

Reception Long Term Overview

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/interests/ Lines of enquiry	Settling in curriculum Ourselves Books which focus on starting school and friendship - Rainbow Fish Titch Rhyming stories Owl babies Oliver's vegetables Information books - Harvest	Celebrations Autumn Information books – Autumn/Diwali Christmas books/ stories Nativity Story Handa's Surprise Other texts from children's interests	Winter/Polar Regions Chinese New Year People who help us Information books – winter and polar regions Polar Bear, Polar Bear Sneezey the Snowman/Stickman Other poems and texts linked to children's interest Information books – 'People who help us' Burglar Bill	Growing/change Animals Lent/Easter/Spring Information books – growing / Spring A tiny seed The Easter Story Animal books – baby animals Mr Wolfs Pancake Titch The hungry Caterpillar	Traditional stories The world around us – Healthy Living Transport Selection of traditional stories/poems Tony Ross books to support healthy life styles The Train Ride The Naughty bus Whatever next Information books about life-cycles	Seaside/Summer Personal targets Books to support own interests and personal targets Information books – seaside (past and present)
Personal, Social and Emotional Development Self-Regulation Managing self and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Self-regulation Managing Self Dental health - ongoing learning focus Building Relationships		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals. Be confident to try new activities	Think about the perspectives of others. Explain the reasons for rules. Manage own basic hygiene and personal needs. Be confident to try new activities	Show sensitivity to their own and other's needs. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Give focus 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.
Communication and Language Listening and attention, understanding and speaking	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comment and actions when being read to and during whole class interactions.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Makes comments about what they have heard and ask questions to clarify their understanding Hold conversations when engaged in back-and-forth exchanges with adults and peers	Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives. Engage in non-fiction text. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Participate in small group, class and one-to-one discussion offering their own ideas using recently introduced vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen, offer explanations. Make use of recently introduced vocabulary from stories, non-fiction text, rhymes and poems	Listen to and talk about stories to build familiarity and understanding Continue to engage in non-fiction books Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from their teacher.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts
	Learn and use new vocabulary.	Learn and listen carefully to rhymes and songs, paying attention to how they sound.			Use new vocabulary in different contexts	

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Physical Development Gross Motor Skills Fine Motor Skills	Further develop the skills they need to manage the school day successfully e.g. lining up queuing, mealtimes, personal hygiene Develop fine motor skills – holding pencil correctly, using scissors etc. Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Continue to develop fine motor skills – holding pencil correctly, using scissors etc. Gross Motor Skills Fine Motor Skills	Further develop and refine a range of ball skills including throwing, catching a ball, kicking, passing, batting and aiming. Develop confidence, competence, precision when engaging in activities which involve a ball Gross Motor Skills Fine Motor Skills	Know and talk about all the different factors which support their overall health and wellbeing: regular physical activity, toothbrushing, sensible amounts of ‘screen time’, having a good sleep pattern routine, being a safe pedestrian. Gross Motor Skills Fine Motor Skills	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient Gross Motor Skills Fine Motor Skills	Confidently and safely use a range of large and small apparatus Gross Motor Skills Fine Motor Skills
Literacy Comprehension, word reading, Writing Phonics	Begin to read individual letters by saying the sound for them. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play Begin to mark make and write recognisable letters Stage 1/2 (RML)	Read words consistent with their sound knowledge by sound blending Begin to write recognisable letters most of which are correctly formed Anticipate key events in stories Stage 2 (RML)	Read some letter groups that each represent one sound and say sounds for them. Begin to read ‘Common Exception words matched to phonics programme Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonic knowledge by sound blending. Begin to read aloud sentences/captions which are consistent with their phonic knowledge. Write recognisable letters which are correctly formed. Spell words by identifying sounds in them and recognising the link between phoneme and grapheme Stage 2 (RML)	Read simple phrases/sentences made up of words with known letter/sound correspondence and where necessary a few exception words. Re-read books to build confidence in word reading, fluency and understanding and enjoyment. Secure writing of recognisable letters most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter Stage 2/3 (RML)	Form lower case and capital letters correctly. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play Write simple phrases and sentences which can be read by others Stage 3 (RML)	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word. Stage 3/4 (RML)

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<p>Mathematics Number Numerical Patterns</p>	<p>Engage in subitising numbers to 4/ 5 Increasingly confident in recognition of number and ordering 0 to 10 (ordinality) Match the numeral with a group of items to show how many there are (up to 10) Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 and beyond. Demonstrate counting using 1:1 correspondence Attempt to count irregular objects, actions and sounds. Use and understand the terms “more/less” in practical contexts. Measure - use and understand the terms short/tall, large/small. Shape - Identify straight and curved sides on 2D shapes, use 2D shapes to make pictures/models.</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>	<p>Consolidate subitising 4/5. Discuss composition of numbers, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say “I can see a group of 2 and another group of 2” Recite numbers to 20 confidently. Count back from 10. Show 1:1 accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less/equal in practical contexts. Understand the term equal when comparing two groups of objects. Choose familiar objects to create repeating patterns beyond AB patterns and begin to identify the unit of repeat-(make links with Diwali) Recognise patterns in the environment.</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>	<p>Show awareness that numbers are made up (composed) of smaller numbers, explore partitioning in different ways with a wide range of up to 10 objects. Recite numbers to 20 confidently. Count back from 10. Introduce doubling/halving/sharing – making links with number bonds, pattern, symmetry and odds and evens. Consolidate understanding of more and fewer/less/equal in practical contexts. Make links with Chinese New Year to introduce ordinal numbers (timing of this may vary – dependant on Chinese New Year dates)</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>	<p>Begin to automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts) Use informal language and analogies, (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes Compose and decompose shapes, investigate turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning) Apply knowledge of 2D/3D shape to independent learning, using own ideas to make models of increasing complexity. Estimation of numbers and objects - showing understanding of relative size. Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints – use simple maps to support</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>	<p>Compare numbers, showing interest in large numbers and begin to record using symbols Solve problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy Begin to experience measuring time with timers and calendars Is increasingly able to order and sequence events using everyday language related to time Recognise coins - £1 and apply this learning during CIL using the role play shop.</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>	<p>To explore and work out mathematical problems, using signs and strategies of their own choice, including (when appropriate) standard numerals, tallies and symbols Consolidate subsidisation of larger numbers by subitising smaller groups within the number, e.g. sees six raisins on a plate as three and three Revisit and consolidate areas of maths highlighted in assessments Explore and represent patterns within numbers to 10, including odds and evens, double facts and how quantities can be distributed equally.</p> <p style="background-color: yellow;">Change calendar, recite days of the week - daily.</p>

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<p>Understanding the World Past and Present People, Culture and Communities The Natural world</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Know some similarities and differences between in the past and now Explore the natural world around them, making observations and drawing pictures of animals and plants Important changes and seasons</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter.</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>	<p>Recognise some environments that are different to the one in which they live Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and story telling</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>	<p>Describe immediate environments. Similarities and differences between different cultural and religious communities. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. Talk about the lives around them and their roles in society.</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>	<p>Explore the natural world around them. Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>	<p>Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.</p> <p style="background-color: yellow;">The Natural World People, Culture and Communities Past and present</p>
<p>Expressive Arts and Design Creating with materials Being imaginative and Expressive</p>	<p>Develop story lines in their own pretend play making use of props and materials Share their creations with adults and peers Sing a range of well known nursery rhymes and songs</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody Experiment with using different textures and paint mixing</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>	<p>Create collaboratively sharing ideas, resources and skills Share their creations explaining the process they have used</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feeling and responses. Invent and adapt for a clear purpose in mind. Recount narratives and stories.</p> <p style="background-color: yellow;">Creating with materials Being imaginative</p>

Explore, use and refine a variety of artistic effects to express their own ideas and feelings. Explore and engage in music making and dance, performing solo or in groups.