**Reception Long term Overview**

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|  | **Strands** | **Links to:** | **Aspects** | **Autumn Term Direct Teaching** | **Spring Term Direct Teaching** | **Summer Term Direct Teaching** |
| **Prime areas** | **Personal and Social Development** | **PSHE** | **Self-Regulation** | Me, my family, my friends  Adapt behaviour to match environment | Control their own impulses, being able to wait | Understanding of own feelings and how others might feel in a given situation |
| **Managing Self** | Understand cause/effect consequences for actions.  See themselves as a valuable individual  Create and model activities designed to allow independence, resilience and perseverance in the face of challenge. | Healthy Eating  Celebrate others achievements  Explain reasons for rules | Being healthy: exercise  Ownership of own learning. Mistakes are a part of learning |
| **Building Relationships** | Me, my family, my friends  (positive attachments, showing sensitivity)  Make/develop new friendships  Talk about own family and friends | Chinese New Year cultural similarities and differences. Why are we all different/same?  (Show sensitivity to their own and others’ needs)  Understand other people’s needs and feelings  Discuss conflicts in play and negotiate solutions | Following instructions to build constructive and respectful relationships |
| **Physical** | **NC: PE** | **Gross motor** | Move in a range of ways, speed and directions to avoid obstacles slithering, shuffling, rolling, crawling, jumping, skipping, sliding and hopping  Move around, over , under and through balancing and climbing equipment  Jump off objects and land appropriately | Ball skills including throwing, catching, kicking, batting and aiming using a variety of equipment and with increasing accuracy and precision  Movement including spatial awareness negotiating space successfully, adjusting speed and direction to avoid obstacles | Combine different movements with ease and fluency.  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| **NC: English** | **Fine motor** | Refine pencil grip  Writing letters/numbers using correct formation  Use cutlery with increasing control | Adding smaller details to drawing and paintings using a range of media  Writing letters/numbers using correct formation | Increase accuracy, size and orientation of letters and numbers |
| **Communication and Language** | **NC: English** | **Listening, attention and understanding** | Take turns in a group and class situation  Listen with intent to other people when they speak  Identify main characters in a story | Ask own relevant questions to find out more (who, where, why)  Use story language and subject specific language in context to answer questions  Give reasons for their answers | Use talk to help work out problems and organise thinking.  Explain how things work and why they might happen.  Answer how do you know questions  Sequencing events and words in sentences to describe detail |
| **Speaking** | One to one and small group discussions around direct teaching areas. Focus on speaking in sentences.  Develop social phrases | Sharing own ideas and opinions.  Articulate their ideas and thoughts in well-formed sentences | Connect ideas using a range of connectives.  Opportunities to offer own ideas and explanations  Speaking in more complex sentences. |
| **Specific areas** | **Literacy** | **NC: English** | **Word Reading & Comprehension** | Begin 1:1 reading  Read individual letters by saying the sound  (SET 1)  Blend sounds into words  (SET 1 and begin blending) | Read some letter groups that represent one sound  ( SET 1 Photocopy ditty)  Read simple phrases and sentences  ( SET 1 Red) | Read simple phrases and sentences with some CEW  ( SET 1 Red ditty/ SET 2 Green)  Read simple phrases and sentences with some CEW  ( SET 2 Green/purple) |
| **Writing** | Form lower case letters correctly  Write cvc words  Write lists using known sound-letter correspondence | Write cvcc words and some red words  Write captions using known sound-letter correspondence  Write phrases/ short sentences | Write short sentences using a capital letter and full stop  Reread what they have written to check it makes sense |
| **Maths** | **NC: Maths** | **Number**  **Number Patterns** | Recite numbers to 10  Subitise to 6  Representing, comparing, composition of 1-3  Matching and sorting  Introduce zero  Representing, comparing, composition of 4-6  1 more and 1 less  Copy a repeating pattern | Recite numbers past 10  Cardinal and ordinal to 10  Representing, comparing, composition of 7-10  Combining 2 groups  Consolidation 1-10  Bonds to 10  Adding more  Taking away  Continue a repeating pattern | Recite numbers beyond 20  Building numbers beyond 10- comparing and ordering  Counting patterns beyond 10- adding to full sets of 10  Instant recall of bonds to 10  Recognise doubles facts  Odd and even  Sharing and grouping  Create repeating patterns |
| **Shape and Measures** | **Measure**  Compare size, capacity and mass  **Shape**  Recognise circles and triangles  Recognise shapes with 4 sides and know simple properties | **Measure**  Compare size-(length, height) mass and capacity  Length and height  **Shape**  Find 2d shapes within 3d shape and patterns  Simple properties of 3d shapes | **Shape**  Spatial reasoning - visualise and build  Comparing simple properties of 2d and 3d shapes |
| **Understanding the World** | **NC: History** | **Past and present** | Remembrance day- look at pictures and stories | Past V Present -homes or toys  Discuss images of a familiar past  What happened before they were born? | Compare and contrast characters from stories including figures from the past |
| **NC:RE and Geography** | **People, culture and communities** | Children in Need  Diwali: Cultural similarities and differences  Christmas: How is it celebrated around the world  People who help us (people’s lives and their roles in society) | Chinese New Year : Cultural similarities and differences  The Easter Story  Comic Relief | Reading simple maps  Talk about important figures in the community  Know that some places are special to members of their community |
| **NC: Science** | **The Natural World** | Seasons: Changes in the natural world  (autumn / winter)  Recognise some environments are different to the ones they live in | Seasons: changes in the natural world  (winter / spring)  Complete an investigation linked to British Science week  Understand change of state- melting, freezing | Seasons: Changes in the natural world (summer)  Seaside Environment including comparison to local and woodland area  Investigate forces- push, pull |
| **Expressive art and design** | **NC: Art and DT** | **Creating with materials** | Explore colour mixing  Join different materials and explore different textures | Develop own ideas and decide which materials to use for a purpose  Artist study- Seurat- pointillism | Artist study-Mondrian- abstract art  Show and explain how they made their creations to others |
| **NC:**  **Music, PE, Art, English** | **Being imaginative and expressive** | Begin to develop / make complex ‘small worlds’  Listen attentively, move to and talk about music, expressing their feelings and responses  Performance for others: Nursery Rhyme Week  Christmas | Developing story lines in their pretend play  Sing the melodic shape of familiar songs  Watch and talk about dance and performance art, expressing their feelings and responses  Performance for others- invent own performance for peers | Create their own songs or improvise a song around one they know  Play instruments with increasing control to express their feelings and ideas  Sing in a group or on their own increasingly matching the pitch and following the melody  Performance for others- rhythm and rhyme |