What happens to good/bad characters?</p> <p>Predictions</p> <p>Using language to recreate experiences</p>	<p>Embedding Phonics Phase 3</p> <p>Discussing differences and similarities (animals, families)</p>	<p>Embedding Phonics Phase 3 & start Phase 4</p> <p>Use present, past and future tenses accurately when discussing events e.g. holidays (speaking)</p>
<p>Literacy</p> <p>(<i>& See writing opps document</i>)</p>	<p>Name writing</p> <p>Retelling/ sequencing stories (<i>inc. The Very Helpful Hedgehog</i>) Mostly emphasis on speaking and listening/ talking in groups (Key Worker *Big Talk*)/ with a partner</p> <p>Handwriting letters using <i>Penpals</i> scheme</p>	<p>Handwriting letters using <i>Penpals</i> scheme</p> <p>Retelling/ sequencing stories (<i>inc. Room on the Broom</i>)</p> <p>Labelling</p> <p>Writing lists – to Santa Writing a letter to Santa (using Phase 2 Sounds) Christmas Cards</p> <p>Writing CVC firework words</p> <p>Setting (description)</p> <p>Lost Poster (<i>Owl Babies</i>)</p>	<p>Introduce more independent writing</p> <p>Instructions to make Gingerbread Men</p> <p>Captions/sentences/descriptions to go with Traditional Tale characters</p> <p>Story Map – Jack and the Beanstalk</p> <p>Character descriptions – Ugly Duckling</p> <p>Wanted poster – The Big Bad Wolf</p> <p>Retelling using puppets/ role play</p> <p>Hot seating characters</p> <p>Oral retelling</p> <p>Letters from Goldilocks to the bears</p> <p>Lifecycle of a chick/ duckling</p> <p>Packing a basket for Granny (listing items)</p>	<p>Describing and tasting fruit from <i>Handa’s Surprise</i></p> <p>Instructions to make a healthy fruit kebab/ salad & elephant biscuit</p> <p>Describing zoo animals</p> <p>Writing a recount of a trip (YWP)</p> <p>Zoo animal fact sheet/ Who am I? riddles</p> <p>Lost Posters (<i>Elmer and the Lost Teddy</i>)</p> <p>Signs for the Zoo roleplay</p> <p>Retelling/ sequencing – <i>Dear Zoo & Monkey Puzzle</i></p>	<p>Making passports</p> <p>Retelling stories (inc. Rainbow Fish)</p> <p>Postcards to The lighthouse keeper</p> <p>Packing a picnic for the Lighthouse Keeper</p> <p>Speech bubbles (<i>Billy’s Bucket</i>)</p> <p>Pirate Wanted! posters</p> <p>Treasure maps (labelled)</p> <p>Message in a bottle</p> <p>Letters to pirates</p> <p>Designing and describing own pirates</p>	

<p>Maths</p>	<p>Number: Oral counting to 10</p> <p>Recognising and writing numerals to 10</p> <p>correspondence</p> <p>Numicon</p> <p>SSM: Introduction to 2D shape – identify and name, begin to describe some properties. Find in environment and build models</p> <p>Height – <i>baby clinic</i></p>	<p>Number: Bigger/ smaller/ more than/ less than</p> <p>One more One less</p> <p>Ordering numbers/ tiles to 10</p> <p>SSM: Consolidation of 2D Shapes</p> <p>Patterns (repeating, describing)</p>	<p>Number: Adding by counting all.</p> <p>Addition using Numicon/ introducing different ways to make a number</p> <p>Introduction to Money</p> <p>SSM: Introduction to 3D shape – identify and name, begin to describe some properties. Find in environment. Build models e.g. <i>Castles</i></p> <p>Positional Language</p>	<p>Number: Estimating (e.g number of magic beans in a jar).</p> <p>Revisit addition and introduce subtraction</p> <p>SSM: Length</p> <p>Capacity (<i>link to Porridge</i>)</p> <p>Weight</p>	<p>Number: Recording numbers (using appropriate vocabulary and symbols)</p> <p>Word problems</p> <p>Revisit money (<i>Zoo role play</i>)</p> <p>Doubling and Halving with ladybirds/ animals</p> <p>SSM: Measuring short periods of times</p> <p>Consolidation of 3D shape</p>	<p>Number: Recap doubling/ halving</p> <p>Counting on or back to find an answer in addition/ subtraction</p> <p>Number bonds to 10</p> <p>SSM: Time (o'clock, big hand, little hand, hours, minutes etc.)</p> <p>Recap height, length</p>
<p>Understanding the World</p>	<p>ICT skills</p> <p>Use of senses</p> <p>Harvest time</p> <p>Making apple crumble</p> <p>Discussing seasonal differences</p>	<p>Festivals – Bonfire night (fire safety)</p> <p>ICT – firework pictures (2paint)</p> <p>Seasons – signs of Autumn</p> <p>Making Soup (Vegetable/ Pumpkin) – <i>Pumpkin Soup</i></p>	<p>Seasons – Winter/ rain/ trees/ fog/ mist/ice/ snow</p> <p>Similarities and differences (porridge tasting, hot/cold) – <i>Goldilocks and the Three Bears</i></p> <p>Castles and their features</p> <p>Planting beans/ growing (<i>Jack and the Beanstalk</i>)</p> <p>Matching baby animals to their mothers (<i>The Ugly Duckling</i>)</p> <p>Bee Bots – ICT</p>	<p>Similarities and differences – different animals, environments</p> <p>Healthy choices/ fruit kebabs</p>	<p>Holidays/ travel – <i>Travel Agents (role play area)</i></p> <p>Customs/ traditions (seaside)</p>	
<p>Expressive Arts and Design</p>	<p>Autumnal pictures: hedgehogs, owls, trees, natural resources</p> <p>Painting ourselves (self-portraits)</p>	<p>Firework paintings</p> <p>Santa's grotto – decorating gingerbread men/ wrapping presents</p>	<p>Painting fairy-tale characters & settings</p> <p>Making castles</p> <p>Creating/ making props from the stories (beds, chairs in different sizes – <i>Goldilocks and the Three Bears</i>); houses (<i>Three Little Pigs</i>)</p>	<p>Zoo animal paintings</p> <p>Colour mixing</p> <p>Symmetrical patterns</p> <p>Animal homes</p>	<p>Maps</p> <p>Treasure Maps</p> <p>Pirate flags/ telescopes</p> <p>Seaside pictures</p>	

Long Term Overview - Foundation Stage 2 (Reception Class) 2017-18

	<p>Painting families/houses</p> <p>Hedgehog homes (sticks etc.)</p> <p>Clay hedgehogs</p>	<p>Split-pin characters (Halloween witches etc)</p> <p>Making broomsticks (<i>Room on the Broom</i>)</p> <p><i>Owl Babies</i> – feathery owls</p> <p>Diwali Lamps</p>		<p>Making crates/boxes for the animals. – <i>Dear Zoo</i></p> <p>Chain link snakes</p> <p>Collages – inc. <i>Elmer</i></p>	<p>Building lighthouses (<i>The Lighthouse Keeper’s Lunch</i>)</p>	
<p>Physical Development</p> <p>Promoting independence with Health and Self-Care is ongoing. This includes: Dressing, going to the toilet independently and washing & drying hands independently.</p>	<p>Scissor skills</p> <p>Handwriting name</p> <p>Fine motor skills/ activities/ finger gym</p> <p>Dough Disco/ Squiggle while you Wiggle</p> <p>Understanding space</p> <p>Real P.E.</p> <p>Following instructions in games (parachute, Sticky Kids)</p>	<p>Handwriting</p> <p>Dough Disco/ Squiggle while you Wiggle</p> <p>Finger gym</p> <p>Team games</p>	<p>Handwriting – writing on the line, letter size</p> <p>Dough Disco/ Squiggle while you Wiggle</p> <p>Finger gym – threading, tweezers, tracing, padlocks</p> <p>Scissor skills – making snowflakes</p> <p>Diddikicks – throwing/ catching/ rolling a ball</p> <p>Diddidance - Travelling in different ways/ adjusting speed/ direction</p> <p>Balancing, making shapes with bodies, coordination</p> <p>Using equipment – ribbons, hula-hoops</p> <p>Cutting/ stirring (making banana porridge) – <i>Goldilocks and the Three Bears</i></p>	<p>Wake up, Shake up!</p> <p>Handwriting</p> <p>Dough Disco/ Squiggle while you Wiggle</p> <p>Finger gym</p> <p>Handling tools and equipment safety e.g. gardening tools</p>	<p>Wake up, Shake up!</p> <p>Handwriting</p> <p>Dough Disco/ Squiggle while you Wiggle</p> <p>Finger gym</p> <p>Sports Day practise</p> <p>Team games</p> <p>Relay races</p> <p>Using equipment safely</p>	
<p>Whole school events that Reception children take part in</p> <p>Opportunities for parent involvement</p>	<p>Harvest Festival</p> <p>Bring your parent to school day</p>	<p>Autumn Fayre</p> <p>Children in Need</p> <p>Jack and the Beanstalk pantomime</p>	<p>Work and Finance Day – People Who Help Us week</p> <p>International Week inc. International Fayre and Supper for Peace</p>	<p>World Book Week</p> <p>National Poetry Day inc. Poetry Performances</p> <p>Science Week</p> <p>Sport Relief</p>	<p>Health Week inc. D-Side</p>	<p>Art Day</p> <p>Summer Fayre</p> <p>Shine Week inc. Sports Day</p> <p>Kirkstall Festival</p>

Meetings/ Training for parents	Open door policy across all terms Parents' Evening	Phonics Workshop Tapestry Workshop	Maths Workshop (2018- 19)	Parents' Evening	ELGs/ end of Foundation Stage expectations	New parents' morning <i>(pupils to start in September 2018)</i>
---	--	---	------------------------------	------------------	---	--

Learning and Development

Whilst in Reception, pupils are well prepared for their move to Year 1 by developing their skills in all areas of the curriculum. (See below). Children enjoy a wide range of activities delivered through a positive, stimulating curriculum developed in response to children's interests and needs. We believe that children learn more effectively if they are given the strategies to do so. If they understand how they can make decisions and investigate for themselves, they will become more interested, more capable and keen to learn. We build upon experience and start from familiar points with each child. We connect the learning to their individual world and involve parents and families closely with their education. The prime areas of learning that underpin the planning and assessment procedures in the Foundation Stage at Kirkstall Valley Primary School are as follows:

- Communication and language
- Physical development
- Personal, social and emotional development

In Reception we build upon the children's learning from Nursery in each of the following areas, giving them a wide expanse of knowledge and skills in preparation for their transition from Reception to Year 1:

- Literacy (Reading; Writing)
- Mathematics (Numbers; Shape, Space and Measures)
- Understanding the World (The World; People and Communities; Technology)
- Expressive Arts and Design (Exploring and Using Media and Materials; Being Imaginative)

Positive Relationships and Enabling Environments

Our Reception provides a setting where children are respected and learn to respect each other – positive interactions with their peers and adults is modelled, encouraged and praised every day. Children understand that we are all different, and effective communication and friendships are actively encouraged. We create an environment of emotional security and happiness where every child is valued and cared for – an environment that gives an amazing scope for learning. In addition to the Foundation Stage's wonderful classrooms both indoors and outdoors, we regularly use many other areas in the school. These include:

- Tyre Park with large equipment for climbing, jumping, running and sliding
- school hall for P.E., performances and assemblies
- a separate room for music
- School Library
- Scrap Shed
- Wildlife area and pond
- Picnic area with beds for planting and growing vegetables