

Reception Long Term Overview

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	<p><u>Katie Morag stories</u></p> <p><u>Reading</u> Hears and says the initial sounds in words. Enjoys an increasing range of books. (30-50m- story elements)</p> <p><u>Writing</u> Gives meaning to marks they make as they draw, write and paint. (30-50m) Hears and says initial sounds in words. Writes own name</p>	<p><u>Elves and the Shoemaker</u></p> <p><u>Reading</u> Links sounds to letters, naming and sounding the letters of the alphabet Uses vocabulary and forms of speech that are increasing influenced by their experiences of books. Knows that information can be retrieved from books and computers. Begins to read words and simple sentences. (1.1/1.2)</p> <p><u>Writing</u> Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning,</p>	<p><u>The Gingerbread Man</u> <u>Could be compared to the runaway Chapati</u></p> <p><u>Reading</u> Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Begins to read words and simple sentences.</p> <p><u>Writing</u> Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning,</p>	<p><u>Little red riding hood</u></p> <p><u>Reading (ELG)</u> Children read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Can read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing (ELG)</u> Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p><u>Princess and the Pea</u> <u>Compare to the story of Jamil's clever cat</u></p> <p><u>Reading (ELG)</u> Children read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Can read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><u>Writing (ELG)</u> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and</p>	<p><u>The Rainbow fish</u></p> <p><u>Reading (Ex)</u> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p> <p><u>Writing (Ex)</u> They write simple sentences which can be read by themselves and others. They use key features of narrative in their own writing.(Ex)</p>

		representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.	representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions.		others.	
Number and shape	<p><u>Number</u> Recognise some numerals of personal significance. Recognises numbers 1-5/ selects the correct numeral to represent 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts out up to 6 objects from a larger group</p> <p><u>Shape space and measures</u> Begin to use mathematical names for 2D shapes/ selects</p>	<p><u>Number</u> Counts objects to 10 Selects the correct numeral to represent 1 to 10. Find the total number of items in two groups by counting all of them. Says the number that is one more than a given number Uses the language of more and fewer to compare two sets of objects. Finds one more and one less from a group of up to 5</p> <p><u>Shape space and measures</u> Begin to use mathematical names for 2D shapes/ selects a particular named</p>	<p><u>Number</u> Counts an irregular arrangements of up to ten objects. Estimates how many objects they can see and checks by counting them. Finds one more and one less from a group of up to 5 and 10 objects. In practical activities and discussions, beginning to use the vocabulary involved in adding and subtracting.</p> <p><u>Shape space and measures</u> Begin to use mathematical names and language for</p>	<p><u>Number</u> Estimates how many objects they can see and checks by counting them. Uses the language of more and fewer to compare two sets of objects. Finds one more and one less from a group of up to 15 objects. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (ELG) Records using marks that they can interpret and explain.</p> <p><u>Shape space and measures (ELG)</u> Begin to use mathematical names and language for 3D</p>	<p><u>Number (ELG)</u> They solve problems, including doubling, halving and sharing.  Finds one more and one less from a group of up to 20 objects. Orders numbers 1-20. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p><u>Shape space and measures (ELG)</u> Explore characteristics of everyday objects and</p>	<p><u>Number(Ex)</u> They solve problems, including doubling, halving and sharing. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p><u>Shape space and measures (Ex)</u> Children estimate, measure, weigh and</p>

	a particular named shape. Use everyday language to talk about time. (Cluck o'clock/what's the time Mr Wolf))	shape. Uses familiar objects and common shapes to create and recreate patterns and build models Uses everyday language to talk about size, weight and position to compare quantities and solve problems.	3D shapes.  Begins to use everyday language related to money to compare quantities and solve problems.	shapes. Begins to use everyday language related to money.	shapes and use mathematical language to describe them. Uses everyday language to talk about size, weight and capacity to compare quantities and solve problems.	compare and order objects and talk about properties, position and time.
Theme	<b>Are we there yet? Exploring the world/Journeys and vehicles</b>		<b>People who help us</b>		<b>Under the sea/Seaside</b>	
Prime PSED	<u>Making Relationships</u> Initiates conversation, attends to and takes account of what others say.  <u>Self-confidence and self-awareness</u> Confident to speak to others about own needs and wants.	<u>Making Relationships</u> Explain own knowledge and understanding.  <u>Self-confidence and self-awareness</u> Can describe self in positive terms and talk about abilities.	<u>Making Relationships</u> Asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.  <u>Self-confidence and self-awareness (ELG)</u> Children are confident to try new activities, and say why they like some activities more than others.	<u>Making Relationships (ELG)</u> Children play co-operatively, taking turns with others.  <u>Self-confidence and self-awareness (ELG)</u> They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.	<u>Making Relationships (ELG)</u> They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. (Ex) <u>Self-confidence and self-awareness (Ex)</u> Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy.	<u>Making Relationships (Ex)</u> They understand what bullying is and that this is unacceptable behaviour.  <u>Self-confidence and self-awareness (Ex)</u> They are resourceful in finding support when they need help or information. They can

	<p><u>Managing feelings and behaviour</u> Understands their own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of boundaries set, and of behavioural expectations in the setting</p>	<p><u>Managing feelings and behaviour</u> Aware of boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression.</p>	<p><u>Managing feelings and behaviour (ELG)</u> Children talk about how they and others show feelings, talk about their own and others behaviour and its consequences and know that some behaviour is unacceptable.</p>	<p><u>Managing feelings and behaviour (ELG)</u> They work as part of a group or class and understand and follow the rules.</p>	<p><u>Managing feelings and behaviour (Ex)</u> Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p>	<p>talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p><u>Managing feelings and behaviour (Ex)</u> Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p>
CL	<p><u>Listening and attention</u> Maintains attention, concentrates and sits quietly during appropriate activity</p> <p><u>Understanding</u></p>	<p><u>Listening and attention</u> Maintains attention, concentrates and sits quietly during appropriate activity</p> <p><u>Understanding</u></p>	<p><u>Listening and attention (ELG)</u> They listen to stories, accurately anticipating key events and responds to what they hear with relevant comments, questions or actions.</p> <p><u>Understanding</u></p>	<p><u>Listening and attention (ELG)</u> They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding (ELG)</u></p>	<p><u>Listening and attention (ELG)</u> They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><u>Understanding (ELG)</u></p>	<p><u>Listening and attention (Ex)</u> They listen attentively with sustained concentration to follow a story without pictures or props and can listen in a larger group, for example, at assembly.</p>

	<p>Responds to instructions involving a two part sequence.</p> <p><u>Speaking</u> Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations</p>	<p>Responds to instructions involving a two part sequence. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking</u> Uses language to imagine and recreate roles and experiences in play situations Uses talk to organise, sequence and clarify thinking, ideas, feelings and event</p>	<p>Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><u>Speaking</u> Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking (ELG)</u> Children express themselves effectively, showing awareness of listener's needs. Children can use past, present and future and future forms accurately when talking about events that have happened or will happen.</p>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><u>Speaking (ELG)</u> They develop their own narratives and explanations by connecting ideas or events.</p>	<p><u>Understanding (Ex)</u> After listening to stories children can express views about events or characters in the story and answer questions about why things happened. Children can carry out instructions which contain several parts in a sequence.</p> <p><u>Speaking(Ex)</u> They recount experiences and imagine possibilities.</p>
PD	<p><b>Spatial awareness/Keeping safe</b></p> <p><u>Moving and handling</u> Experiments with different ways of moving. Negotiates space successfully when playing racing and</p>	<p><b>Spatial awareness/Keeping safe</b></p> <p><u>Moving and handling</u> Experiments with different ways of moving. Negotiates space successfully when playing</p>	<p><b>Moving your body on and off apparatus</b></p> <p><u>Moving and handling</u> Travels with confidence and skill around, under, over and through balancing and climbing</p>	<p><b>Moving your body on and off apparatus</b></p> <p><u>Moving and handling (ELG)</u> Shows good control and co-ordination in large and small movements. Confidently move in a range</p>	<p><b>Developing ball skills</b></p> <p><u>Moving and handling (ELG)</u> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p>	<p><b>Developing ball skills</b></p> <p><u>Moving and handling(Ex)</u> Children can hop confidently and skip in time to music.</p>

	<p>chasing games with other children, adjusting speed, or changing direction to avoid obstacles.</p> <p>Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. <u>Health and self-care</u> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>racing and chasing games with other children, adjusting speed, or changing direction to avoid obstacles.</p> <p>Shows a preference for a dominant hand. Uses a pencil and holds it effectively to form recognisable letters. <u>Health and self-care</u> Shows understanding of how to transport and store equipment safely.</p>	<p>equipment. Jumps off an object and lands appropriately.</p> <p>Uses a pencil and holds it effectively to form recognisable letters.</p> <p><u>Health and self-care (ELG)</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>of ways, safely negotiate space.</p> <p>Handles tools, objects constructions and malleable materials safely and with increasing control.</p> <p><u>Health and self-care (ELG)</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>They are beginning to be able to write on lines and control letter size. Handles tools, objects constructions and malleable materials safely and with increasing control.</p> <p><u>Health and self-care(Ex)</u> Children know about and can make healthy choices in relation to healthy eating and exercise.</p>	<p>They are beginning to be able to write on lines and control letter size.</p> <p><u>Health and self-care(Ex)</u> Children know about and can make healthy choices in relation to healthy eating and exercise.</p>
U of W Science	<p><b>Investigating environment</b></p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</p>		<p><b>Lifecycles of insects/pondlife</b></p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</p> <p>They can describe some actions which people in their own community do that help to maintain the area they live in. (Ex)</p>		<p><b>Investigations: Floating and sinking/Magnetism/Forces</b></p> <p>Children know that the environment and living things are influenced by human activity. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation. (Ex)</p>	
P & C (History)	<p><b>Changes within living memory</b></p> <p>Children talk about past and present events in their own</p>		<p><b>Lives of significant people</b></p> <p>They know about similarities and differences between</p>		<p><b>Events beyond living memory/significant historical people in own locality</b></p>	

)	lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)	themselves and others, and among families, communities and traditions (ELG)	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. (Ex)
Geography	<b>Study of the immediate environment</b>  Children know about similarities and differences in relation to places, objects and living things. They talk about the features of their own immediate Environment. (ELG)	<b>Contrasting locality/seasons</b>  Children know about similarities and differences in relation to living things. They talk about the features of their own immediate environment and how environments might vary from one another. (ELG)	<b>Contrasting locality/seasons</b>  They talk about the features of their own immediate environment and how environments might vary from one another. (The beach) (ELG)
Technology	Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. (ELG)	They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. (Ex)
EAD Music	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments	Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)	<u>Dance and movement</u> Developing ideas, making decisions, combining and changing their ideas with a purpose lined to their decision making processes. (Ex)
Art	<u>Colouring mixing</u>  Explores what happens when they mix colours.	<u>Creating representations</u>  Experiment with colour, design, texture, form and function. (ELG)	<u>Observational drawing</u>  Developing ideas, making decisions, combining and changing their ideas with a purpose lined to their decision making processes. (Ex)
DT	<u>Junk modelling</u> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.	<u>Exploring materials</u> Experiments to create different textures. Selects tools and techniques needed to shape, assemble and join materials they are using.	<u>Cooking</u> Link to Health and Self-Care- health eating and safety objectives.

	Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using.		
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### **Extra Curriculum Experiences and Links with parents/carers and families**

Events	Harvest festival Halloween	11 <sup>th</sup> Nov- Divali/Remembrance day 25 <sup>th</sup> Dec- Christmas		Easter		
Trips/vi sitors		Trip- Lawrence Meadow	Visitors- Lollipop lady/ Dentist	Visitors-vet/nurse/cook	Trip- Seaside visit	
Inspire	Reading/phonics			Maths Inspire		

### **Books and rhymes linked to maths**

<p><b><u>New to Reception</u></b></p> <ul style="list-style-type: none"> <li>➤ Five Fat Sausages sizzling in the pan</li> <li>➤ Five Little Snowmen</li> <li>➤ Five little men/women in a flying saucer flew around the world one day</li> <li>➤ One for Sorrow (Two for Joy)</li> <li>➤ One Two Three Four Five</li> </ul>	<p><b><u>Reinforce from Nursery</u></b></p> <ul style="list-style-type: none"> <li>➤ Five Little Monkeys jumping</li> <li>➤ One Potato, Two Potatoes</li> <li>➤ One Two Buckle My Shoe</li> <li>➤ One Two Three Four on the bed</li> <li>➤ Ten in a Bed</li> <li>➤ Three Blind Mice</li> <li>➤ Three Little Kittens who lost their mittens</li> </ul> <p><b><u>Reinforce from Playgroup</u></b></p>	<p><b><u>Books linked to maths</u></b></p> <p><b><u>Positional language</u></b></p> <ul style="list-style-type: none"> <li>➤ Rosie's Walk - Pat Hutchins</li> </ul> <p><b><u>Counting to 10</u></b></p> <ul style="list-style-type: none"> <li>➤ Aliens love underpants</li> <li>➤ Spinderella - Julia Donaldson</li> </ul> <p><b><u>Sorting</u></b></p> <ul style="list-style-type: none"> <li>➤ The button box</li> </ul>
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<ul style="list-style-type: none"> <li>➤ Ten Green Bottles</li> <li>➤ This Old Man</li> </ul>	<ul style="list-style-type: none"> <li>➤ Five Little Ducks went swimming one day</li> <li>➤ Five Little Speckled Frogs</li> <li>➤ Ten Little Fingers (Have book for this)</li> <li>➤ Two little dicky birds</li> <li>➤ One two three four five once I caught a fish alive</li> <li>➤ Hickory Dickory Dock</li> </ul>	<p><b><u>Adding</u></b></p> <ul style="list-style-type: none"> <li>➤ The Great Pet Sale</li> </ul> <p><b><u>Problem solving</u></b></p> <ul style="list-style-type: none"> <li>➤ One is a snail, ten is a crab</li> <li>➤ How Many Seeds in a Pumpkin?</li> </ul>
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**Nursery and Action Rhymes and Circle Games to be learnt throughout the Year**

<b><u>New to Reception</u></b>	<b><u>To reinforce from Nursery</u></b>	<b><u>To reinforce from Playgroup</u></b>
<ul style="list-style-type: none"> <li>➤ A sailor went to sea, sea, sea</li> <li>➤ Baby bumble bee (A)</li> <li>➤ One finger, one thumb keep moving (A)</li> <li>➤ Sing a Song of Sixpence</li> <li>➤ Simon says (A)</li> <li>➤ The Grand Old Duke of York</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dingle Dangle Scarecrow (A)</li> <li>➤ Doctor Foster</li> <li>➤ Family finger song</li> <li>➤ If your happy and you know it (A)</li> <li>➤ I'm a Little Teapot</li> <li>➤ I Hear Thunder</li> <li>➤ Jack and Jill</li> <li>➤ Little Jack Horner</li> <li>➤ Little Miss Muffet</li> <li>➤ Polly put the kettle on (A)</li> <li>➤ Sleeping bunnies (A)</li> <li>➤ Teddy bear, teddy bear (A )</li> <li>➤ Tommy Thumb</li> </ul>	<ul style="list-style-type: none"> <li>➤ Baa Baa Black Sheep</li> <li>➤ Head, Shoulders, Knees and Toes (A)</li> <li>➤ Hey Diddle Diddle</li> <li>➤ Humpty Dumpty</li> <li>➤ Incy Wincy Spider (A)</li> <li>➤ Little Bo Peep</li> <li>➤ Little Peter rabbit (A)</li> <li>➤ Pat a cake (A)</li> <li>➤ Row Row the boat. (A)</li> <li>➤ The Wheels on the Bus (A)</li> <li>➤ Twinkle, Twinkle, Little Star</li> <li>➤ Wind the Bobbin up</li> </ul>
<p><b><u>Circle games</u></b></p> <ul style="list-style-type: none"> <li>➤ Bobby Bongo (B-I-N-G-O)</li> <li>➤ Hokey cocky (A)</li> <li>➤ One elephant went out to play upon a spider's web one day</li> <li>➤ In and out the dusty blue bells (A)</li> </ul>	<p><b><u>Circle games</u></b></p> <ul style="list-style-type: none"> <li>➤ Old Macdonald had a farm</li> <li>➤ One elephant went out to play upon a spider's web one day</li> <li>➤ In and out the dusty blue bells (A)</li> <li>➤ The farmers in the dell (A)</li> </ul>	<p><b><u>Circle games</u></b></p> <ul style="list-style-type: none"> <li>➤ Here we go round the Mulberry Bush (A)</li> <li>➤ Ring-a-ring o' Roses (A)</li> <li>➤ Isn't it funny how a bear likes honey (wake up Mr Bear) (A)</li> </ul>

		(A)- Action songs
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