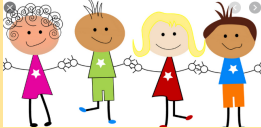




## Long Term Overview – Reception 2022-2023.

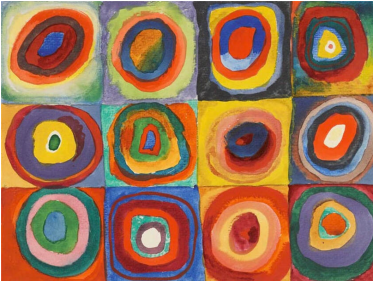
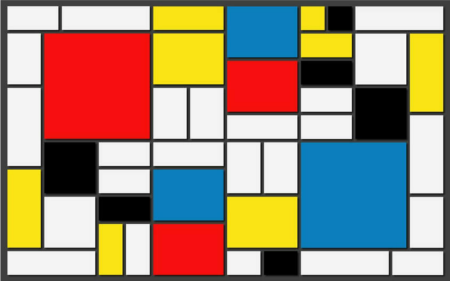
Term	Autumn	Spring	Summer
<b>Vehicle for learning</b> – may be adapted dependent on children’s interests.	What makes me marvellous? 	What makes our world Wonderful? 	What comes from an egg? 
Seasons to run throughout the year – to include first hand experiences within the outdoor environment.			
Celebrations - to cover celebrations important and relevant to cohort throughout the year.			
<b>Communication and Language</b>	<p><b>Listening:</b> Listen to others 1:1, in small groups and whole class. <i>Enjoy listening to stories and can remember what happens.</i> Listen carefully to rhymes and songs, paying attention to how they sound. <i>Understand how to listen carefully and why listening is important.</i></p> <p><b>Attention:</b> Maintain attention in whole class and small group contexts for a short time. <i>May find it difficult to pay attention to more than one thing at a time.</i></p> <p><b>Respond:</b> <i>Engage in story times.</i> Join in with repeated refrains and anticipate key events and phases in stories or rhymes.</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.</p> <p><b>Speaking:</b></p>	<p><b>Listening / 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.</p> <p><b>Respond:</b> Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation 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</p>

	<p>Respond appropriately when asked e.g., 'chime = freeze &amp; show me 5' (whole school rule)</p> <p><b>Understanding:</b> Follow 1 step instructions e.g., put bookbag in drawer. <i>Understand 'why' questions.</i></p> <p><b>Speaking:</b> <i>Use sentences of 4-6 words.</i> <i>Sing a large repertoire of songs e.g., nursery rhymes or numbers of songs.</i> Begin to use social phrases e.g., 'Good Morning! <i>Use talk to organise themselves and their play.</i></p>	<p>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>conjunctions, with modelling and support from their teacher.</p>
<p><b>PSED</b></p>	<p>Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships. Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences. Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance. Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
<p><b>Physical Development</b></p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>

	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing.				
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility.</p>					
<b>Literacy – Key Texts (TWS)</b>	<b>TBC</b>		<b>TBC</b>			
<b>Additional Literacy texts</b>	Boris Starts School Share What makes me a me? In Every House on Every Street Families, Families, families	Leaf man. The Witches Cat and the cooking Catastrophe. Funny bones Jolly Christmas Postman The Christmas Story	Snowball Winter Poles apart Little people big dreams – Ernest Shackleton Jack and the Flum Flum tree	Spring Oliver’s Vegetables The Tiny seed The Extraordinary Gardener Jaspers Beanstalk The Rhyming Rabbit The growing story	The odd egg Farmer duck What the ladybird Heard Mad about minibeasts The Very Hungry Caterpillar Lucy Ladybird	Someone swallowed Stanley Someone Crunched Colin There’s a hole at the bottom of the Sea Tiddler Shark in the park The storm whale Fantastic Fish
<b>Poetry basket</b>	Chop, Chop  Wise Old Owl  Falling Apples	Pointy Hat  Five Little Pumpkins	Let’s put on our mittens  I can build a snowman  Carrot nose	Spring wind  Furry, Furry Squirrel  Spring Wind  Hungry Birdies	I have a little frog  A little shell  The fox	Monkey babies  Thunderstorm  If I were so very small Under a stone

	A Basket of Apples Leaves are Falling	Breezy Weather Who Has Seen the Wind?	Pancakes	A Little Seed		
Phonics	s, a, t, i, p, n, m, d, g, o, c, k,	ck, e, u, r, h, b, f, ff, l, ll, ss, double letters and two-syllable words.	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
	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	
Maths-Number	Match and sort Compare amounts Representing 1,2,3 Comparing 1,2,3, Composition of 1,2,3	Representing numbers to 5 One more / One less	Introducing Zero Comparing numbers to 5 Composition of 4 and 5 Numbers 6,7,8	Making pairs Combining 2 groups Numbers 9 and 10 Comparing numbers to 10 Bonds to 10	Building numbers beyond ten Counting patterns beyond ten Adding more Taking away	Doubling, sharing and grouping Even and odd Deepening understanding of patterns and relationships
Maths SSM	Compare mass and capacity Exploring pattern	Circles and Triangles Positional language Shapes with 4 sides Time	Compare mass Compare capacity	3D shape Pattern	Spatial reasoning Match, rotate and manipulate. Compose and decompose	Spatial reasoning. Visualise and build Mapping
UTW - Key Aspects of	<b>History focus.</b> Talk about members of their immediate family and the relationship to them.		<b>History Focus</b> Use the language of time when talking about past/present events in their own lives and in the		<b>History Focus</b> Talk about events from the past that are not within their own experiences.	

<p>each Theme linked to ELG</p>	<p>Name and describe people who are familiar to them. Talk about and understand changes in their own lifetime, by creating a personal timeline. Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. <b>Comment on images of familiar situations in the past.</b></p> <p><b>Geography focus</b> Local Communities. The place in which we live. Maps of the school / Routes to school. Similarities and differences. Houses and homes. Christmas around the world.</p> <p><b>Science focus.</b> Autumnal changes</p> <p><b>Festivals and celebrations</b> Harvest – September Halloween 31<sup>st</sup> Oct Diwali Bonfire night 5<sup>th</sup> Nov Poppies and Remembrance 11<sup>th</sup> Nov</p>	<p>lives of others including people they have learnt about through books.</p> <p><b>Geography Focus</b> Using maps, atlases and globes locate the Arctic and Antarctic. How are they different / the same? What is life like for the animals and people of the Antarctic? Seasonal changes</p> <p><b>Science Focus</b> Winter / Spring changes Contrasting Environments – cold (Arctic and Antarctic to include animals and people) Changing states of matter Planets Growing – plants / animals</p> <p><b>Festivals and celebrations</b> Mother's day Holi Easter Ramadan</p>	<p><b>Geography Focus</b> 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?</p> <p><b>Science Focus</b> Summer changes Simple animal classification Animals and know how to care for an animal/pets Diversity / adaptation / location – look at animal features, where they live etc Contrasting environments – hot Caring for the environment – recycling</p> <p><b>Festivals and celebrations</b> Eid World ocean day 8<sup>th</sup> June. Father's day</p>
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	Christmas 25 <sup>th</sup> Dec		
Arts and Design	<p><b>Drawing:</b> make marks on a variety of paper, using a variety of drawing tools.</p> <p><b>Painting:</b> explore different tools selecting those most suited for their purpose.</p> <p><b>3D:</b> Manipulate malleable materials to create a planned effect.</p> <p><b>Artist Focus – Kandinsky</b></p> 	<p><b>Drawing:</b> investigate different lines – thick, thin, wavy, straight.</p> <p><b>Painting:</b> mix colours to create new ones. I can create tones and shades.</p> <p><b>3D:</b> Select tools and techniques needed to shape, assemble and join materials.</p> <p><b>Artist Focus – Mondrian</b></p> 	<p><b>Drawing:</b> use drawings to tell a story from retelling, imagination or observations.</p> <p><b>Painting:</b> paint lines and edges. Print with paints, using brushes, rollers, blocks, found and natural objects to create patterns and textures.</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.</p> <p><b>Artist Focus – Matisse</b></p> 