

Reception Long Term Overview

FOCUS FOR TERM

ONGOING LEARNING FOCUS

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible Themes/Interests/Lines of Enquiry</p>	<p>ALL ABOUT ME/ AUTUMN</p> <p>All about me – photos Owl Babies, farmer duck, little red hen, Rosie’s walk etc. Autumn Harvest Family Growing up – generations Our Senses</p>	<p>SPECIAL TIMES</p> <p>Autumn Stick Man Winter Lost and Found Snow Bonfire Night Diwali Christmas/Father Christmas story Christmas around the world</p>	<p>INVESTIGATIONS</p> <p>Winter, Different types of weather, animals in winter- Bears/Penguins, (Comparing our weather to other countries Arctic and the North Pole)</p> <p>Chinese New Year Shrove Tuesday</p>	<p>GROWING AND MINI BEASTS</p> <p>Life cycles –Frogs/butterflies Planting/Gardening Exploring food (healthy food choices), gardening. Mini beasts /insects Oliver’s vegetables</p> <p>Easter</p>	<p>PEOPLE WHO HELP US AND WHERE WE LIVE</p> <p>Police, firefighters, nurses and doctors,teachers, ambulance etc. Different types of homes</p> <p>Eid</p>	<p>AROUND THE WORLD</p> <p>Hot places/Cold places Where in the world? What do people eat in..... ? What animals can you see? Traditions and cultures</p>
<p>Communication and Language</p> <p>(Listening and attention, understanding and speaking)</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Learn new vocabulary Use new vocabulary through the day</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</p>	<p>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 books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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.</p>	<p>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.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use new vocabulary in different contexts</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Self-Regulation Managing Self Building Relationships</p>
<p>Personal, Social and Emotional Development</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Set and work towards simple goals</p> <p>Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self-Regulation Managing Self Building Relationships</p>	<p>Show sensitivity to their own and to others’ needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Self-Regulation Managing Self Building Relationships</p>	

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.

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<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing Develop fine motor skills- holding pencil correctly, using scissors etc Yogabugs – development of core strength Gross Motor Skills Fine Motor Skills</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Yogabugs – development of core strength Develop fine motor skills- holding pencil correctly, using scissors etc Gross Motor Skills Fine Motor Skills</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Develop fine motor skills Gross Motor Skills Fine Motor Skills</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Gross Motor Skills Fine Motor Skills</p>	<p>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</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Gross Motor Skills Fine Motor Skills</p>
<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>						

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<p>Literacy Comprehension, word reading, Writing</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Blend sounds into words, so that they can read short words made up of known GPCs</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write simple phrases and sentences that can be read by others.</p>
<p>Phonics Little Wandle</p>	<p>Phase 2</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Phase 3</p>	<p>Phase 3 consolidation/4</p>	<p>Phase 4</p>

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<p>Mathematics</p>	<p>WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me!</p> <p>Matching, Sorting & Comparing Numbers 1, 2, 3,4,5 subitising Money Time Shape</p>	<p>WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation</p> <p>Numbers 4, 5, ,6,7,8 Money Time Shape subitising Early doubling</p>	<p>WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10</p> <p>Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation</p> <p>Numbers 7, 8, 9, 10 Halving Doubling Sharing subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising</p>	<p>WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation</p> <p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Explore the natural world around them., making observations</p> <p>Important changes and Seasons</p> <p>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.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter 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.</p> <p>Comment on images of familiar situations in the past.</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities</p> <p>Explore the natural world around them.,making observations and drawing pictures of animals and plants.</p> <p>Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Explore the natural world around them.</p> <p>Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>
<p>Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.</p>						
<p>Expressive Arts and Design</p>	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>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>Creating with Materials Being imaginative</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Creating with Materials Being imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creating with Materials Being imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being imaginative</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>						
<p>R.E</p>	<p>Unit F4 – Being Special – Where do we belong?</p>	<p>Unit F2 – Why is Christmas special for Christians?</p>		<p>Unit F3 – Why is Easter special to Christians?</p>	<p>Unit F5 – Which places are special and why?</p>	<p>Unit F6 – Which stories are special and why?</p>
<p>SACRE agreed syllabus for Sandwell to be followed across each term.</p>						

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