



Reception – Long Term Overview 2024-25

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
 <p>All about me</p> <p>Main themes / Enrichment Brilliant Beginnings Autumn – Seasons Autumn Walk in school All About Me My Body My Family My Home We are all different</p>	 <p>Let's Celebrate!</p> <p>Main themes/ Enrichment Halloween, Hanukkah ,Diwali, Bonfire night Birthday week, Nativity Christmas</p>	 <p>Amazing Animals</p> <p>Main themes / Enrichment Winter walk-ice Polar animals Safari animals Rainforest animals Animal visitor</p>	 <p>All aboard</p> <p>Main themes/ Enrichment Spring Walk Walk to the train station Emergency service visitor</p>	 <p>In the land of make believe</p> <p>Main themes/ Enrichment Pirates and mermaids Dragons Creating own stories Super hero day</p>	 <p>Navigating Nature</p> <p>Main themes/ Enrichment Hesketh Farm trip Caterpillars- butterflies Growing plants Mini beast hunt Making bug hotel Nature walk</p>

Prime areas = woven through all areas of learning and all parts of the day.

Communication and Language

Listening, attention and understanding

<p>Understand how to listen carefully and why listening is important.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Over the year build up a bank of rhymes and stories through provision and focused groups</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding</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>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>Hold conversations engaging in back-and forth exchanges with their teacher and peers</p>
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Speaking- the adults facilitating learning are a continual model of how to speak and respond

<p>Develop social phrases. linked to daily routines – Good morning</p> <p>Learn new vocabulary during play or routine and use it throughout the day in different contexts.</p> <p>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</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Object of the week/ discovery baskets – Introduced by members of the team to model first four weeks then children.</p>	<p>Describe events increasing detail.</p> <p>Connect one idea to another using a range of well-formed more complex sentences</p>	<p>Listen to and talk about selected fiction and 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>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>
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Word of the week

Reflect, fresh, evening, pale, shiver, transportation	Wonder, timid, greedy, connect, annoy, believe	Boiled, scar, factory, adventure, independently, vanish, nervous	Direction, luxury, wealthy, warn, additional, midnight	Demolish, nature, delicious, calm, grumpy, similar	Tremble, shelter, nibble, whisper, gravity, dozen
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Personal Social and Emotional

Self-Regulation, Managing self and building relationships

Toilet and hand washing routine Snack time Lunch 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. Express their feelings and consider feelings of others 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 group Gaining 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 reinforced 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). Think about things from the perspective of others	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 friendships Preparing for change
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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
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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 hygiene Be 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.
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Literacy

Core texts	Core texts	Core texts	Core texts	Core texts	Core texts
Super Duper You! Argh! There's a Skeleton Funny bones Home The Colour monster Three little pigs	Room on the broom Little Glow Pumpkin Soup Leaf Man Stickman Mince Spies Magic porridge pot	Dragon noodle party The tiger who came to tea Penguin Polar bear, polar bear what do you hear? Goldilocks	Journey The naughty bus How to catch a star Oi! Get off our train The Jolly Postman Gingerbread man	Pirates are coming Zog Beegu Supertato The singing mermaid Hansel and Gretel	Yucky worm The very hungry caterpillar Superworm Rosie's walk Jack and the beanstalk Little red hen

Word Reading and comprehension

Labels, Name Cards

Daily Stories- class read

Individual reading twice a week – precisely matched reading books

Labels/books in all areas

Independent library books

Library sessions

Opportunities inside/outside for reading

Book rich reading corners and areas of provision with a range of fiction and non- fiction books

Rainbow words monitor

Comprehension – group reads and daily questions

Phonics follow Little Wandle – linked to regulars assessments

-Recognise first 10 diagraphs by end of the year-

Writing Initial sounds Name writing Building words Letter formation Beginning to hold a pencil correctly	Writing Lists – Link to phonics Captions – dictated cvc – child led. Modelling What is a sentence? Simple sentences – Human sentences Letter formation	Writing Say it – write it Post it note sentences Simple sentences – Sentences in provision Modelling	Writing All of Spring 1 plus - Say it – write it Sequencing sentences Continue red words Colourful semantics	Writing Writing a simple narrative Sequence a set of sentences Common words beginning to be spelt correctly Phonetically plausible attempts at trickier words
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Mathematics

<p>Week 1-2 Getting to know you</p> <p>Week 3 - 4 Match, sort and compare</p> <p>Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts</p> <p>Week 5 - 6 Talking about measure and pattern</p> <p>Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns</p> <p>Week 6 - 7 It's me 1,2,3</p> <p>Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3</p> <p>Week 9 Circles and triangle</p> <p>Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position</p> <p>Week 10 – 11 1,2,3,4,5</p> <p>Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 – 5</p> <p>Week 12 Shapes with 4 sides</p> <p>Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night</p>	<p>Week 1 and 2 Alive in 5</p> <ul style="list-style-type: none"> • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 <p>Week 3 Mass and capacity</p> <p>Compare mass • Find a balance • Explore capacity • Compare capacity</p> <p>Week 4 and 5 Growing 6,7 and 8</p> <p>Find 6, 7 and 8 • Represent 6, 7 and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising</p> <p>Week 6 and 7 Height, length and time</p> <p>Explore length • Compare length • Explore height • Compare height • Talk about time • Order and sequence time</p> <p>Week 8- 10 Building 9 and 10</p> <p>Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a do)</p> <p>Week 11 and 12 Explore 3d shapes</p> <p>Recognise and name 3-D shapes • Find 2-D shapes within 3-D shapes • Use 3-D shapes for tasks • 3-D shapes in the environment • Identify more complex patterns • Copy and continue patterns • Patterns in the environment</p>	<p>Week 1 and 2 To 20 and beyond</p> <p>Build numbers beyond 10 (10 -13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns</p> <p>Week 3 How many more?</p> <ul style="list-style-type: none"> • Add more • How many did I add? • Take away • How many did I take away? <p>Week 4 and 5 Manipulate, compose and decompose</p> <p>Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2-D shape pictures • Find 2-D shapes within 3-D shapes</p> <p>Week 6 and 7 Sharing and grouping</p> <p>Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles</p> <p>Week 8 and 10 Visualise, build and map</p> <ul style="list-style-type: none"> • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations <p>Week 11 Make connections</p> <ul style="list-style-type: none"> • Deepen understanding • Patterns and relationships
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Understanding the World

Past and present People, culture and communities and The natural world

<p>Begin to make sense of their own life story and family's history.</p> <p>Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> - Family tree - Who lives in my house? <p>Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> Getting to know my new class - becoming part of the school community <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside. – Autumn walk</p>	<p>Comment on images of familiar situations in the past - birthdays celebrations</p> <p>Understand that some places are special to members of their community.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> - Bonfire night 	<p>Know there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> - Seasons walk <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <ul style="list-style-type: none"> - Chinese new year - Ramadan 	<p>Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.</p> <p>Making floating boats</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>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.</p> <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> - Hansel and Gretel map 	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <ul style="list-style-type: none"> - Plant sunflowers
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Expressive Arts and Design

Creating with materials and Being imaginative and Expressive

<p>Take part in simple pretend play, using an object to represent something</p> <p>Show different emotions in their drawings. Explore colour and colour mixing</p> <p>Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Develop own ideas and decide which materials to use to express them.</p> <p>Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play.</p>	<p>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.</p> <p>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.</p>
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feelings. Remember and sing entire songs.					
Access Art- What can we see? How can we explore Colour? Artist- Cezanne	Access Art-How can we explore materials and marks? How can we use our bodies to make art? Artist- Mondrian (refugee from France to UK 1933)	Access Art-How can we explore 3D materials? How can we build worlds? How can we use our imaginations? Artist- Michelle Reader			
DT – Kapow Pumpkin soup	DT- Kapow Boats	DT – Kapow Junk modelling			
50 things to do before you are 5					
#48 Natural Art #34 Woodland Wandering	#43 High 5 #38 Postie	#12 Explore the cold #42 Great Bradford Baking	#15 Dressing Up #7 Making Music	#19 Growing little people, plants and things. #24 Hop, skip, jump #5 Squidgy sand #28 The Wheels on the Bus	
Art					
Big Question- E.1- Pathway 1-Which places are special to members of our community?	Big Question- E.5- Pathway 5- How do people celebrate special times?	Big Question- E.2- Pathway 2- Why are some objects special?	Big Question- E.3- Pathway 3- Who cares for me and how do I help others?	Big Question- E.4- Pathway 4- Who belongs in my family and community?	Big Question- E.6- Pathway 6- How do we understand and care for the world?