**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 friendsAdapt 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 individualCreate and model activities designed to allow independence, resilience and perseverance in the face of challenge. | Healthy EatingCelebrate others achievementsExplain reasons for rules | Being healthy: exerciseOwnership of own learning. Mistakes are a part of learning |
| **Building Relationships** | Me, my family, my friends(positive attachments, showing sensitivity)Make/develop new friendshipsTalk 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 feelingsDiscuss 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 hoppingMove around, over , under and through balancing and climbing equipmentJump off objects and land appropriately | Ball skills including throwing, catching, kicking, batting and aiming using a variety of equipment and with increasing accuracy and precisionMovement 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 gripWriting letters/numbers using correct formationUse cutlery with increasing control | Adding smaller details to drawing and paintings using a range of mediaWriting 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 situationListen with intent to other people when they speakIdentify 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 questionsGive 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 questionsSequencing 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 explanationsSpeaking in more complex sentences. |
| **Specific areas** | **Literacy** | **NC: English** | **Word Reading & Comprehension** | Begin 1:1 readingRead 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 correctlyWrite cvc wordsWrite lists using known sound-letter correspondence | Write cvcc words and some red wordsWrite captions using known sound-letter correspondenceWrite phrases/ short sentences | Write short sentences using a capital letter and full stopReread what they have written to check it makes sense |
| **Maths** | **NC: Maths** | **Number** **Number Patterns** | Recite numbers to 10Subitise to 6Representing, comparing, composition of 1-3Matching and sortingIntroduce zeroRepresenting, comparing, composition of 4-61 more and 1 lessCopy a repeating pattern | Recite numbers past 10Cardinal and ordinal to 10Representing, comparing, composition of 7-10Combining 2 groupsConsolidation 1-10Bonds to 10Adding moreTaking awayContinue a repeating pattern | Recite numbers beyond 20Building numbers beyond 10- comparing and orderingCounting patterns beyond 10- adding to full sets of 10Instant recall of bonds to 10Recognise doubles factsOdd and evenSharing and groupingCreate repeating patterns |
| **Shape and Measures** | **Measure**Compare size, capacity and mass**Shape**Recognise circles and trianglesRecognise shapes with 4 sides and know simple properties | **Measure**Compare size-(length, height) mass and capacityLength and height**Shape**Find 2d shapes within 3d shape and patternsSimple properties of 3d shapes | **Shape**Spatial reasoning - visualise and buildComparing 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 toysDiscuss images of a familiar pastWhat 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 NeedDiwali: Cultural similarities and differencesChristmas: 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 differencesThe Easter Story Comic Relief | Reading simple mapsTalk about important figures in the communityKnow 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 areaInvestigate 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 purposeArtist study- Seurat- pointillism  | Artist study-Mondrian- abstract artShow 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 responsesPerformance for others- invent own performance for peers | Create their own songs or improvise a song around one they knowPlay instruments with increasing control to express their feelings and ideasSing in a group or on their own increasingly matching the pitch and following the melody Performance for others- rhythm and rhyme |