



## Reception - Long Term Overview Planning

Reception	Literacy	Communication and Language	Physical DT PE <i>links</i>	Personal and Social PSHE/ RE <i>links</i>	Maths	Understanding of the World <i>Science, Geography History &amp; Technology links</i>	Expressive Art and Design Art DT Music links
<b>Autumn 1</b>	<b>Mr Wiggle and Mr Waggle Phonics s a t p</b> Read and Write own name Joining actions and repeated phrases & character names in stories and songs. Hearing initial sounds in words.  Recognising environmental print.	Names of staff, friends & family.  Begin to listen & hold simple “to and fro” conversations in play.  Talk about own needs & wants & ask for help.	Tripod grip. Copy some letters. One handed use of pencil & scissors.  Thread medium 3D objects Balance tower of objects  Independent toileting, washing hands & dressing for outdoors.  <b>PE Bean Bag Skills</b> body parts.  Autumn walks. Steps & climbing using alternate feet.  <b>Gym Balance Move</b> in a range of ways, travel with confidence and skill	Gain confidence in new social situations and with unfamiliar people.  Talk about families & own routines.  Offer cues and play with others on a shared theme  Home role play theme.  Meet a special friend.  Sharing & taking turns.	<b>Numbers 1-5</b> -recognise numbers of personal significance -recognise numbers 1-5 -counting up to 3/4 objects -counts actions or objects that cannot be moved -selects the correct numeral to represent 1 to 5 -counts out 6 objects from a larger group  <b>Shape</b> - beginning to use the mathematical names for 2D shapes -use mathematical terms to describe shapes-recognises and selects particular named 2D shapes  - describe their relative position e.g. behind or next to	<b>S /G</b> Name parts of a tree and name some seeds( conker, acorn) Name signs of Autumn.  <b>H</b> Transition. Safe people  <b>T</b> Kids Doodle programme	<b>A</b> Paint a colour accurate self - portrait. Collage faces loose parts <b>Picasso</b> style.  <b>DT</b> Roll a dough ball & sausage. Draw & scissor cut a line & curve.  <b>M</b> Join in words and actions to action songs.



			around, under, over and through.	Diviali patterns	Positional language use positional language in the story 'Mr Wiggle and Mr Waggle'.		
	<b>Rosie's Walk</b> Phonics; <b>s a t p i n</b> Read and Write own name. and labels Name characters. Listen & recall a sequence/ story with pictures.. Use Prepositions to answer; Where?	Listens and responds to others ideas in conversation.  Use and group vocabulary for farms; mill, yard, haystack, field, hen coop, farmhouse, tractor.				<b>Time</b> - everyday language related to time  <b>Positional Language</b> describe their relative position e.g. behind or next to	<b>S</b> Make spider web patterns.  <b>H</b> Order and sequence familiar events.  G  <b>T</b> Tracing and tapping number formations to 5
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Autumn 2	<b>The Little Red Hen</b> Phonics; <b>m d g o c k ck</b> Start to blend cvc's. Segment and blend simple words. Write some clearly identifiable letters and sounds correctly & in sequence for words. Sequence and retell stories.	Connect ideas using and/ because.  Use and answer <b>Who ? What?</b>  Group vocabulary to talk about traditional ideas.	<b>DT</b> Draw lines & anti-clockwise circles Cut/ fold circles. Threading, winding, elastic bands, wool. Balance/ roll marbles & balls Catch a large ball.  <b>PE Space</b> ; Negotiate space, adjusting speed or changing direction to avoid others. <b>Balls</b> ; Throw and roll a ball to a target.	Initiate conversations and form good relationships with peers and familiar adults.  Join in groups and welcome others in play.	<b>Numbers 1-5 (and up to 10)</b> - begins to select the correct numeral to represent 1 to 10 - count objects to 10  <b>Time</b> -measure short periods of time in simple ways -everyday language related to time	<b>S</b> Grind, mix, stir, knead &bake bread and know what is dough?  <b>S/H</b> Talk about the seed to bread sequence.  <b>H</b> Experience Halloween, Bonfire & Remembrance traditions.  <b>G</b> Forest School – dress for Outdoors	<b>A</b> Draw & collage to represent objects. <b>Picasso</b> cubism still life. <b>DT</b> Fill/ Fold / cut - half  <b>M</b> Make firework sounds with percussion – change volume and speed.  Sing fam themed songs.
	<b>We're Going on a Bear Hunt</b> Phonics; <b>e u r h b f ff l l s ss</b> Blend and start to segment cvc's. Segment and blend as above to read & write words & phrases. Sequence and retell stories. <b>Christmas</b>	Ask and answer <b>Who, What, How?</b> Link two adjectives & link statements.  Recreate learnt narrative from stories.  Use past, present & future tenses.  Cracker jokes	<b>DT</b> Thread, link & bend medium objects  Control of malleable materials.  Slide on and link small paper clips.  Link join – paper chains.  <b>Stretching Shapes</b> ; Making a combination of movements.	Vocabulary to describe feelings.  Talk about own needs, wants at Christmas.  Talk about how they show feelings	<b>More/less</b> -uses the language of 'more' and 'fewer' to compare 2 sets of objects -one more -one less  <b>Sequencing</b> -order and sequence familiar events  <b>Shapes</b> - beginning to use the mathematical names for 3D shapes -use mathematical terms to describe 3D shapes -recognises and selects particular named 3D shapes	<b>S</b> Name types of Winter weather. Snow and ice  <b>G</b> Animal footprints Name basic natural animal habitats.  <b>S</b> Explore light & dark. Name sources of Light.  <b>H</b> Christmas traditions. <b>T</b> Christmas cbeebies games	<b>A</b> Printing using footprints/ toys  <b>DT</b> Malleable materials; Mould pinch, dig, pile up,  <b>M</b> Big Bear Funk Charranga – riffs  <b>M</b> Act out Christmas narratives. Song repertoire; create class disco playlists.
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				PSHE/ RE links		Science, Geography History & technology links	Art DT Music links
Spring 1	<b>Three Billy Goats Gruff</b> Phonics; <b>f ff l ll s ss j v w x y z</b> Blend and segment cvc's and start to blend and segment ccvc's. Read some Phase 3 tricky words Write labels, & captions. Sequence and retell stories.	Use language to imagine and recreate roles and experiences of stories.  Follow instructions/ ideas in two or three steps. First, next, finally  Troll character description  Use alliteration	Brush control.  <b>DT</b> Simple sequenced folding; bends.  <b>PE Jump &amp; Balance;</b> Roll, move & transport equipment/ objects safely.	Steps to resolve conflicts e.g. finding a compromise.  Chinese New Year	<b>Numbers 1-10/15</b> (consolidate numbers to 10 and then numbers to up to 15) -counts objects to 10 and beginning to count beyond 10 - selects the correct numeral to represent 1 to 10 and if appropriate up to 15  <b>Addition</b> -finds the total number of items in 2 groups by counting all of them -beginning to create their own mathematical problems  <b>Number bonds to 5</b>	<b>S</b> Similarities and differences of solid/ bendable materials.  Explore magnets.  Goats have, do, are.  <b>G</b> Similarities and differences of famous bridges.  What is a river?  Calendars; Talk about special events in months.	<b>A</b> Paint water patterns. <b>Monet's Bridge over a Pond of Water Lilies &amp; Water Lilies Series</b>  Create imaginary characters (troll)  <b>DT</b> Bend materials to build bridges.  Build walls in different patterns
	Information books Phonics; <b>qu ch sh th ng</b> Blend and segment cvc's and start to blend and segment ccvc's Read Phase 3 tricky words Attempt to write short sentences.	Talk about own needs, wants & opinions and ask for help.  Talk to clarify ideas & feelings about jobs; <b>Why</b> we would/ not like to do them?	Understand exercise, eating, sleeping & hygiene can contribute to good health.  <b>DT</b> Construct using kits/ collage with increasing control & repeating patterns.	Care for living things.  Special People to us.  Name & talk about Emergency Services & transport	<b>Counting irregular arrangements</b> -counts an irregular arrangement of up to 10 objects  <b>Estimating</b> - estimates how many objects they can see and checks by counting them	<b>S</b> Tooth health and brushing.  <b>H</b> Valentine's Day Mother's Day Weddings  <b>H</b> Talk and ask questions about other roles in different jobs.	<b>A</b> Printing using fingerprints & other small scale mark making.  Printing repeating patterns.  Bend and curves paper. Bridges and hearts.



		Use language modelling a job role.	<b>PE Sequence Bat &amp; Ball Skills</b> - Throwing, catching, hitting & kicking.	NSPCC Pants Rule	<b>Mark making</b> -record, using marks that can be interpreted and explained  <b>Subtraction</b> –to take objects/numbers away from one another		
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Spring 2	The Enormous Turnip Phonics; <b>ai ee</b> Blend and segment cvc's and ccvc's  Read and write some Phase 3 tricky words. Start to write short sentences.  Sequence and retell stories.	Vocabulary; group & name fruit, vegetable, meat, pasta/ rice, sugar.  Pirate character descriptions and nonsense phrases.  Use alliteration.  Introduce own storyline or narrative into play.	Thread, link & bend small objects. Cut up foods. Use knife and fork.  Pencil control/detail.  Eat a healthy range of foodstuffs and understand need for variety in food.  <b>PE Quoits &amp; Cones:</b> Running, jumping, throwing & catching.	Helping each other.  Team work.  Describe self in positive terms and talk about new personal skill as grow up.	<b>Shapes &amp; Pattern</b> 2D and 3D shapes -uses familiar objects and common shapes to create and recreate patterns and build models  <b>Measure</b> Ordering items by: -length -height -weight -capacity	<b>S</b> Growth of ourselves. Height, foot size  <b>G/S</b> Growth of food. Similarities, differences of foods.  <b>H</b> Sequence of generations  <b>T</b> Count fun to 20 – tap on screen	<b>A</b> Observational draw of fruits and vegetables, including insides.  <b>The dot.</b>  Use different drawing tools.  Printing with vegetables  <b>DT</b> 3D flowers
	<b>Pirates Love Underpants</b> Phonics; <b>igh oa oo</b> Read and write	Answer <b>How? &amp; Why?</b> about characters, objects experiences,	<b>DT</b> Balancing & floating. Make movement by blowing. Draw link patterns. Figure of 8	Taking account of one another's ideas to organise an activity.	<b>Number bonds to 10 More/less</b> –knows the number that is one more than a given number -one more/ one less than a group of objects up to 5	<b>S/ DT Parts of boats;</b> Floating materials & moving sails. Explore wind direction & speed.  Eggs in vinegar.	<b>A Monet boat paintings.</b>  <b>DT</b> Make boats using containers & solid objects.



	Phase 3 tricky words within short sentences.  Sequence and retell stories & respond with relevant comments, questions & actions.	stories or events.	<b>PE Combine Moves</b> to travel confidently, with skill on equipment.  <b>Dance</b> – weather. Demonstrate contrasting dynamics.	NSPCC Pants rules  Identifying forms of new life.  Care for new life.	-one more/ one less than a group of objects up to 10  <b>Money</b> -begin to use everyday language related to money	<b>Spring H</b> Easter traditions <b>S</b> Name baby animals. <b>G</b> name signs of Spring ; parts of flowers snowdrop, daffodil.	Moving objects by blowing.
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<b>Summer 1</b>	<b>Yucky Worms</b> Phonics; qu ch sh th ng ai ee igh oa oo <b>ar or ur</b> Read and write Phase 3 tricky words.  Write simple fact files; heading, picture, label ( <i>all Summer 1</i> )	Follow instructions involving several actions or ideas.  First, next, then finally	<b>DT</b> Zig zag folding  Tearing paper shapes  Make changes to material's forms by blowing, mixing.  <b>PE Dance</b> – mini-beasts. Demonstrate scuttle & float dynamics.	Living things; basic needs of animals  Care and Concern for animals.	<b>Addition &amp; Subtraction</b> Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer  <b>Number 1-20</b> -counting to 20 -order numbers to 20 -able to say numbers one more/less than a given number  <b>Doubling, sharing &amp; halving</b> Solve problems including: -doubling -halving -sharing	<b>S</b> Parts of a worm  <b>S</b> Jelly worm in vinegar & baking soda.  Bubble worms/snakes  <b>G</b> Building wormeries; naming ground materials Soil gravel sand.  Explore rocks; colour, texture.	<b>A</b> Paper tearing art <b>Matisse</b> .  <b>DT</b> Paper and materials; textures and collage.  Mud painting  <b>M</b> Charanga Our World Nursery rhymes with instruments.



	Billy's Beetle Phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur <b>ow oi</b> <b>Consolidate</b> Read some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions	Group and name mini- beasts  Answer What minibeast? by asking and answering questions.  Give explanations by connecting ideas.	<b>DT</b> Cutting out range of patterns with a continuous cut  Large-scale cutting.  <b>PE Ball Skills;</b> Games and Turn taking		<b>Pattern</b> - recognise, create and describe patterns  <b>Shapes</b> - - explore characteristics of everyday objects and shapes - use mathematical language to describe them  <b>Doubling, halving &amp; sharing</b> Solve problems including: -doubling -halving -sharing	<b>G</b> Minibeast hunt Naming minibeast habitats.  <b>S</b> Minibeasts body parts. Minibeast factfiles  Order the life cycle of a butterfly & a frog.	<b>Matisse' Cut out</b> <b>Art.</b> The Snail <b>Matisse'</b> Large- scale cut-outs.  <b>A</b> Butterfly simple symmetry.  <b>M</b> Dance to The Ugly Bug Ball song. Move like an insect.
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Summer 2	Jack and the Beanstalk Phonics; qu ch sh th ng ai ee igh oa oo ar or ur <b>ow oi</b> <b>ear air ure</b>  Blend and segment cvc's and some ccvc's and cvcc's	Castles; drawbridge, tower, turret,  Develop their own narratives and explanations by connecting ideas or events.	Small, Treasury tags & Split pins.  Linking natural materials.  <b>DT</b> Exploring & recreating the structures of castles; small and large.	Living thing; basic needs of plants  Care and Concern for plants.	<b>Measures &amp; problem solving</b> use everyday language to talk about: -size -weight -capacity -position -distance -time -money -using the above knowledge to compare	<b>S</b> Plant needs for growth. Explore plants drinking water (dye).  <b>H</b> Castle features. Life in the castle.  <b>T</b>	<b>A</b> Coin rubbings  <b>DT</b> Daisy chains & leaf chains.  Sensory bottles hiding paper characters  <b>M</b>



	Read and write some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions		<b>PE Team Games;</b> movement balance and ball.		quantities and objects and to solve problems		
	Sharing a shell  Consolidate as above Phase 4 consonant blends cr br etc  Write a postcard  Start to write stories using narrative features.	Describe beach scenes.  Group and name sea creatures.	Paper cones  Sequenced folds – aeroplanes  Sun safety  <b>PE Team games;</b> Sports Day	Transition visits to Year 1; adjust their behaviour to different situations & routine.	<b>Addition &amp; Subtraction</b> Using quantities and objects, they add and subtract 2 single-digit numbers and count on or back to find the answer  <b>Doubling, sharing &amp; halving</b> Solve problems including: -doubling -halving -sharing	<b>S</b> Sun safety <b>G</b> Forms of water. Beach visit and natural materials <b>S</b> Name sea creatures. <b>H</b> Talking about holiday activities – past and future	<b>A</b> Paper limpets with patterns. Mini zen sand garden- patterns.  <b>M</b> Learn Seaside songs Sounds of the sea music and relaxation.

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the year additional adult initiated challenges will run in line with the Overview. PSHE RE Music art DT and PE are taught through links to the Early Years foundation Areas of Development.

#### **ed activities.**

Settling in meeting with the parent/carer, every child will also have the opportunity to be a **Focus Child** on a cycle. In this time, the child's interests and progress will be reviewed. This is also supported using observations of the child at play. This allows specific learning opportunities to be planned for the child to work towards a greater breadth and depth of learning. Parental view is also gathered during this time. through a review sheet.





The children are included in planning within each focus. The Reception children will work in a small group with a member of staff to plan for their ideas based on the Focus Book, encouraging children to influence the range of adult led challenges. Children are supported in identifying how they would like to develop their personal learning, based on their interests and questions they ask. This may include trips out of school into the local community.

**Children's Voice** Reception children are encouraged to reflect on their learning through a whole class session at the end of the week, reviewing the challenges they have enjoyed successes in.

**Direct experience of additional faiths** will also be planned into the curriculum, encouraging families to help share their cultures.