

Reception

Long Term Overview - Themes and Visits

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	What Makes Us Special?	How Do You Like To Travel?	Which Story Would You Like To Be In?	Where Would You Like To Live?	How Does Your Garden Grow?	Who Lives In A Zoo?
Visits/Events	Settling in Teddy Bear's Picnic Autumn Walk in the park Toy day	Food tasting Diwali party Rhythm and Rhyme session (Christmas theme) Theatre Visit	Fantasy Dress Up Day Sean the Storyteller	Lego Day Elf Garden	Visiting Allotments	Trip To Blackpool Zoo
Parent Events	Home Visits Settling in Teddy Bear's Picnic Parents Consultation	Come and Learn: Phonics Workshops Rhythm and Rhyme session (Christmas theme) Play Bag Meetings	Come and Learn: Reading Focus	Come and Learn: Maths focus	Parents Consultation Healthy Lifestyles Family Learning Week	School Reports End of Term Celebration Transition Meetings Moving Up - Transition Morning
Texts to Support Learning	"How are you feeling?" By Molly Potter "Wanda's Space Party" "Totally Wonderful Mrs Plumberry"	And the cars go... Down by the Station Amazing Aeroplanes The Train Ride "Christmas stories"	A New Home For A Pirate Pandarella Jack and the Beanstalk The Pirates Next Door "Chinese New Year"	The Diggers are Coming Callum's Incredible Construction Kit Building Our House "Easter Story"	Planting a Rainbow Up, Down and Around Growing Vegetable soup How to grow a dinosaur	Polar Bear, Polar Bear Handa's Surprise Slowly Slowly said the Sloth
Personal, Social and Emotional Development	Forming friendships with new adults and peers and playing alongside others. Following rules and routines. Sharing our interests, likes and dislikes.	Initiating play with others. Sharing information about home and community. Beginning to share and take turns. Form positive relationships with adults and other children.	Children are confident to try new activities- role play/ group chants etc. Choosing what to use to make models and story scenes becoming independent in selecting resources.	When finding out about different buildings ,they are confident to speak in a familiar group, will talk about their ideas. Taking part in group activities- building dens/towers/ walls etc in the garden- they work as part of a group or class, and understand and follow the rules	Shares information and ideas about how things grow, explaining own knowledge and understanding, and asks appropriate questions of others.	When taking part in special events- performances/ trips/ visits to new classes, they adjust their behaviour to different situations, and take changes of routine in their stride.

<p>Communication and Language</p>	<p>Enjoying play with sounds, songs stories and rhymes. Listening to adults and peers at carpet time. Talking about our families and ourselves. Developing language during play.</p>	<p>Children listen attentively in a range of situations.</p> <p>Maintains attention, concentrates and follows instructions.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear.</p> <p>Joining in group stories - the children understand humour, e.g. nonsense rhymes, jokes.</p> <p>Taking part in role play of different stories- they introduce a storyline or narrative into their play.</p>	<p>When explaining their ideas about different buildings they answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>When finding out about different plants and how they grow they can extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>The children will recount visits and talk about their future plans, using past, present and future forms accurately.</p> <p>When sharing information about what they have learnt- over the year- or as part of the big question-the children express themselves effectively, showing awareness of listeners' needs.</p>
<p>Physical Development</p>	<p>City in the community Football skills Moving in different ways and negotiating space safely. Shows a preference for a dominant hand.</p>	<p>City in the community Football skills</p> <p>Talk about ways to keep healthy and safe.</p> <p>Begins to form recognisable letters.</p>	<p>City in the community Football skills</p> <p>They manage their own basic hygiene and personal needs successfully, including changing into PE kit- for dance</p>	<p>City in the community Football skills</p> <p>When using construction kits to build models of buildings they build safely and with increasing control.</p> <p>The children will make models and pictures, using simple tools to effect changes to materials.</p>	<p>City in the community Football skills</p> <p>Healthy Eating</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Celebration Walk</p>	<p>City in the community Football skills</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Sports day</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>
<p>Literacy</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>The children will be able to write their name on their work and other things such as labels, captions.</p> <p>The children will use different strategies, such as initial sounds and picture clues to begin to read words and simple sentences.</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>When reading labels and captions they can blend the letters together.</p> <p>When writing lists of different forms of transport they use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Begins to read words and simple sentences</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>The children will share their favourite stories, take part in group story telling and make their own stories, influenced by an increasing range of books.</p>	<p>The children will read and understand simple sentences, eg. sentences describing different types of buildings.</p> <p>When reading captions and sentences they will use their phonic knowledge to decode regular words and read them aloud accurately.</p> <p>The children will write messages to describe different buildings- using their phonic skills to segment wimple words.</p>	<p>Children read and understand simple sentences.</p> <p>Finding out about how plants grow the children know that information can be retrieved from books and computers.</p> <p>The children will be able to pass on information they have found out, they demonstrate understanding when talking with others about what they have read.</p>	<p>Enjoys an increasing range of books.</p> <p>Finding out about wild animals the children know that information can be retrieved from books and computers.</p> <p>The children will be able to read simple information text, including common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>

					The children will write accounts of experiments they have done, or what they have found out- writing simple sentences which can be read by themselves and others.	The children will write letters to the zoo and recounts of their visit, writing simple sentences which can be read by themselves and others.
Mathematics	Counting accurately to 6. Naming and talking about the properties of 2 d shapes. Counting a set of 6 from a bigger number.	Adding 2 numbers together. Recording Number work Using Positional Vocabulary Using Money Saying 1 more and 1 less from a given number.	Counting reliably and recognising numbers up to 15. Using the Vocabulary of weight and capacity to compare different quantities. Using the vocabulary of height and length.	Ordering numbers 1-15 Adding and subtracting number problems. Estimating numbers and checking by counting. Making repeating patterns.	Recognising and talking about 3d shapes. Measuring periods of time. Recognising and ordering numbers 1-20. Finding 1 more/ 1 less than a number up to 20. Using language of more and fewer.	Number problems involving doubling, halving and sharing. Comparing distances. Using vocabulary of position.
Understanding the World	Role playing every day activities in the home corner. Noticing similarities and differences between each other. Playing with small world models- dolls house- role play areas. Using simple ICT equipment such as an iPad or mouse on a computer.	When finding out about Autumn on an autumn walk the children will look closely at similarities, differences, patterns and change. Travel agents- role play area - finding out about other countries and environments. Children will take part in different celebrations- Diwali / Xmas, talking about and sharing how they are the same or different to their own cultures and family traditions. Programming toys such as Beebots to move to specific names/ pictures.	Children will take part in different celebrations- Pancake Day/ Chinese New year- etc. talking about and sharing how they are the same or different to their own cultures and family traditions. In the role play area- Castle/ Chinese Restaurant/ Pirate Island the children will be able to share their own experiences of family visits and talk about old/ new / long ago. Using talking tins to give instructions. Using ipad to make images to tell a story.	The children will look at different types of buildings in the immediate environment, they will look closely at different building materials- talking about differences and similarities and finding out about other environments. In the structured play areas - inside and outside the children will be able to role play different occupations- builders/ painters/ emergency services- finding out and talking about different jobs. Opportunities to explore different materials and how they can be recycled.	On visits to the allotment or when planting seeds and finding out about what plants need to grow, the children will make observations and explain why some things occur, and talk about changes. Using recording devices- voice recorders/ ipad photos to make records of experiments. Using ipad to record observations.	The children will study different wild animals making observations of animals and explaining why some things occur, and talk about changes. Using the internet to research information about wild animals and their habitats. Programming toys such as Beebots to move to retell story.

**Expressive
Arts and
Design**

Dance - Circus theme- initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Joining in and learning new songs.
Experimenting with the sounds of instruments.
Painting, drawing and using collage to create self-portraits or pictures of choice.
Playing imaginatively with peers.

Dance - Circus theme- initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

The children will explore different techniques- making tracks with wheels/ paint/ gloop.

Making pictures of fireworks- combining different media- exploring colour mixing.

Dance - Construction theme- initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Role play of traditional and modern stories - introducing a storyline or narrative into their play.

Making up their own fantasy stories about castles or pirates -the children play cooperatively as part of a group to develop and act out a narrative

Dance - Construction theme- initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

The children will explore different textures and how to change and adapt their work- making simple representations of houses and buildings.

Dance -Animals theme- the children will initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

The children will create simple representations making observational paintings/ collages/ models of flowers and plants, thinking about what colours to use and how to make them.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function- to make miniature gardens.

Dance -Animals theme- the children will initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Making models of wild animals - selecting tools and techniques needed to shape, assemble and join materials they are using.

The children will experiment with different textures- making collage pictures of animals and combining different media.