

## Long Term Overview Reception 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Known Topics/ cultural celebrations.</b>	Owl babies Guinea pigs Rules/friends Family Birthdays	Remembrance Anti-bullying week Christmas People, who help us Diwali	Chinese New Year Road safety Guinea-pigs birthday? Book week? E-safety week?	Easter Living Eggs Mother's Day Science/engineering week	Planting Father's Day DT-textiles week.	Farm  Growing fruit/veg Year 1 transition
<b>Trips/visitors</b>	Welly wednesday Owl demonstration	Fire station visit Church - Xmas Parent Xmas Welly weds Anti-bullying day with KS1 Diwali day with KS1	Wing wah trip Road safety visitor Lollipop lady CNY day with KS1	Mother's day tea party Chicks Church - Easter service.	Father's Day stay & play	Move up morning Home visits

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<b>CL - LA</b>  <b>(English - spoken language)</b>	<p>Listens to others one to one or small groups, when conversations interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Is able to follow directions</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Two channelled attention - can listen and do for a short span</p>	<p>children listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Give attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Listen to instructions and follow accurately, asking for clarification if necessary.</p> <p>Listen attentively with sustained concentration to follow a story without pictures or probs. Can listen in a large group - assembly.</p>
<b>CL - S</b>  <b>(English - spoken language)</b>	<p>Can retell a simple past event in correct order (e.g went down slide, hurt finger)</p> <p>Use talk to connect ideas.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Uses a wide range of tenses (e.g play, playing, will play, played)</p> <p>Uses intonation, rhythms and phrasing to make the meaning clear to others.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to a main theme.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Children express themselves effectively, showing awareness of listeners needs.</p> <p>Use last, present and future forms accurately.</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Show some awareness of the listener by making changes to language and non-verbal features.</p> <p>Recount experiences and imagine possibilities, often connecting ideas.</p> <p>Use a range of vocabulary in imaginative ways.</p>

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<b>PSED</b> <b>(PSHE)</b>	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Takes account of what others say.  Takes steps to resolve conflicts with other children I.e finding a compromise.	Understands that their own actions affect other people, for example tries to comfort another child when they realise they have upset them.  Aware of the boundaries set and behavioural expecting in the setting.	Children play cooperatively , taking turns with others.  Beginning to be able to negotiate and solve problems without aggression.	Show sensitivity to others needs and feelings.  Form positive relationships with adults and other children  Children play group games with rules.	They understand someone else’s point of view can be different from theirs.  Solve minor disagreements through listening to each other and come up with a fair solution.  They understand what bullying is/ unacceptable behaviour.
<b>Physical development-moving and handling (P.E)</b>	Negotiates space  Travels with skill around, over, balancing and climbing equipment	Begins to form recognisable letters. Uses a pencil effectively.  Experiments with different ways of moving.	Handles tools safely and with increasing control  Jumps off an object and lands appropriately.	Uses simple tools with increasing control.	Show good control and coordination in large and small movements. Handle tools effectively including pencils for writing.	Hop confidently and skip in time to music. Begin to write on lines and control letter size.
<b>PD- H&amp;SC</b> <b>(DT - food and nutrition)</b>	Shows some understanding that good practices with regard to hygiene can contribute to good health.	Shows understanding of how to transport and store equipment safely.		Know the importance of a healthy diet, ways to keep healthy and safe.		Can make healthy choices in relation to healthy eating and exercise. They can successfully manage buttons or laces.

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<p><b>Phonics</b></p> <p>Phase 1</p> <p>Phase 2 - s,a,t,p,l,n,m,d,g,o,c,k</p> <p>Tricky words - I, go, no,</p> <p>Library books sent home.</p> <p>Joining digraphs/ trigraphs and tricky words.</p> <p>Reading books matched to phonic knowledge</p>	<p>Phase 1</p> <p>Phase 2 - ck,e,u,r,h,b,f,ff,l,ll,ss</p> <p>Phase 3 - ch, sh</p> <p>Tricky words - I,go,no, to, the, into He, she, we, me, be,</p> <p>Phonic books sent home. Reading challenge introduced.</p>	<p>Phase 1</p> <p>Phase 3 - th, ng,ai,ee,igh,oa,oo, ar, or,</p> <p>Tricky words - was, you , they, all, are, my, her</p>	<p>Phase 1</p> <p>Phase 3 - ur, ow, oi , ear, air, ure, er</p> <p>Tricky words (4) - said, like, have, so, do, some, come,</p> <p>Read Simple two syllable words &amp; captions.</p>	<p>Phase 1</p> <p>Phase 3 - consolidate</p> <p>Phase 4?</p> <p>Tricky words - were, there, little, one, when, out, what</p>	<p>Phase 1</p> <p>Phase 3- consolidate</p> <p>Phase 4</p> <p>Tricky words - phase 2,3,4</p> <p>Reading simple sentences.</p>	
<p><b>Literacy-Reading</b></p> <p>Good reading groups to be phased in when ready.</p>	<p>Rhyme and alliteration</p> <p>Handles booked carefully.</p> <p>Hears and says initial sounds in words.</p>	<p>Describes main story settings, events and characters.</p> <p>Hears and says initial sounds in words.</p> <p>Links sounds to letters</p>	<p>Can segment the sounds in simple words and blend together.</p> <p>Begins to read words and simple sentences.</p>	<p>Begins to read simple sentences.</p> <p>Describe the main events in simple stories they have read</p>	<p>.read and understand simple sentences. Use phonic knowledge to decode regular words. They also read some common irregular words.</p>	<p>To read phonically regular words of more than one syllable. Use reading strategies to understand unfamiliar vocabulary.</p>
<p><b>Literacy-Writing</b></p>	<p>Gives meanings to marks they make.</p> <p>Hears and says initial sounds in words.</p> <p>Adult scribing initially during baseline. Guided write begins.</p>	<p>Links sounds to letters.</p> <p>Hears and writes initial sounds in words.</p> <p>Begins to segment the sounds in words and blend them together.</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Can segment the sounds in words and blend them together</p>	<p>They write simple sentences which can be read by themselves and others.</p>	<p>Some words are spelt correctly and others are phonetically plausible when writing simple sentences.</p>	<p>Can spell phonically regular words or more than one syllable, and high frequency words. They use key features of narrative in their own writing.</p>

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<p><b>Mathematics - number</b></p> <p>Link to WR maths/ Numberblocks.</p>	<p>Recites numbers in order to 10.</p> <p>Realises that not only objects, but anything can be counted including steps, claps, jumps.</p>	<p>Counts up to 3 or 4 objects by saying one numbers name for each item.</p> <p>Counts out up to 6 objects from a larger group.</p> <p>1 more/ 1 less</p>	<p>Recognises numerals 1-5 (then 5-10)</p> <p>Counts objects to 10 and begin to count beyond.</p> <p>Finds the total number of items in two groups by counting all of them.</p>	<p>In practical activities, use the vocabulary involved in adding and subtracting.</p> <p>Records, using marks they can explain and interpret.</p> <p>Add or subtract two single digit numbers.</p>	<p>Count reliably with numbers 0-20, place them in order and say which number is 1 more or 1 less.</p> <p>To count on or back to find the answer.</p> <p>Solve problems involving doubling, halving and sharing.</p>	<p>Estimate a number of objects and check quantities by counting up to 20.</p> <p>Solve practical problems that involve combining groups of 2,5,or 10, or sharing into equal groups.</p>
<p><b>Mathematics - shape, space &amp; measure</b></p> <p>Link to WR maths</p>	<p>Shows awareness of similarities of shapes in the environment.</p> <p>Use positional language.</p> <p>Begins to talk about shapes. e.g 'round' and 'tall'.</p>	<p>Selects a particular names shape.</p> <p>Orders two or three items by length or height.</p> <p>Order and sequences familiar events.</p>	<p>Orders two items by weight or capacity.</p> <p>Uses common shapes to recreate patterns.</p> <p>Uses everyday language related to time.</p> <p>Beginning to use mathematical names for 2D shapes.</p>	<p>Beginning to use everyday language related to money.</p> <p>Measures short periods of time in simple ways.</p> <p>Uses common shapes to create patterns.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes and mathematical terms to describe shapes.</p>	<p>Use everyday language to talk about size, weight, capacity, position, distance, time and money.</p> <p>Recognise, create and describe patterns.</p> <p>Explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>Estimates, measure and weigh and compare and order objects and talk about properties, position and time.</p>

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<p><b>Understanding the world - people and communities</b></p> <p><b>(RE / History PSHE)</b></p>	<p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talk as about significant events in their own experience.</p>	<p>Shows interest in different occupations.</p> <p>Know some of the things that make them unique.</p>	<p>Enjoys joining in with family customs.</p> <p>Children talk about past and present events in their own lives and the lives of family members.</p>	<p>Know about similarities and differences between themselves and others.</p>	<p>To know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Know about similarities and differences between families, communities and traditions.</p>	<p>Children know some reasons why people's lives were different in the past. They understand different people have different beliefs and traditions and why it is important to treat them with respect.</p>
<p><b>UTW - The World</b></p> <p><b>(Geography &amp; science)</b></p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Shows care for living things.</p>	<p>Developing an understanding of growth, decay and changes over time.</p>	<p>Looks closely at similarities and differences</p> <p>Talk about features of their own immediate environment.</p>	<p>Looks closely at patterns and change.</p> <p>Talk about how environments might vary from one another.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Make observations of animals, plants and explain why some things occur and talk about changes.</p>	<p>To know that environments and living things are influenced by human activity.</p> <p>Describe some actions which people in their own community do that help to maintain the area they live in.</p> <p>Familiar with basic scientific concepts such as floating, sinking and experimentation.</p>

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<b>UTW - Technology</b>  <b>(computing)</b>	<p>Knows how to operate simple equipment</p> <p>Programmable toys?</p> <p>Apps - Doodle - background and stamps</p>	<p>Shows an interest in technological toys with knobs or pulleys or real objects such as cameras or mobile phones.</p> <p>Apps - kaleidoscope</p> <p>E-safety - Webster's friend/ chicken clicking?</p>	<p>Completes a simple program on a computer.</p> <p>Programmable toys?</p> <p>Apps - twinkl phonics</p> <p>Doodle - drawing tools</p> <p>E-safety- Digi duck?</p>	<p>Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Apps - Busythings shape up?</p>	<p>Recognise that a range of technology is used in places such as homes and school. They select and use technology for particular purposes.</p> <p>Apps - Puppet pals</p> <p>E-safety - penguinpig?</p>	<p>Select appropriate applications that support an identified need.</p> <p>Apps - storymaker? Chatterkiz?</p>
<b>EAD - exploring and using materials and media</b>  <b>(Music, Art &amp; DT)</b>	<p>Sings a few familiar songs.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p>	<p>Explored and learns how sounds can be changed - long short sounds.</p> <p>Explores how colours can be changed.</p> <p>Understands lines can be used to enclose a space and use these to begin to represent objects. (drawing)</p>	<p>Begin to describe the texture of things.</p> <p>Begin to construct (Collage)</p> <p>Realises tools can be used for a purpose.</p>	<p>Explored the different sounds of instruments - pitch.</p> <p>Explores what happens when they mix colours.(painting)</p> <p>Understands different media can be combined.</p> <p>Constructs with a purpose in mind.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Sing songs, make music (notation?) and dance.</p> <p>Experiment with colour, design, texture, form and function.(sculpture)</p>	<p>Develop their own ideas through selecting and using materials.</p> <p>Through explorations they find out and make decisions about how media and materials can be combined and changed.</p>

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<b>EAD - being imaginative</b>  <b>(Art, DT, Music, Dance &amp; Drama)</b>	<p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Engages in imaginative role-play based on own first hand experience.</p>	<p>Captures experiences and responses with a range of media - music, dance, paint and other materials, or words.</p> <p>Creates simple representations of events, people and objects.</p>	<p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Talk about ideas and processes which have led them to make music, designs, images or products.</p> <p>Talk about features of their own and others work, recognising the differences between them and the strengths of others.</p>