
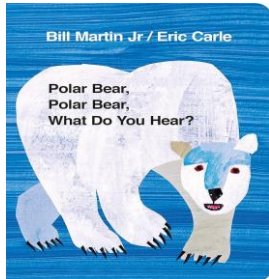
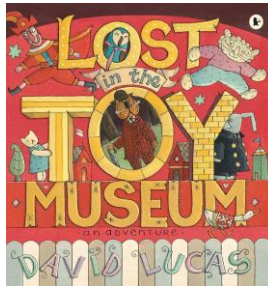
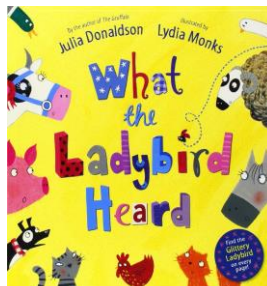
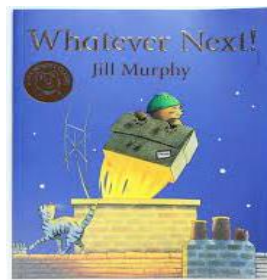


## Reception Long Term Overview 2025/ 26

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.

|  | <b>Autumn 1</b><br><b>What makes me happy and healthy?</b><br><br><b>Global Goal Link - Good Health and Well-Being</b>   | <b>Autumn 2</b><br><b>Where in the world do animals live?</b><br><br><b>Global Goal Link - Life on Land</b><br><br><b>Life Below Water</b>   | <b>Spring 1</b><br><b>What makes a good toy?</b><br><br><b>Global Goal Link - Industry, Innovation and Infrastructure</b><br><b>Responsible Consumption and Production.</b>   | <b>Spring 2</b><br><b>What happens on the farm?</b><br><br><b>Global Goal Link - Life on Land and Responsible Consumption and Production</b>   | <b>Summer 1</b><br><b>How can I be a change-maker?</b><br><br><b>Global Goal Link - Gender Equality and Peace Justice and Strong Institutions</b>   | <b>Summer 2</b><br><b>What goes up, up and away?</b><br><br><b>Global Goal Link - Sustainable Cities and Communities</b>   |
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| 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. What Did the Tree See?</li> </ol>  | <ol style="list-style-type: none"> <li>1. Whatever Next</li> <li>2. Amelia Earhart Story</li> <li>3. Stanley's Stick</li> </ol>  |
| <b>ADDITIONAL TEXTS.</b><br>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>   |

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|                                 | <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 Encyclopedia 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. |  |   | Didsbury Library  | Farm Visit  | Didsbury Park  |   |
| 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>  |
| Prime Areas                     |  |   |   |   |  |   |
| <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>             |

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



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| <b>Literacy</b> | <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> |
| <b>Maths</b>    | <p>Classifying objects.</p> <p>Ordering objects and sets.</p>   | <p>Order numbers 1 – 6</p> <p>Conservation of numbers within six</p>  | <p>Count up to ten objects</p> <p>Represent, order</p>  | <p>Count up to 15 objects and recognise different representations</p>  | <p>Commutativity</p> <p>Explore addition and subtraction</p>  | <p>Coin recognition and values</p> <p>Combinations to</p>  |

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|           | <p>Recognise, describe copy and repeat.</p> <p>Count and represent the numbers 1 to 3.</p> <p>Estimate and check by counting.</p> <p>Count up to six objects.</p> <p>One more or one fewer.</p> | <p>Explore zero</p> <p>Explore addition and subtraction</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Describe, and sort 3-D shapes</p> <p>Describe position accurately</p>                              | <p>and explore numbers to ten</p> <p>One more or fewer, one greater or less</p> <p>Days of the week, seasons</p> <p>Sequence daily events</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Counting and sharing in equal groups</p> <p>Grouping into fives and tens</p> <p>Relationship between grouping and sharing</p> | <p>Order and explore number patterns to 15</p> <p>One more or fewer</p> <p>Doubling and halving</p> <p>Relationship between doubling and halving</p> <p>Describe and sort 2-D and 3-D shapes</p> <p>Recognise, complete and create patterns</p> | <p>Compare two amounts</p> <p>Count up to 10 and beyond with objects</p> <p>Represent, compare and explore numbers to 20</p> <p>One more or fewer</p> <p>One more one less</p> <p>Estimate and count and count</p> <p>Grouping and sharing</p> | <p>total 20p</p> <p>Change from 10p</p> <p>Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p> <p>Estimate, compare and order lengths</p> <p>Explore numbers and strategies</p> <p>Recognise and extend patterns</p> <p>Apply number, shape and measures knowledge</p> <p>Count forwards and backwards</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</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>They know that other children don't always enjoy the same things, and are sensitive to this.</p>         | <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p>   |

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|                |  | another.  |  |   |   |   |
| <b>EAD</b>     | <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> |
| <b>PHONICS</b> | See Phonics Vision   |   |  |   |   |   |