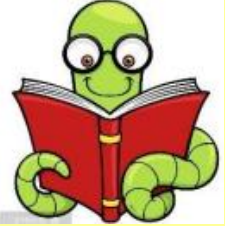


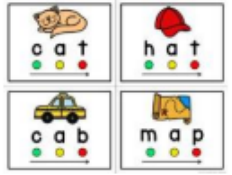
## Long Term Overview – Reception 2024-2025.


Term	Autumn	Spring	Summer
Communication and Language	<p><b>Listening:</b> Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. Understand how to listen carefully and why listening is important.</p> <p><b>Attention:</b> Maintain attention in whole class and small group contexts for a short time.</p> <p><b>Respond:</b> Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked</p> <p><b>Understanding:</b> Follow 1 step instructions e.g., put bookbag in drawer. Understand 'how' and 'why' questions.</p> <p><b>Speaking:</b> Use sentences of 4-6 words.</p>	<p><b>Listening:</b> Listen attentively in a range of situations and know how to listen carefully e.g., understand they need to look at who is talking to them and think about what they are saying.</p> <p><b>Attention:</b> Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.</p> <p><b>Respond:</b> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p> <p><b>Understanding:</b> Consider the listener and takes turns to listen and speak in different contexts. Follow instructions of more than 1 step.</p> <p><b>Speaking:</b> Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Recount events that happen in their day.</p>	<p><b>Listening / Attention:</b> maintains focus during extended whole class teaching follow a story without pictures or props</p> <p><b>Respond:</b> Ask questions to find out more</p> <p><b>Understanding:</b> understand a range of complex sentence structures understand questions such as who, what, where, when, why and how</p> <p><b>Speaking</b> Talk in sentences using a range of tenses. Talk about why things happen. Have conversations with adults and peers with back and forth exchanges Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Link statements and stick to a main theme.</p>


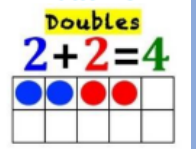

	<p>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs. Begin to use social phrases e.g., 'Good Morning! Use talk to organise themselves and their play.</p>		
ELG	<p><b>Listening and attention:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	
PSED	<p><b>Self Regulation:</b> Can talk about feelings recognising own and other people's emotions. Welcome distractions when upset. Increasingly follow rules. Know own likes and dislikes. Adapt behaviour during transitions.</p> <p><b>Managing Self:</b> Independently organise belongings in the morning – coat fastenings, putting away book bag and water bottle. Manage personal hygiene – hand washing and toileting. Independently choose where they would like to play.</p> <p><b>Building Relationships:</b> Begin to build constructive and respectful relationships. Seek support of adults when needed. Gain confidence to speak to peers and adults. Begin to develop friendships</p>	<p><b>Self Regulation:</b> Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Can identify kindness.</p> <p><b>Managing Self:</b> Manage their own needs. Makes choices and communicates what they need. Begins to show persistence when faced with challenges. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p><b>Building Relationships:</b> Seek others to share activities and experiences. Can keep play going by co-operating, listening, speaking, and explaining.</p>	<p><b>Self Regulation:</b> Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Can talk about their own abilities positively.</p> <p><b>Managing Self:</b> Confident to try new activities Show resilience and perseverance. Talk about the ways in which we keep healthy and follow some of these with greater independence.</p> <p><b>Building Relationships:</b> Beginning to know that children think and respond in different ways to them. Show sensitivity to others' needs and feelings. Can reflect on the work of others and self-evaluate their own work.</p>


	Play with children who are playing with the same activity Begin to take turns and share resources.		
ELG	<b>Self Regulation:</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	<b>Managing Self:</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	<b>Building Relationships:</b> Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs.
Physical Development - Gross Motor	Further develop the skills they need to manage the school day successfully; lining up, queuing, mealtimes, personal hygiene. Use core muscles to sit on the carpet appropriately during adult directed times. Show an awareness of space and speed when moving. Show confidence when using the outdoor climbing apparatus. Revise and refine the fundamental movement skills they have been developing; Rolling, crawling, walking, jumping, running, hopping, skipping. Use digging tools for a purpose.	Develop and refine a range of ball skills including; throwing, catching, kicking, passing, batting, aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Obstacle activities: children moving over, under, through and around equipment Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency. Perform a single skill or movement with some control. Perform a range of skills and link two movements together. Sit for an extended period of time on the carpet.
Fine Motor	Show preference for a dominant hand.	Use an effective grip to form letters with accuracy. Use scissors to cut curved shapes and zig zags.	Hold scissors correctly and cut various materials and of various sizes.

	<p>Begin to use a knife and fork together to cut through food. Peel own fruit Use a pincer grip to explore small scale resources – peg boards and threading Use scissors to cut a straight line in a piece of paper To begin to use a tripod grip when using drawing and writing tools Draw different shapes – lines, circles, squares Use tweezers to transfer objects</p>	<p>Use a knife and fork accurately Handle tools, objects, construction and malleable materials with increasing control. Starting to understand how much pressure is needed to form marks on paper using writing and drawing tools.</p>	<p>Create drawings with detail Paint using thinner paintbrushes Use a tripod pencil grip Form letters accurately. Independently dress themselves including fastening more complex buttons and zips.</p>			
<p><b>ELG</b></p>	<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>		<p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.</p>			
<p><b>Literacy - Comprehension</b></p> 	<p>Listen and enjoy sharing a range of books.  Hold a book correctly, handle with care.  Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.  Know that text in English is read top to bottom and left to right.</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.  Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.  Make simple inferences to answer yes/no questions about characters'</p>	<p>Use picture clues to help read a simple text.  Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.  Show understanding of some words and phrases in a story that is read aloud to them.  Express a preference for a book, song or</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.  With prompting, show understanding of many common words and phrases in a story that is read aloud to them.  Suggest how an unfamiliar story read aloud to them might end.  Give a simple opinion on a book they have read, when prompted.</p>	<p>Correctly sequence a story or event using pictures and/or captions.  Make simple, plausible suggestions about what will happen next in a book they are reading.  Know the difference between different types of texts (fiction, nonfiction, poetry)  Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.  When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p>

	<p>Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p> <p>Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p>emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Recognise repetition of words or phrases in a short passage of text.</p> <p>Play influenced by experience of books Innovate a well-known story with support.</p>	<p>to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>	<p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
<p><b>Word reading</b></p> 	<p>To recognise their first name.</p> <p>To recognise taught phase 2 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Begin to blend sounds together to</p>	<p>To recognise taught phase 2 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Recognise taught Phase 2 common exception words</p>	<p>To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ai, ee, igh, oa, short oo, long oo</p> <p>Blend sounds to read words using taught sounds</p>	<p>To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo</p> <p>Blend sounds to read words using taught sounds</p> <p>To read sentences containing Common</p>	<p>To recognise taught phase 2 and 3 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo, ar, or, ur, ow, oi, ear, air, ure, er, wh, ph, ay, a-e, a, ie, e-e, ea</p>	<p>To recognise taught phase 2, 3 and 5 letter sounds: s, a, t, i, p, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss j, v, w, x, y, z, -s, qu, ch, sh, th, ng, ai, ee, igh, oa, short oo, long oo, ar, or, ur, ow, oi, ear, air, ure, er, wh, ph, ay, a-e, a, ie, e-e, ea</p>


	read words using the taught sounds	Blend sounds to read words using taught sounds	Read words ending with 's' e.g. hats, sits	Exception Words and digraphs.	Blend sounds to read words using taught sounds	Blend sounds to read words using taught sounds
	Begin to orally segment with support.	Begin reading captions and sentences using taught sounds	Read words ending with s /z/ e.g. his, bags	To read books matching their phonics ability – Red B	Read longer sentences containing phase 4 consonant blends and Common Exception Words.	Read words with short vowels and adjacent consonants To read books matching their phonics ability – Yellow B
	Read books matching their phonics ability – pink A	Read books matching their phonics ability – pink B	Begin reading captions and sentences using taught sounds		Read compound words	
		Read words with double letters.	Read books matching their phonics ability – Red A		To read books matching their phonics ability – Yellow A	
	CEW – I, no, go, to, the, into		CEW – he, she, me, be, we, all, are, you, they, was, my, you		CEW - some, one, said, so, do, have, there, come, were, when, out, like, little, what	
<b>Writing</b> 	Copy their name	Write their name	To form lower case letters correctly	To form lower case letters correctly and begin to form capital letters	To form lower case and capital letters correctly	To form lowercase and capital letters correctly
	Give meanings to the marks they make	Use the correct letter formation of taught letters	To begin to write sentences using finger spaces	To write sentences using finger spaces and full stops	To begin to write longer words which are spelt phonetically	To begin to write longer words and compound words which are spelt phonetically
	Copy taught letters	Begin to segment sounds in order to write words and labels using taught sounds	To understand that sentences start with a capital letter and end with a full stop	To spell words using taught sounds	To begin to use capital letters at the start of a sentence	To write sentences using a capital letter, finger spaces and full stop
	Write initial sounds		To spell words using taught sounds	To spell some taught common exception words correctly	To use finger spaces and full stops when writing a sentence	To spell some taught common exception words correctly
	Begin to write CVC words using taught sounds	Begin to write captions using taught sounds				

			To spell some taught common exception words correctly		To spell some taught common exception words correctly  To begin to read their work back	To read their work back and check it makes sense
<b>ELG</b>	<b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		<b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		<b>Writing:</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.	
<b>Maths- Number</b> 	Match and sort	Representing 1,2,3 Composition of 1,2,3	Representing numbers to 5  Composition of 4 and 5 Numbers 6,7,8	Introducing Zero Making pairs  Combining 2 groups  Numbers 9 and 10	Bonds to 10	Adding more  Taking away
<b>Numerical Patterns</b> 	Compare amounts	Comparing 1,2,3, One more / One less	Comparing numbers to 5	Comparing numbers to 10	Building numbers beyond ten  Counting patterns beyond ten	Doubling, sharing and grouping  Even and odd
<b>Maths SSM</b> 	Compare mass  Compare capacity  Exploring pattern	Circles and Triangles  Positional language	Shapes with 4 sides	Time  Length and height	Compare mass Compare capacity  3D shape	Pattern

<p><b>ELG</b></p>	<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>		<p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>UTW</b></p> 	<p><b>Past and Present:</b> Identify their family. Comment on photos of their family; naming who they can see and of what relation they are to them. Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p><b>People, Culture and Communities</b>      Navigating around our classroom and outdoor areas. Know the name of the town that we live in and areas special to them e.g. their street name. Use google maps to identify key features of school / local area.      Discuss the different religions that children may have, recognising that we may celebrate differently and at different times of year. Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community –</p>	<p><b>Past and Present</b>      Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.      Ernest Shackleton's Journey - Antarctic      Neil Armstrong / Helen Sharman – Space travel      Dinosaurs – Mary Anning</p> <p><b>People, culture and communities</b>      Use world maps to show children where some stories are based. Using maps, atlases and globes locate the Arctic and Antarctic.      What is life like for the animals and people of the Antarctic?      Map of Shackleton's Journey      How do Christians celebrate Easter?      Mother's day      How is Ramadan celebrated?</p> <p><b>Natural World</b>      Winter / Spring changes – weather, people, animals, plants      Changing states of matter – ice melting</p> <p><b>Festivals and celebrations</b>      Mother's day 30<sup>th</sup> March      Holi 14<sup>th</sup> March      Easter 20<sup>th</sup> April      Ramadan - 28<sup>th</sup> Feb – 30<sup>th</sup> March      Eid – 30<sup>th</sup> – 31<sup>st</sup> March</p>	<p><b>Past and Present</b>      Talk about events from the past that are not within their own experiences.      Pirates – Edward Teach (Blackbeard)</p> <p><b>People, Culture and Communities:</b> Use world maps to show children where some stories are based. Locate hot countries around the world using maps and atlases.      How are they different / the same?      What is life like for the people / animals of Africa / India?      Map to locate where our food is grown      Create own pirate treasure maps</p> <p><b>Natural World</b>      Summer changes - weather, people, animals, plants      Boats and Floating      Shadows      Insects as pollinators      Where our food comes from</p> <p><b>Festivals and celebrations</b>      World ocean day 8<sup>th</sup> June.      Father's day 15<sup>th</sup> June</p>



	<p>synagogue, mosque, church. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children. Introduce children to different occupations.</p> <p>How do we celebrate Diwali? How do we celebrate Christmas? Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p><b>Natural World</b> Autumnal changes – weather, people, animals, plants.</p> <p><b>Festivals and celebrations</b> Harvest – September Halloween 31<sup>st</sup> Oct Diwali 31<sup>st</sup> Oct – 1<sup>st</sup> Nov Bonfire night 5<sup>th</sup> Nov Poppies and Remembrance 11<sup>th</sup> Nov Christmas 25<sup>th</sup> Dec</p>		
<b>ELG</b>	<p><b>Past and Present:</b> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p><b>People, Culture and Communities:</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p><b>Natural World:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Expressive Arts and</b>	<p><b>Drawing:</b> make marks on a variety of paper, using a variety of drawing tools. Draws shapes to represent objects</p>	<p><b>Drawing:</b> investigate different lines – thick, thin, wavy, straight.</p>	<p><b>Drawing:</b> use drawings to tell a story from retelling, imagination or observations. Notices and draws additional detail.</p>

<p><b>Design – Creating with Materials</b></p> 	<p>within pictures.</p> <p><b>Painting:</b> mixes colours to explore what happens. Starting to understand that they need to select different brushes for large and small areas.</p> <p><b>3D:</b> Manipulate malleable materials to create a planned effect. Uses resources when creating settings or representing objects within their play.</p>	<p><b>Painting:</b> mixes colours to create new ones. Chooses colours appropriately based on their observations. Selects a thickness of paintbrush to match the area that they are painting.</p> <p><b>3D:</b> Select tools and techniques needed to shape, assemble and join materials selecting the most appropriate tools and products for their need. Developing more complex representations of objects within their play often combining resources and developing their models as play progresses.</p>	<p><b>Painting:</b> Mixes paints to create colours matching them to a desired colour. Understands which primary colours can be mixed to create some secondary colours. Paint lines and edges with greater accuracy Print with paints, using brushes, rollers, blocks, found and natural objects to create patterns and textures. Knows about some Artists and can create artwork based on paintings that they have seen.</p> <p><b>3D:</b> Creates form by cutting, forming and joining familiar 3D shapes such as junk modelling items. Experiments to create different textures. Collage is used to select and cut colours, shapes, textures and images from a range of sources to suit ideas and purposes. Works collaboratively to create a piece of artwork. Uses a variety of different construction materials, combining them to achieve a planned effect and thinking of solutions to solve problems they encounter as they build.</p>
<p><b>Being Imaginative</b></p>	<p>Listen to, move and express their feelings relating to different pieces of music. Keep a beat using body percussion or a musical instrument. Perform rhymes or songs. Retell stories using their own narratives within their play e.g. puppets, small world, role play.</p>	<p>Discuss the changes they hear within a piece of music. Start to identify changes in pitch. Explore how a song can be changed to create different effects – volume, tempo. Create more complex narratives including others' ideas. Use props to develop their storylines.</p>	<p>Start to develop their own pieces of music. Selects instruments based on the sounds and effects they want to create. Recite rhymes, songs and poems. Keep in time with a piece of music. Develop their own stories and narratives linked to fantasy role play and ideas that they have experienced in stories rather than real life e.g. aliens, knights, dragons.</p>
<p><b>ELG</b></p>	<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>		<p><b>Being Imaginative and Expressive:</b> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>