

**Reception half termly overview Spring 1 - 2025/2026**

**Topic title- Long, Long Ago**

**Driver- Adaptations**

Week commencing	5th January	12th January	19th January	26th January	2nd February	9th February
<b>Book</b>	Goldilocks and the 3 bears	Hansel and Gretel	Jack and the Beanstalk	Little Red Riding Hood	The Three Little Pigs	Cinderella
<b>Adult Focus ideas</b>	<p><b>Activity/Input:</b>Holiday news - I got.. Sentences</p> <p><b>Maths:</b> Number ordering</p>	<p><b>Activity/Input:</b> drawing club</p> <p><b>Maths:</b> Photographs of capacity</p>	<p><b>Activity/Input:</b> Drawing club</p> <p><b>Maths:</b> 1 less</p>	<p><b>Activity/Input:</b> Drawing Club</p> <p><b>Maths:</b> story sequencing</p>	<p><b>Activity/Input:</b> Drawing Club</p> <p><b>Maths:</b> recap 1 more</p>	<p><b>Activity/Input:</b> invitations to Cinderella</p> <p><b>Maths:</b> Ordering the length of Cinderella's shoes</p>
<b>Communication and language Role play area- Post Offie</b>	<p>*I am beginning to contribute sensible comments to conversations and stories I have listened to.</p> <p>*I am becoming a confident communicator and am starting to use talk for a wider range of purposes using conjunctions in longer sentences.</p> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>	<p>*I am beginning to contribute sensible comments to conversations and stories I have listened to.</p> <p>*I am becoming a confident communicator and am starting to use talk for a wider range of purposes using conjunctions in longer sentences</p> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>	<ul style="list-style-type: none"> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>	<ul style="list-style-type: none"> <li>• Listens to familiar stories with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>	<ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props</li> </ul> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>	<ul style="list-style-type: none"> <li>• Able to follow a story without pictures or props</li> </ul> <p><b>Story telling at the story telling chair - Zig Zag books</b></p>
<b>Literacy</b>	Drawing Club The bears go looking for	Drawing Club-The pet spider likes biting people! What will it turn	Drawing Club Sorry letters from Jack- I am sorry?	Menu for the wolf	Drawing Club- Design a house for the Wolf.	Replying to the princes invitation- I can come

	<p><b>goldilocks but they need a map!</b></p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> </ul>	<p><b>the teacher into if it bites them?</b></p> <p>*I can identify most initial sounds in words and am beginning to orally segment and blend sounds in words.</p> <p>*I can write my own name with some letters formed correctly and represent initial sounds correctly with graphemes that have been taught.</p>	<p>* I have a good understanding of story structure and can retell and make up my own simple stories using vocabulary that I have learnt.</p>	<p><b>(List writing adjectives)</b> <b>Drawing Club- Wolf</b> <b>Character description</b></p> <ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> </ul>
<b>Maths</b>	<p><b>NCTEM - Week 10</b></p> <p><b>White rose</b> Number ordering- Linked to 2 bears Recap ordering Size</p>	<p><b>NCTEM- Week 11</b></p> <p><b>White rose- Capture as Tapestries</b> Spring- Mass and capacity- Compare mass and Find a balance Mass and capacity- Explore and compare capacity</p>	<p><b>NCTEM- Week 12</b></p> <p><b>White rose- Capture as Tapestries</b> • Explores differences in size, length, weight and capacity <b>Height- Explore and comparing heights on beanstalks</b> <b>1 Less- Jack takes away the Giants coins</b></p>	<p><b>NCTEM - Week 13</b></p> <p><b>White rose- Capture as Tapestries - time, order and sequence time</b></p>	<p><b>NCTEM - Week 14</b></p> <p><b>White rose- Recap adding 1 more</b></p>	<p><b>NCTEM - Week 15</b></p> <p><b>White rose- Capture as Tapestries</b> • Explores differences in size, length, weight and capacity <b>Length- explore and comparing length of cinderella's shoes</b></p>

<b>Fine Motor</b>	<b>Handwriting focus- long ladder- j, y, u,</b> <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Begins to form recognisable letters independently</li> </ul>	<b>Handwriting focus- robot r,b,n</b> <ul style="list-style-type: none"> <li>• Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</li> <li>• Begins to form recognisable letters independently</li> </ul>	<b>Handwriting focus- h, m,k,p</b> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Begins to form recognisable letters independently</li> </ul>	<b>Handwriting focus- v,w,x,z</b> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Begins to form recognisable letters independently</li> </ul>	<b>Handwriting focus- caterpillar- c,a,d,g</b> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Begins to form recognisable letters independently</li> </ul>	<b>Handwriting focus- q,e,s,f,o</b> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Begins to form recognisable letters independently</li> </ul>
<b>PSED</b>	<b>Coram Life:</b> Reflection on previous term and goal for the rest of Reception What is safe to go onto my body? Toothbrushing in provision	<b>Coram Life:</b> What is safe to go into my body? (including medicines)  Toothbrushing in provision	<b>Coram Life:</b> Keeping safe indoors and outdoors  Doctor’s surgery/Hospital in provision/role play	<b>Coram Life:</b> Listening to my feelings  Identifying hazards/ making Safety posters in provision	<b>Coram Life:</b> People who help to keep me safe (introduces safe and unsafe touch and consent - recap on boundaries)	<b>Coram Life:</b> Keeping Safe Online  <b>Safer Internet Day -10th Feb</b>
<b>Understanding the world</b>	*I can listen carefully to stories about different places and am beginning to recognise that different places have different features.  <b>RSPB Big Schools Birdwatch- drawing birds, app on bird sounds, comparing, describing etc.</b>	*I can listen carefully to stories about different places and am beginning to recognise that different places have different features  <b>Floating and sinking - witch has been sent items and wants to know if they float or sink.</b>	*I can understand there is a difference between the past and the present and am building up my knowledge of key historical events through different topics.  <b>World Religion Day-18th</b>	*I can understand there is a difference between the past and the present and am building up my knowledge of key historical events through different topics.  <b>Burns Night- 25th ask Amadeo’s dad, Scotland faraway friday</b>	*I can talk about some significant historical events and how things were different in the past.  <b>Non fiction all about Wolves</b>	*I can talk about some significant historical events and how things were different in the past.  Safer Internet Day -10th Feb <b>Learning about the past and changes- linked to Cinderella’s jobs and electricity</b>
<b>EAD</b>	*I can start to use different textures in creations to represent ideas and am more	*I can start to use different textures in creations to represent ideas and am more confident to combine	*I can make independent choices about the resources they need and can talk about their creations.	*I can make independent choices about the resources they need and can talk about their creations.	*I can return to and build on previous learning, refining ideas and developing the ability to represent them. Create	*I can return to and build on previous learning, refining ideas and developing the ability to represent them. Create

	<p>confident to combine different media.</p> <p><b>Collage- for fairytale topic display</b></p>	<p>different media.</p> <p><b>Collage- for fairytale topic display</b></p>	<p><b>Different ways to join-hole punch and string, different tapes, different glues, fraying, slotting, split pins.</b></p>	<p><b>LRRH artwork- tabs to create bushes for the wolf to hide and jump out. - making a tab and spring.</b></p>	<p>collaboratively, sharing ideas, resources and skills.</p> <p><b>-Fairytale art work</b></p> <p><b>Explicit skills- different mediums, adding detail, thinking about sizes, proportion and spacing, observation, different brush sizes</b></p>	<p>collaboratively, sharing ideas, resources and skills.</p> <p><b>-Fairytale art work-</b></p> <p><b>Explicit skills- different mediums, adding detail, thinking about sizes, proportion and spacing, observation, different brush sizes</b></p>
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