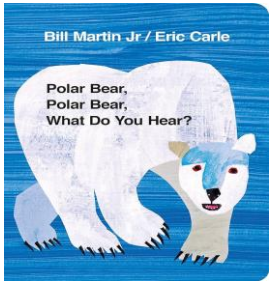
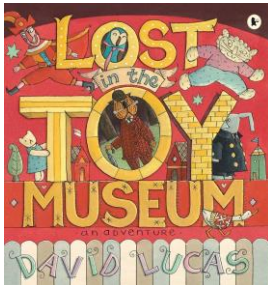
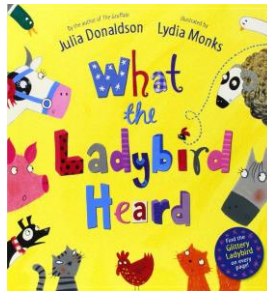
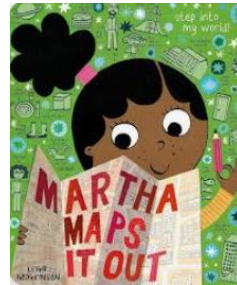
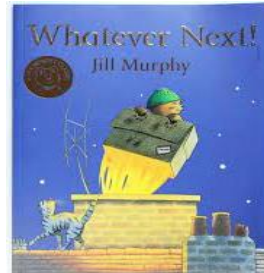


# Reception Long Term Overview 2024 / 25

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"> <li>1. These Feelings (Think Equal)</li> <li>2. The Weather Inside Me (Think Equal)</li> <li>3. The Rainbow Fish</li> <li>4. Coming to England</li> </ol> 	<ol style="list-style-type: none"> <li>1. Polar Bear, Polar Bear.</li> <li>2. The Moose is Mine</li> <li>3. Anansi</li> </ol> 	<ol style="list-style-type: none"> <li>1. Lost in the Toy Museum</li> <li>2. Where's my Teddy?</li> <li>3. All Aboard the Toy Train (poetry)</li> </ol> 	<ol style="list-style-type: none"> <li>1. What the Ladybird Heard</li> <li>2. Farmer Duck</li> <li>3. Squash and a Squeeze</li> </ol> 	<ol style="list-style-type: none"> <li>1. Martha Maps it Out</li> <li>2. Here We Are</li> <li>3. Our Home (Think Equal)</li> </ol> 	<ol style="list-style-type: none"> <li>1. Whatever Next</li> <li>2. Amelia Earhart Story</li> <li>3. Poetry whole school focus.</li> </ol> 
ADDITIONAL TEXTS. Enjoyment for reading - quality fiction and non-fiction.	<ul style="list-style-type: none"> <li>• Yoga for Kids</li> <li>• The Lion Inside</li> <li>• It's OK to be Different</li> <li>• Riley Can Be Anything</li> </ul>	<ul style="list-style-type: none"> <li>• Leaf Man</li> <li>• Dear Zoo</li> <li>• Stick Man</li> <li>• Handa's Hen</li> <li>• Handa's Noisy Night</li> </ul>	<ul style="list-style-type: none"> <li>• Toys Around the World</li> <li>• Toy's in the Past by Joanna Brundle</li> </ul>	<ul style="list-style-type: none"> <li>• What the Ladybird Heard Next?</li> <li>• A Squash and a Squeeze</li> </ul>	<ul style="list-style-type: none"> <li>• My Mum is a Superhero</li> <li>• Michael Recycle</li> <li>• Eliot Midnight Superhero</li> </ul>	<ul style="list-style-type: none"> <li>• How to Catch a Star - Oliver Jeffers</li> <li>• Goodnight Spaceman -</li> </ul>

	<ul style="list-style-type: none"> <li>• The Proudest Blue</li> <li>• Questions and Answers about my body</li> <li>• The colour monster goes to school</li> <li>• All About feelings</li> <li>• All About Families</li> <li>• Think Equal books</li> </ul>	<ul style="list-style-type: none"> <li>• Letters to Africa</li> <li>• First Animal Picture Atlas</li> <li>• The Animal Book: A Visual Encyclopedi a of Life on Earth</li> <li>• Think Equal books</li> </ul>	<ul style="list-style-type: none"> <li>• Toys and Games:Ways into history by Sally Hewit</li> <li>• Think Equal books</li> </ul>	<ul style="list-style-type: none"> <li>• Farmer (People who Help Us)</li> <li>• Farm Animals (Watch me Grow)</li> <li>• From Egg to Chicken</li> <li>• Think Equal books</li> </ul>	<ul style="list-style-type: none"> <li>• Think Equal books</li> </ul>	<p>Michelle Robinson</p> <ul style="list-style-type: none"> <li>• When We Walked On The Moon - David Long and Sam Kalda</li> <li>• Think Equal books</li> </ul>
Enrichment, trips and visitors.		Z Arts	Didsbury Library	Farm Visit		
Role play indoors and outdoors.	<ul style="list-style-type: none"> <li>• Home corner with familiar objects.</li> <li>• Healthy food shop/kitchen</li> </ul>	<ul style="list-style-type: none"> <li>• Animal hospital</li> <li>• Safari School</li> </ul>	<ul style="list-style-type: none"> <li>• Toy shop</li> <li>• Time machine - go back to old fashioned toys</li> <li>• Victorian School</li> </ul>	<ul style="list-style-type: none"> <li>• Farm</li> <li>• Allotment</li> <li>• Farm Shop</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental Station</li> <li>• Recycling Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Space Station</li> <li>• Airport</li> <li>• Rocket</li> </ul>
<b>Prime Areas</b>						
<b>PSED</b>	<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</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</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</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 play cooperatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p>

	<p>own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p>	<p>opinions.</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>others.</p>	<p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences</p>	<p>Can describe self in positive terms and talk about abilities</p>
<p><b>C&amp;L</b></p>	<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</p>

						<p>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>
<b>PD</b>	<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**

<p><b>Literacy</b></p>	<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 and 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>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <ul style="list-style-type: none"> <li>• Enjoys an increasing range of books.</li> </ul> <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>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>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>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 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>Children read and 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>
<p><b>Maths</b></p>	<p>Recognise some numerals of personal significance.</p>	<p>Finds the total number of items in two groups by counting all of them.</p>	<p>Finds one more or one less from a group of up to five objects, then ten</p>	<p>Finds one more or one less from a group of up to five objects, then ten</p>	<p>Children count reliably with numbers from one to 20, place them in order</p>	<p>Using quantities and objects, they add and subtract two single-digit numbers</p>

	<p>Counts objects to 10, and begins to count beyond 10 using skills of counting.</p> <p>Orders and sequences familiar events.</p> <p>Consolidate and confidence in principles and steps within counting.</p> <p>Continue a pattern.</p>	<p>Selects the correct numeral to represent 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>objects.</p> <p>Selects the correct 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>objects.</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 given number.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Recognise and describe some 3D shapes.</p>	<p>and say which number is one more or one less than a 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>and count on or back to find the answer.</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>
<b>UW</b>	<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>

<p><b>EAD</b></p>	<p>Uses simple tools and techniques competently and appropriately</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>Manipulates materials to achieve a planned effect.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>Selects appropriate resources and adapts work where necessary.</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>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Introduces a storyline or narrative into their play.</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>Children sing songs, make music and dance, and experiment with 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>
<p><b>PHONICS</b></p>	<p>See Phonics Vision</p>					