





St Bartholomew's C of E primary school
Reception Long Term Overview- Progression of skills

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Autumn Family All about me Favourite stories Diwali Poetry Perform for an audience	Autumn Halloween Bonfire Night Christmas/Father Christmas story Christmas around the world People who help us Jobs in the local community Nursery rhyme week Perform for an audience (poetry Basket)	Winter Chinese New Year Pets	Pancake Day Easter Planting/Gardening/Spring Life cycles Holy festival World book day Mother's day Science week	Where we live Countries around the world Earth day Eid Gardening week	Space Under the sea Pirates Father's day Transition Inventions
Enrichment activities	Dance workshops Diva lamps Diwali craft Invite parents	Visit from a firefighter Visit from a midwife Teddy hospital Christmas concert Christmas jumper day Dress up as a nursery character	Dance workshop Exotic animal visit Puppy visit	Colour run Planting Author visit Cooking pancakes Dressing up as favourite character	Visits from parents Walk round local area Visit to an airport	Dress like a pirate day
Communication and Language  Communication and language is developed throughout the year through high quality interactions in play, whole class and small group discussions and circle time. Speech and language interventions and word aware are used to develop vocabulary and support language development. Poetry basket , helicopter stories and drawing club are used to develop communication.	Listening attention and Understanding Children will be able to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher, offering their own ideas.	Listening attention and understanding- Children will begin to understand how and why questions Speaking Children will use new vocabulary throughout the day.	Listening attention and understanding Children will learn to ask questions to find out more Speaking Children will speak in sentences using conjunctions e.g 'and' and 'because'	Listening attention and understanding Children will follow a story without using pictures or prompts Speaking Children will engage in non fiction books and to use new vocabulary in different contexts.	Listening attention and understanding Children will be able to understand a question such as who. What , where , when , why and how. Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events	Listening attention and understanding Children will be able to have conversations with adults and peers with back and forth exchanges Speaking Children will use talk in sentences using a range of tenses
Listening, attention and understanding 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 teachers and peers. Speaking- Participate in small group, class and one to one discussions, offering their own ideas, using newly introduced vocabulary. Children will express their ideas and feelings using full sentences, including past, present and futures tenses. Children will perform rhymes, poems and songs.						
Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories nurture activities etc.	Self-regulation Children will be able to follow a 1 step instruction. Children will recognise different emotions Children will focus during short whole class activities Managing self Children will learn to wash their hands independently. Building relationships Children will seek support from adults and will gain confidence to speak to adults and peers.	Self-Regulations Children will talk about their feelings and consider other's feelings. Managing self Children will understand the need to have rules Building relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer, whole class lessons Managing self Children will begin to show resilience and persevere in the face of a challenge Building relationships Children will be able to use taught strategies to support turn taking	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a 'can do' attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.
Regulation: 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. Managing Self: 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.						


St Bartholomew's C of E primary school

Reception Long Term Overview- Progression of skills

<p>Religious Education</p> 	<p>Where do we live, who lives there: This unit explores the concept of 'Special Places'. Children are encouraged to talk about and experience special places, - not just the places themselves, but also the people and communities associated with them. The unit establishes a sense of belonging to a family, school, community and the wider world. Pupils will be encouraged to talk about and describe where they live and who lives with them, as well as learning about other aspects of belonging to different and wider communities, including religious communities.</p> <p>Children will know where they live and who they live with.</p> <p>Children will understand different places are special to different people.</p>	<p>How are special times celebrated : The unit begins with a general exploration of festivals and how they are celebrated. This is followed by a simple introduction to religious festivals through the year, including Christmas, Divali (Hindu/Sikh), Eid ul-Fitr and Eid al-Adha</p> <p>Children will understand people celebrate different things in different ways</p> <p>Children will share their experiences of celebrations.</p>	<p>How to be a good helper : This unit explores the need to follow rules, including the 'Golden Rule' of treating others as you would like to be treated. It introduces concepts of friendship and explores the way in which we care for our friends and families. The importance of caring for others in Christianity and Islam is demonstrated through storytelling, including stories about Jesus and the Prophet Mohammed. It helps children begin to develop an awareness of the wider world in which we live through supporting local and national charities.</p> <p>Children will understand the importance of helping others.</p> <p>Children will understand how we can help others.</p>	<p>What can we see in our wonderful world: This unit will involve children exploring the outdoors and the wonders of nature during different seasons. It will give the opportunity for children to investigate, take an interest in and look after the natural world. Christian beliefs about creation will be explored, including themes of thankfulness at harvest time and ideas about looking after the world. Life cycles in plants and animals will be used as a starting point to reflect on concepts death and new life in the Easter story.</p> <p>Children will know how to look after living things.</p> <p>Children will understand the small steps we can take to look after the planet.</p>	<p>Who and what are special to us:</p> <p>The focus of this unit is on learning about ourselves, recognising that we are all different but unique and special. We all have other people who are special to us, including family and friends. We all have special objects which remind us of important people, times and places. The unit goes on to explore the concept of 'special' in relation to the Christianity and Islam. This includes learning about Jesus and the Prophet Mohammed, listening to special stories and investigating special objects.</p> <p>Children will identify similarities and differences between themselves and others.</p>	
<p>Physical Development</p>  <p>Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, Pen Disco and Squiggle While You Wiggle.</p>	<p>Further begin to develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>P.E Focus – Fundamentals 1</p> <p>Children will safely negotiate space. Children will show good control and co-ordination in small and large movements.</p> <p>Children can talk about ways to keep healthy and safe.</p> <p>Children can handle equipment safely</p> <p>Gross motor</p> <p>Children will learn to move safely in a space</p> <p>Fine Motor</p> <p>Children will begin to use a tripod grip when using mark making tools</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Fundamentals 2</p> <p>Children can move confidently in a range of ways</p> <p>Children know the importance of good health and physical exercise</p> <p>Gross Motor</p> <p>Children will explore different ways of travel using equipment</p> <p>Fine Motor</p> <p>Children will accurately draw lines, circles and shapes to draw pictures</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>P.E Focus – Gymnastics</p> <p>Children can copy and create shapes with my body.</p> <p>Children can jump and land safely.</p> <p>Children can create short sequences.</p> <p>Gross Motor</p> <p>Children will be able to control a ball in different ways</p> <p>Children will balance on a variety of equipment in different ways</p> <p>Fine Motor</p> <p>Children will handle scissors and glue effectively.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>P.E Focus- Ball skills</p> <p>I can roll a ball towards a target.</p> <p>I can stop a rolling ball.</p> <p>I can bounce a ball.</p> <p>I can kick a ball</p> <p>Gross Motor</p> <p>Children will jump and land safely from a height.</p> <p>Fine Motor</p> <p>Children will use cutlery appropriately.</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>PE Focus Games</p> <p>Children can run and stop safely.</p> <p>Children can safely negotiate space.</p> <p>Children can show good control and co-ordination in small and large movements.</p> <p>Children can work cooperatively.</p> <p>Gross Motor</p> <p>Children will move safely with confidence and imagination, communicating ideas through movement.</p> <p>Fine Motor</p> <p>Children will hold scissors correctly and cut out small shapes</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Games 2</p> <p>Children can develop my accuracy when throwing.</p> <p>Children can follow rules in a game.</p> <p>Children can work cooperatively in a game.</p> <p>Gross Motor</p> <p>Children will be able to play by the rules and develop coordination.</p> <p>Fine Motor</p> <p>Children will form letters correctly using a tripod grip.</p>
<p>Gross Motor: 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>Fine Motor: 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>						

St Bartholomew's C of E primary school


Reception Long Term Overview- Progression of skills

Literacy 	<p>Comprehension Children will independently look at a book, hold it the correct way and turn pages.</p> <p>Word Reading Children will segment and blend sounds together to read words.</p> <p>Writing Children will give meanings to the marks they make.</p>	<p>Comprehension Children will engage and enjoy an increasing range of books.</p> <p>Word Reading Children will begin to read captions and sentences.</p> <p>Writing Children will write words representing the sounds with a letter/letters.</p>	<p>Comprehension Children will act out stories using recently introduced vocabulary.</p> <p>Word Reading Children will recognise taught digraphs in words and blend the sounds together.</p> <p>Writing Children will write words using phase 3 sounds Children will form letters correctly.</p>	<p>Comprehension Children will be able to talk about the characters in the books they are reading.</p> <p>Word Reading Children will read words containing tricky words and digraphs,</p> <p>Writing Children will write labels/[phrases representing the sounds with a letter/letters.</p>	<p>Comprehension Children will retell a story using vocabulary influenced by their book.</p> <p>Word Reading Children will read longer sentences containing phase 4 words and tricky words.</p> <p>Writing Children will write words which are spelt phonetically.</p>	<p>Comprehension Children will be able to answer questions about what they have read.</p> <p>Word Reading Children will read books matched to their phonics ability.</p> <p>Writing Children will write simple phrases and sentences using recognisable letters and sounds.</p>
Possible books	<p><i>Goodbye summer , hello Autumn</i> <i>Hello Autumn</i> <i>There's only one you</i> <i>My hair</i> <i>Marvellous me</i> <i>Elmer</i> <i>What makes me</i> <i>Lion inside</i> <i>Who is in my family</i> <i>Our class is a family</i> <i>In every house on every street</i> <i>Funny faces (poem)</i> <i>Pattans pumpkin</i> <i>The very last leaf</i></p>	<p><i>Kippers Birthday</i> <i>Binny's Diwali</i> <i>Remember remember the 5th November</i> <i>Non fiction texts – people who help us</i> <i>The busiest people ever</i> <i>When I grow up</i> <i>One snowy night</i></p> <p>Drawing club <i>Three little pigs</i> <i>The Gruffalo</i> <i>Wacky races</i> <i>Little Red riding hood</i> <i>The baddies</i> <i>Pink Panther</i></p>	<p><i>Handa's surprise</i> <i>The odd pet</i> <i>Mog and the V.E.T</i> <i>The great pet sale</i> <i>The tiger who came to tea</i> <i>The Koala who could</i> <i>The Squirrels who squabbled</i> <i>Mr Wolves pancakes</i></p> <p>Drawing club <i>Three Billy goat gruff</i> <i>Room on the broom</i> <i>Scooby doo</i> <i>Jack and the beanstalk</i> <i>Zog</i> <i>Smurfs</i></p>	<p><i>The tiny seed</i> <i>The growing story</i> <i>Olivers vegetables</i> <i>Jasper's beanstalk</i> <i>The extraordinary gardener</i> <i>When I grow up I want to see the world</i> <i>A ticket around the world</i> <i>The ghanian goldilocks</i> <i>The runaway chapatti</i></p> <p>Drawing club <i>Goldilocks and the three bears</i> <i>Lost and found</i> <i>Powerpuff girls</i> <i>The gingerbread man</i> <i>Aliens love underparts</i> <i>Supermario</i></p>	<p><i>Emma janes Aereoplane</i> <i>The 100 decker bus</i> Here we are Coming to England The great explorer</p>	<p><i>The way back home</i> <i>How to catch a star</i> <i>Look up</i> <i>Whatever next</i> <i>Smeds and the smooos</i> <i>Asro girl</i></p>
Phonics	Phase 1/2	Phase 2	Phase 2	Phase 2/3	Phase 3	Phase 3/4

Comprehension: 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.

Word Reading: 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.

Writing: 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.

Mathematics 	<p>Number Children will have a deep understanding of 1-3.</p> <p>Numerical Patterns Children will verbally say which group has more or less.</p>	<p>Number Children will have a deep understanding of numbers 1-5.</p> <p>Numerical Patterns Children will compare equal and unequal groups.</p>	<p>Number Children will have a deep understanding of numbers 1-8.</p> <p>Numerical Patterns Children will understand and explore the difference between odd and even numbers.</p>	<p>Number Children will have a deep understanding of numbers 1-10.</p> <p>Numerical Patterns Children will add and subtract using number sentences.</p>	<p>Number Children will revise number bonds to 5.</p> <p>Numerical Patterns Children will share quantities equally.</p>	<p>Numbers 16, 17, 18, 19, 20 Doubling, sharing and grouping even and odd.</p>
---	--	---	---	---	---	--

Number: 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.

Numerical Patterns: 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.

St Bartholomew's C of E primary school

Reception Long Term Overview- Progression of skills

<p>Understanding the World</p> 	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p> <p>Science: The Natural World Children will talk about features of the environment they are in and learn about the different environments.</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p> <p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment.</p> <p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p>
<p>Past and Present: 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>People, Culture and Communities: 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>The Natural World: 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>						
<p>Expressive Arts and Design</p> 	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p>Tap ding sing .</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p>Tap ding sing</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p>Tap ding sing</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p>Tap ding sing</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p>Tap ding sing</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p>Tap ding sing</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>
<p>Creating with Materials: 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>Being Imaginative: 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>						