



Reception - Long Term Overview Planning - September 2019

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 & Technology links</i>	Expressive Art and Design Art DT Music links
Autumn 1	Mr Wiggle and Mr Waggle Phonics s a t p 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.	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	Time Vocabulary -The next day, yesterday today tomorrow. Recognition of numbers 1 – 5. More & less/fewer to compare quantities. Total of two groups by counting altogether. 2D Shape names.	S /G Name parts of a tree and name some seeds(conker, acorn) Name signs of Autumn. H Transition. Safe people T Kids Doodle programme	A Paint a colour accurate self - portrait. Collage faces loose parts Picasso style. DT Roll a dough ball & sausage. Draw & scissor cut a line & curve. M Join in words and actions to action songs.
	Rosie’s Walk Phonics; s a t p i n 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.	PE Bean Bag Skills body parts. Autumn walks. Steps & climbing using alternate feet. Gym Balance Move in a range of ways, travel with confidence and skill around, under, over and through.	Home role play theme. Meet a special friend. Sharing & taking turns. Diviali patterns	Count an irregular arrangement of up to 5. Find one more or one less from a group of up to five objects. Recognise, create and describe patterns. Use positional language and 3D Shape names.	S Make spider web patterns. H Order and sequence familiar events. G T Tracing and tapping number formations to 5	A Explore basic textures/ collages. Use brushes, tools & natural objects to make marks/ patterns. M Join ring games and sing a few familiar songs. Use actions to indicate position and direction.



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Autumn 2	The Little Red Hen Phonics; m d g o c k ck 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 Who ? What? Group vocabulary to talk about traditional ideas.	DT Draw lines & anti-clockwise circles Cut/ fold circles. Threading, winding, elastic bands, wool. Balance/ roll marbles & balls Catch a large ball. PE Space; Negotiate space, adjusting speed or changing direction to avoid others. Balls; 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.	Recognise individually & order 1-10 ; Say the number that is one more than a number to 10. Find the total number of items in two group, counting all of them. Find one more or one less from a group of up to five objects. Use everyday language related to time; minutes & days of the week.	S Grind, mix, stir, knead & bake bread and know what is dough? S/H Talk about the seed to bread sequence. H Experience Halloween, Bonfire & Remembrance traditions. G Forest School – dress for Outdoors	A Draw & collage to represent objects. Picasso cubism still life. DT Fill/ Fold / cut - half M Make firework sounds with percussion – change volume and speed. Sing fam themed songs.
	We're Going on a Bear Hunt Phonics; e u r h b f ff ll s ss Blend and start to segment cvc's. Segment and blend as above to read & write words & phrases. Sequence and retell stories. Christmas	Ask and answer Who, What, How? Link two adjectives & link statements. Recreate learnt narrative from stories. Use past, present & future tenses. Cracker jokes	DT Thread, link & bend medium objects Control of malleable materials. Slide on and link small paper clips. Link join – paper chains. Stretching Shapes; Making a combination of movements.	Vocabulary to describe feelings. Talk about own needs, wants at Christmas. Talk about how they show feelings	1-10 as above Find one more or one less from a group of up to ten objects Add and subtract two single-digit numbers and count on or back to find the answer. Use everyday language related to time.	S Name types of Winter weather. Snow and ice G Animal footprints Name basic natural animal habitats. S Explore light & dark. Name sources of Light. H Christmas traditions. T Christmas cbeebies games	A Printing using footprints/ toys DT Malleable materials; Mould pinch, dig, pile up, M Big Bear Funk Charranga – riffs M Develop and act out Christmas narratives and repertoire of songs. Discos



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Spring 1	<p>The Enormous Turnip Phonics; f f l l s s j v w x y z 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.</p>	<p>Vocabulary; group & name fruit, vegetable, meat, pasta/ rice, sugar.</p> <p>Use language to imagine and recreate roles and experiences of stories.</p>	<p>Cut up foods. Use knife and fork.</p> <p>Pencil control drawings with detail</p> <p>Eat a healthy range of foodstuffs and understand need for variety in food.</p> <p>PE Jump & Balance; Roll, move & transport equipment/ objects safely.</p>	<p>Helping each other. Team work.</p> <p>Describe self in positive terms and talk about new personal skill as grow up.</p> <p>Chinese New Year</p>	<p>1 – 10 as above</p> <p>Order two or three items by length, height, weight or capacity.</p> <p>Use quantities and objects, add & subtract two single-digit numbers & count on or back to find the answer.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>	<p>S Growth of ourselves. Height, foot size</p> <p>G/S Growth of food. Similarities, differences of foods.</p> <p>H Sequence of generations</p> <p>Calendars; Talk about special events in months.</p>	<p>A Observational draw of fruits and vegetables, including insides.</p> <p>Printing with vegetables</p> <p>Use different drawing tools.</p>
	<p>Information books Phonics; qu ch sh th ng Blend and segment cvc's and start to blend and segment ccvc's Read Phase 3 tricky words Attempt to write short sentences.</p>	<p>Talk about own needs, wants & opinions and ask for help.</p> <p>Talk to clarify ideas & feelings about jobs; Why we would/ not like to do them?</p> <p>Use language modelling a job role.</p>	<p>Understand exercise, eating, sleeping & hygiene can contribute to good health.</p> <p>DT Construct using kits/ collage with increasing control & repeating patterns.</p> <p>PE Sequence Bat & Ball Skills - Throwing, catching, hitting & kicking.</p>	<p>Care for living things.</p> <p>Special People to us.</p> <p>Name & talk about Emergency Services & transport</p> <p>NSPCC Pants Rule</p>	<p>1 – 10 as above</p> <p>Place 1-15 in order; Say the number that is one more than a number to 15.</p> <p>Estimate how many objects they can see and check.</p> <p>Continue repeating patterns.</p>	<p>S Tooth health and brushing.</p> <p>H Valentine's Day Mother's Day Weddings</p> <p>H Talk and ask questions about other roles in different jobs.</p>	<p>A Printing using fingerprints & other small scale mark making.</p> <p>Printing repeating patterns.</p> <p>The dot.</p> <p>DT 3D flowers</p>



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Spring 2	<p>Three Billy Goats Gruff Phonics; ai ee igh oa oo Blend and segment cvc's and ccvc's</p> <p>Read and write some Phase 3 tricky words. Start to write short sentences.</p> <p>Sequence and retell stories.</p>	<p>Follow instructions/ ideas in two or three steps.</p> <p>First, next, then</p> <p>Troll and Pirate character descriptions and nonsense phrases.</p>	<p>DT Simple sequenced folding.</p> <p>Thread, link & bend small objects.</p> <p>Brush control.</p> <p>PE Quoits & Cones: Running, jumping, throwing & catching.</p>	<p>Steps to resolve conflicts e.g. finding a compromise.</p>	<p>Recognise individually & order 1 – 15/ 20 Find and say one more or one less</p> <p>Use quantities & objects, add & subtract two single-digit number & use the vocabulary involved to add & subtract. Estimate how many objects and check.</p> <p>Order three items by length, height. weight or capacity.</p>	<p>S Similarities and differences of solid/ bendable materials.</p> <p>Explore magnets.</p> <p>Goats have, do, are.</p> <p>G Similarities and differences of famous bridges.</p> <p>What is a river?</p> <p>T Count fun to 20 – tap</p>	<p>A Paint water patterns. Monet's Bridge over a Pond of Water Lilies & Water Lilies Series</p> <p>Create imaginary characters (troll)</p> <p>DT Bend materials to build bridges.</p> <p>Build walls in different patterns.</p>
	<p>Pirates Love Underpants Phonics; ar or ur ow oi</p> <p>Read and write Phase 3 tricky words within short sentences.</p> <p>Sequence and retell stories & respond with relevant comments, questions & actions.</p>	<p>Use alliteration.</p> <p>Introduce own storyline or narrative into play.</p> <p>Answer How? & Why? about experiences, stories or events.</p>	<p>DT Balancing & floating. Make movement by blowing. Draw link patterns. Figure of 8</p> <p>PE Combine Moves to travel confidently, with skill on equipment.</p> <p>Dance – weather. Demonstrate contrasting dynamics.</p>	<p>Taking account of one another's ideas to organise an activity.</p> <p>NSPCC Pants rules</p> <p>Identifying forms of new life.</p> <p>Care for new life.</p>	<p>Explore characteristics of everyday objects & 2D & 3D shapes & use mathematical language to name & describe them.</p> <p>Recognise, create and describe patterns.</p> <p>Create and recreate patterns and build models</p> <p>Make up repeating patterns</p>	<p>S/ DT Parts of boats; Floating materials & moving sails. Explore wind direction & speed.</p> <p>Eggs in vinegar.</p> <p>S Name baby animals.</p> <p>G name signs of Spring ; bud, snowdrop, daffodil.</p> <p>H Easter traditions</p>	<p>A Monet boat paintings.</p> <p>DT Make boats using containers & solid objects.</p> <p>Moving objects by blowing.</p>



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Summer 1	<p>Yucky Worms Phonics; ear air ure Read and write Phase 3 tricky words.</p> <p>Write simple fact files; heading, picture, label (<i>all Summer 1</i>)</p>	<p>Follow instructions involving several actions or ideas.</p> <p>First, next, then finally</p>	<p>DT Zig zag folding</p> <p>Tearing paper shapes</p> <p>Make changes to material's forms by blowing, mixing.</p> <p>PE Dance – mini-beasts. Demonstrate scuttle & float dynamics.</p>	<p>Living things; basic needs of animals</p> <p>Care and Concern for animals.</p>	<p>Recognise individually & order Numbers 1-20 Children count reliably with numbers from 1 to 20</p> <p>Find and say one more or one less.</p> <p>Use quantities and objects, add and subtract two single-digit number.</p> <p>Estimate how many objects they can see and check.</p>	<p>S Parts of a worm</p> <p>S Jelly worm in vinegar & baking soda.</p> <p>Bubble worms/snakes</p> <p>G Building wormeries; naming ground materials Soil gravel sand.</p> <p>Explore rocks; colour, texture.</p>	<p>A Paper tearing art Matisse.</p> <p>DT Paper and materials; textures and collage.</p> <p>Mud painting</p> <p>M Charanga Our World Nursery rhymes with instruments.</p>
	<p>Billy's Beetle Phonics; j v w x y z qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure - Consolidate Read some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions</p>	<p>Group and name mini-beasts</p> <p>Answer What minibeast? by asking and answering questions.</p> <p>Give explanations by connecting ideas.</p>	<p>DT Cutting out range of patterns with a continuous cut</p> <p>Large-scale cutting.</p> <p>PE Ball Skills; Games and Turn taking</p>		<p>1 – 20 as above</p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p> <p>Butterfly symmetry</p>	<p>G Minibeast hunt Naming minibeast habitats.</p> <p>S Minibeasts body parts. Minibeast factfiles</p> <p>Order the life cycle of a butterfly & a frog.</p>	<p>Matisse' Cut out Art. The Snail Matisse' Large-scale cut-outs.</p> <p>A Butterfly simple symmetry.</p> <p>M Dance to The Ugly Bug Ball song. Move like an insect.</p>



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Summer 2	<p>Jack and the Beanstalk Phonics; Consolidate as above</p> <p>Blend and segment cvc's and some ccvc's and cvcc's Read and write some Phase 4 tricky words Sequence and retell stories & respond with relevant comments, questions & actions</p>	<p>Castles; drawbridge, tower, turret,</p> <p>Develop their own narratives and explanations by connecting ideas or events.</p>	<p>Small, Treasury tags & Split pins.</p> <p>Linking natural materials.</p> <p>DT Exploring & recreating the structures of castles; small and large.</p> <p>PE Team Games; movement balance and ball.</p>	<p>Living thing; basic needs of plants</p> <p>Care and Concern for plants.</p>	<p>1 – 20 as above</p> <p>Shape, space and measures of position and distance; describe their position; behind next to.</p> <p>Measuring beanstalks and heights.</p> <p>Fill and Weigh containers using eggs, coins, beans.</p> <p>Add two coins.</p>	<p>S Plant needs for growth. Explore plants drinking water (dye).</p> <p>H Castle features. Life in the castle.</p> <p>T</p>	<p>A Coin rubbings</p> <p>DT Daisy chains & leaf chains.</p> <p>M</p>
	<p>Sharing a shell</p> <p>Phonics and skills as above</p> <p>Write a postcard</p> <p>Start to write stories using narrative features.</p>	<p>Describe beach scenes.</p> <p>Group and name sea creatures.</p>	<p>Paper cones</p> <p>Sequenced folds – aeroplanes</p> <p>Sun safety</p> <p>PE Team games; Sports Day</p>	<p>Transition visits to Year 1; adjust their behaviour to different situations & routine.</p>	<p>1-20 as above</p> <p>Add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>In practical activities and discussion, use the vocabulary involved in doubling, halving.</p>	<p>S Sun safety G Forms of water. Beach visit and natural materials S Name sea creatures. H Talking about holiday activities – past and future</p>	<p>A Paper limpets with patterns.</p> <p>M Learn Seaside songs</p>



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Set planning

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

Child initiated activities.

Following a 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.