**Reception – Long Term Overview 2023-24**

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| **Throughout all learning, the Reception Team will ensure activities and interactions support the Characteristics of Learning:****Playing and exploring –** Engagement: Finding out and exploring; Playing with what they know; Being willing to ‘have a go’ Active learning – motivation**Being involved and concentrating**; Keeping trying; Enjoying achieving what they set out to do **Creating and thinking critically** – Thinking ; Having their own ideas; Making links; Choosing ways to do things**We follow The Curiosity Approach and therefore there will be other themes that are developed throughout the year according to the needs and interests of the cohort.**  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Super Duper You! C:\Users\claire.halstead\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\58E6C1E.tmp | Celebrate!C:\Users\claire.halstead\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\A9346CF7.tmp | Happily Ever AfterC:\Users\claire.halstead\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\99B1520D.tmp | Amazing AnimalsC:\Users\claire.halstead\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\B6CC3C66.tmp | Navigating Nature C:\Users\rpetrie\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\39CF122B.tmp | Under the Sea C:\Users\claire.halstead\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\C1700648.tmp |
| **Main themes / Enrichment** **Brilliant Beginnings**Autumn – Seasons Autumn Walk in school All About MeMy BodyMy FamilyMy HomeWe are all different  | **Main themes/****Enrichment** Halloween,Hanukkah ,Diwali, Bonfire nightBirthday week,**Nativity**Christmas  | **Main themes / Enrichment** Spring WalkHatching ChicksHansel and GretelThe Enormous TurnipRumpelstiltskin  | **Main themes/****Enrichment** Bear VisitorDinosaursJungle animals  | **Enrichment** Nell Bank DENSO – Nature Reserve Caterpillars- butterflies Tadpoles  | **Enrichment**Mermaid visitor  |
| **Prime areas = woven through all areas of learning and all parts of the day.**  |
| **Communication and Language**  |
| Listening, attention and understanding  |
| Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.Over the year build up a bank of rhymes and stories through provision and focused groups  | Listen carefully to rhymes and songs, paying attention to how they sound. **Time to talk picture**  | Listen to and talk about stories to build familiarity and understanding | Make comments about what they have heard and ask questions to clarify their understanding  | 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 Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.Hold conversations engaging in back-and forth exchanges with their teacher and peers |
| Speaking- the adults facilitating learning are a continual model of how to speak and respond  |
| Develop social phrases. “linked to daily routines – Good mLearn new vocabulary during play or routine and use it throughout the day in different contexts.Throughout the year - Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. – Class book / core stories  | Ask questions to find out more and to check they understand what has been said to them.Object of the week –Introduced by members of the team to model first four weeks then children.  | Describe events increasing detail. Connect one idea to another using a rangeof well-formed more complex sentences | Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Participate in small group, class and one-to one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. |
| **Personal Social and Emotional**  |
| Self-Regulation, Managing self and building relationships  |
| Toilet and hand washing routineSnack timeLunch time Oral hygiene: teeth cleaning linked to the dental nurse Learning new friend’s names.Discuss feelings and the words – happy, sad, angry, scared , excited. Learning how to play and learn in my class. Work in different groups Recognising when I need help and knowing how to seek support from the adults in my class. | Consistently stays dry throughout the day.Widening friendship groupGaining confidence to speak in a group. Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. | Begin to find solutions to conflicts and rivalries. With support - continually re enforced by staff to ensure children understand how to begin to resolve conflicts.  | See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed). | Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices | Embed all skills ensuring they are ready for Year 1.Prepare for transition New friendshipsPreparing for change  |
| **Physical Development**  |
| **Fine motor skills** |
| Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissor | Develop their small 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 spoons. | Use a comfortable grip with good control when holding pens and pencils | Develop the foundations of a handwriting style which is fast, accurate and efficient. | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery with increased control.Begin to show accuracy and care when drawing |
| **Gross motor skills** |
| Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygieneBe aware how to keep healthy –tooth brushing Being safe – road crossing  | Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing |  Know and talk about different factors that support their overall health and wellbeing; -regular physical activity; healthy eating; sensible amounts of screen time; good sleep routine;  | Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and any others sports. | Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. |
| **Literacy**  |
| **Core texts** Super Duper You!Argh! There’s a Skeleton Inside You Home The Colour monster | **Core texts**Room on the broom Little GlowPumpkin SoupLeaf Man StickmanMince Spies | **Core texts**  Mr Wolves PancakesHansel and GretelThe Enormous TurnipRumpelstiltskin  | **Core texts** We’re Going on a Bear HuntTiger who came to TeaGruffaloDear ZooRumble in the Jungle | **Core texts** Yucky WormsThe Bad Tempered The Very Hungry Caterpillar Pirates are Coming Non -fiction links  | **Core texts**The Rainbow FishSomebody Swallowed Stanley What a Submarine Sees NFSeal SurferThe Storm Whale  |
| Word Reading and comprehension Labels , Name CardsDaily Stories- class read , Mystery readerIndividual reading twice a week – precisely matched reading booksLabels/books in all areasIndependent library booksLibrary sessionsOpportunities inside/outside for readingBook rich reading corners and areas of provision with a range of fiction and non- fiction booksHigh Frequency words monitorComprehension – group reads and daily questions |
| **Phonics follow Little Wandle – linked to regulars assessments** **-Recognise first 10 diagraphs by end of the year-**  |
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| WritingInitial sounds Name writing Building words Letter formation Beginning to hold a pencil correctly | Writing Lists – Link to phonicsCaptions – dictated cvc – child led.Modelling What is a sentence?Simple sentences – Human sentencesLetter formation  | WritingSay it – write it Post it note sentences Simple sentences – Sentences in provision Modelling  | WritingAll of Spring 1 plus - Say it – write it Sequencing sentences Continue red wordsColourful semantics  | WritingWriting a simple narrative Sequence a set of sentences Common words beginning to be spelt correctlyPhonetically plausible attempts at trickier words Colourful semantics  |
| **Mathematics**  |
| Number of the week over the term every two weeks 1-5 Number and Place Value- Numbers to 5 Sorting Number and Place Value- Comparing Groups- more /less  Addition and Subtraction- Change within 5 Measurement- Time- My Day – routines **Number**Develop fast recognition of up to 3 objects, building to 5 without having to count them (subitising). Show ‘finger numbers’ up to 5. Link numerals and amounts, eg, showing correct number of objects to match numeral 5.**Numerical patterns**Recite numbers past 5 and in order to 10. Say one number for each item in order: 1, 2, 3, 4, 5. Know that last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Count objects, actions and sounds, reciting the numbers in order and matching one number name for each item. Compare quantities using language: ‘more than’, ‘fewer than’. Compare objects: weight, length, size and capacity. Talk about and explore 2D and 3D shapes using information language such as: sides, corners, straight, flat, round.  |  Number of the week over the term every two weeks – 6-10 Addition and Subtraction- numbers to 5Number and Place Value- numbers to 10 – more/ lessAddition and Subtraction- Addition to 10Geometry- Shape and space**Number** Begin to subitise (recognise quantities without counting) up to 5. Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals.**Numerical patterns** Count verbally beyond 10. Understand the ‘one more/one less than’ relationship between consecutive numbers to 10 Positional language: describe a familiar route, using words such as ‘in front of’ and ‘behind’. Compare numbers using appropriate vocabulary such as ‘more than’ ‘less than’, ‘equal to’. Begin to identify evens and odds to 10. Begin to recall double facts to 10. Begin to share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue copy and create repeating patterns. SSelect, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes to show shapes can be made up of smaller shapesDescribe sequence of events (real or fictional) using words such as first, then, next. | Shape of the week – triangle square rectangle Geometry- Exploring patterns Addition and Subtraction- Count on and back Number and Place Value- numbers to 20 Numerical Patterns Measurement- measureNumber Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - 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.**Numerical patterns.**Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
| **Understanding the World**Past and present People, culture and communities and The natural world  |
| Begin to make sense of their own life story and family’s history.Talk about members of their immediate family and community. * Family tree
* Who lives in my house?

Understand the effects of the changing seasons on the natural world around them. Talk about what they see, using a wide range ofTalk about members of their immediate family and community. Name and describe people who are familiar to them.Getting to know my new class - becoming part of the school community Explore the natural world around them. Describe what they see, hear and feel whilst outside. – Autumn walk  | Comment on images of familiar situations in the pastUse all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel-  | Know there are different countries in the world and talk about the differences they have experienced or seen in photos.Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos. |  Begin to understand the need to respect and care for the natural environment and all living thingsUse all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. | Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.Sunflowers Chicks Tadpoles  | Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| **Expressive Arts and Design**Creating with materials and Being imaginative and Expressive  |
| Take part in simple pretend play, using an object to represent somethingShow different emotions in their drawings. Explore colour and colour mixingListen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. | Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a part. Use drawing to represent ideas like movement or loud noises. | Develop own ideas and decide which materials to use to express them. Join different materialsand explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. | Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a facewith a circle and including details. Develop storylines in their pretend play. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |