

Reception Long Term Overview 2023 / 24

Age Related Expectations. Teaching and learning to be differentiated by short term planning. Consolidation and revisit of key skills, knowledge and understanding through enhanced provision.

	Autumn 1 What makes me happy and healthy? Global Goal Link - Good Health and Well-Being	Autumn 2 Where in the world do animals live? Global Goal Link - Life on Land Life Below Water	Spring 1 What makes a good toy? Global Goal Link - Industry, Innovation and Infrastructure Responsible Consumption and Production.	Spring 2 What happens on the farm? Global Goal Link - Life on Land and Responsible Consumption and Production	Summer 1 How can I be a change-maker? Global Goal Link - Gender Equality and Peace Justice and Strong Institutions	Summer 2 What goes up, up and away? Global Goal Link - Sustainable Cities and Communities
Planning around quality text.	<ol style="list-style-type: none"> 1. The Rainbow Fish 2. The Colour Monster 3. Me, Myself and I (Think Equal) 	<ol style="list-style-type: none"> 1. Polar Bear, Polar Bear. 2. The Moose is Mine 3. Anasi 	<ol style="list-style-type: none"> 1. Lost in the Toy Museum 2. Where's my Teddy? 3. All Aboard the Toy Train (poetry) 	<ol style="list-style-type: none"> 1. What the Ladybird Heard 2. Rosie's Walk 3. Little Red Hen 	<ol style="list-style-type: none"> 1. One World 2. Here We Are 3. The Water Princess 	<ol style="list-style-type: none"> 1. Whatever Next 2. Amelia Earhart Story 3. You Choose 
ADDITIONAL TEXTS. Enjoyment for reading - quality fiction and nonfiction. 3 Books Rhymes a	<ul style="list-style-type: none"> • Monkey and Me • Yoga for Kids • The Lion Inside • It's OK to be Different • Riley Can Be Anything 	<ul style="list-style-type: none"> • Leaf Man • Dear Zoo • Stick Man • Handa's Hen • Handa's Noisy Night 	<ul style="list-style-type: none"> • Toys Around the World • Toy's in the Past by Joanna Brundle • Toys and 	<ul style="list-style-type: none"> • What the Ladybird Heard Next? • A Squash and a Squeeze • Faremer 	<ul style="list-style-type: none"> • My Mum is a Superhero • Michael Recycle • Eliot Midnight Superhero 	<ul style="list-style-type: none"> • How to Catch a Star - Oliver Jeffers • Goodnight Spaceman - Michelle

day text.	<ul style="list-style-type: none"> • The Proudest Blue • Questions and Answers about my body • The colour monster goes to school • All About feelings • All About Families 	<ul style="list-style-type: none"> • Letters to Africa • First ANimal Picture Atlas • The Animal Book: A Visual Encyclopedi a of Life on Earth 	Games:Ways into history by Sally Hewit	(People who Help Us) <ul style="list-style-type: none"> • Farm Animals (Watch me Grow) • From Egg to Chicken 		<ul style="list-style-type: none"> • Robinson When We Walked On The Moon - David Long and Sam Kalda
Enrichment, trips and visitors. *Dependent on restrictions		Black History Month Exhibition	Grandparents to discuss and show toys.	Farm Visit	Visit from parent 'experts'	Pilot/RAF helicopter pilot
Role play indoors and outdoors.	<ul style="list-style-type: none"> • Healthy food shop/kitchen • 'EQ station based on zones of regulation 	<ul style="list-style-type: none"> • Animal hospital • Safari School 	<ul style="list-style-type: none"> • Toy shop • Time machine - go back to old fashioned toys • Victorian School 	<ul style="list-style-type: none"> • Farm • Allotment • Farm Shop 	<ul style="list-style-type: none"> • Environmental Station • Dark den • Recycling Hub 	<ul style="list-style-type: none"> • Space Station • Airport • Rocket
Prime Areas						
PSE	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Understands that their own actions affect other people, for</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Confident to speak to others about their own needs, wants, interests and opinions.</p>	<p>They take account of one another's ideas about how to organise their activity.</p> <p>They are confident to speak in a familiar group, and will talk about their idea.</p>	<p>Children play cooperatively, taking turns with others.</p> <p>Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Children talk about</p>	<p>Children play cooperatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p> <p>Can describe self in positive terms and</p>

	<p>example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities</p> <p>Initiates conversations, attends to and takes account of what others say.</p>			<p>how they and others show feelings, talk about their own and others' behaviour, and its consequences</p>	<p>talk about abilities</p>
C&L	<p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p> <p>Introduces a storyline or narrative into their play</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Children follow instructions involving several ideas or actions.</p>	<p>They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Children follow instructions involving several ideas or actions.</p> <p>Children listen attentively in a range of situations.</p>	<p>They develop their own narratives and explanations by connecting ideas or events.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>Children follow instructions involving several ideas or actions.</p>

						They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
PD	<p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows some understanding that good practices</p> <p>Uses simple tools to effect changes to materials.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>With regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p>	<p>Begins to form recognisable letters.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>Children show good control and coordination in large and small movements..</p>	<p>Children show good control and coordination in large and small movements.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Children show good control and coordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>
Specific Areas						

Literacy			Links sounds to	Children read and	They also read some	Children read and
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	<p>Knows that information can be retrieved from books and computers.</p> <p>Hears and says the initial sound in words.</p> <p>Writes own name and other things such as labels,captions.</p>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and know which letters represent some of them.</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>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>letters, naming and sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> • Enjoys an increasing range of books. <p>Begins to read words and simple sentences.</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They also write some irregular common words.</p>	<p>common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also write some irregular common words.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>understand simple sentences.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Maths	<p>Recognise some numerals of personal significance.</p> <p>Counts objects to 10, and begins to count beyond 10</p>	<p>Finds the total number of items in two groups by counting all of them.</p> <p>Selects the correct numeral to represent</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Selects the correct</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects.</p> <p>Children count</p>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p>

	<p>using skills of counting.</p> <p>Orders and sequences familiar events.</p> <p>Consolidate and confidence in principles and steps within counting.</p>	<p>1 to 5, then 1 to 10 objects.</p> <p>Counts out up to six objects from a larger group.</p> <p>Beginning to use everyday language related to money.</p>	<p>numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Begins to identify own mathematical problems based on own interests and fascinations.</p> <p>Orders two or three items by length or height.</p> <p>Orders two items by weight or capacity.</p>	<p>reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p>	<p>given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<p>They solve problems, including doubling, halving and sharing.</p> <p>They recognise, create and describe patterns.</p> <p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
UW	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>They talk about the features of their own immediate environment and 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>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>
EAD	<p>Uses simple tools and techniques competently and appropriately</p>	<p>Manipulates materials to achieve a planned effect.</p>	<p>Selects appropriate resources and adapts work where necessary.</p>	<p>They safely use and explore a variety of materials, tools and techniques,</p>	<p>Introduces a storyline or narrative into their play.</p>	<p>Children sing songs, make music and dance, and experiment with</p>

	<p>Create simple representations of events, people and objects.</p> <p>Plays alongside other children who are engaged in the same theme.</p>	<p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>experimenting with colour, design, texture, form and function.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>D+T - reuse junk modelling to make something</p>	<p>ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes</p>
PHONICS	See Phonics Vision					