



# Reception Long Term Overview



|  | Autumn 1 - 7 wks  | Autumn 2 - 8wks  | Spring 1 - 6 wks  | Spring 2 - 6 wks   | Summer 1 - 5 wks   | Summer 2 - 7 wks  |
|--|---|--|---|--|--|---|
| Topic title                                | Magical Me  | Let's Celebrate  | Once Upon a Time  | Amazing Animals  | What's in the Woods?   | Imagine That!   |
| Essential Learning Experience              | Collage of family photographs<br>Family tea party<br>Christmas craft afternoon with parents/Christmas party   |  | Grow a beanstalk<br>Life cycle – Butterfly/chicks.  |  | Visit to the Zoo (Dinosaur land)<br>To follow a recipe to make porridge.   |   |
| Literacy Texts<br><br>Talk Through Stories | Starting School and colour monster (1 week)<br><b>Perfectly Norman</b> (1 week)<br>Great Big Book of Families (1 week)<br><b>A Little Bit Brave</b><br><b>Ruby's Worry</b><br>Happy in our Skin (1 week)<br>I am brown (1 week) | The story of Diwali/<br>Fireworks – Topsy and Tim<br>Bonfire night - Non – fiction book (1 week)<br>Remembrance Day (1 week) – start up history (Non – Fiction)<br>Where the Poppy's Now Grow.<br>A Poppy is to Remember<br>Lest We Forget<br>Nursery Rhyme Week (1 week)<br>Birthdays (2 weeks) – When's my birthday?<br>A Birthday for Bear.<br>Stick Man ( 1 week)<br>Dear Santa (1 week) | Three Little Pigs (1 weeks)<br>Three Billy Goats Gruff - Mac Barnett (alternative) (2 weeks)<br><b>The Invisible</b> - Tom Percivil ( 1 week)<br>It's not Jack and the Beanstalk (alternative story) (2 weeks)<br><br>Read a range of other fairy tales while we are reading. | Supermarket zoo (1 weeks)<br><b>What the Ladybird Heard.</b> (1 week)<br><b>Tiddler</b> (1 week)<br><b>Lost and Found</b> (1 week)<br>Pets (1 week)<br>Non – Fiction animal book mother and babies. (1 week) | Goldilocks and the Three Bears.<br><b>Squirrels who squabbled</b><br>Gruffalo<br>Non – Fiction Books – hibernation/nocturnal animals in woods.<br><b>Can't you sleep Little Bear</b> | Aliens Love Underpants/Astro Girl<br><b>Gigantasaurus</b> - John Duddle<br>Non – Fiction Dinosaurs<br>Little Green Dinosaur<br>Non – Fiction Explorer (1 week - Someone from the past – Neil Armstrong, Mary Anning, David Attenborough and Mae Jemison)<br><b>Supertato</b> (1 week)<br><b>The Day the Crayons Quit</b> (1 week) |



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| <b>Communication and Language</b> | Understand how to listen carefully and why listening is important.<br><br>Engage in story times.   | Ask questions to find out more and to check they understand what has been said to them.<br><br>Develop social phrases<br>Engage in story times.   | Listen to and talk about stories to build familiarity and understanding.<br><br>Engage in non-fiction books.<br><br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.   | Describe events in some detail.<br><br>Use talk to help work out problems and organise thinking and activities.<br><br>Explain how things work and why they might happen.   | Articulate their ideas and thoughts in well-formed sentences.<br><br>Connect one idea or action to another using a range of connectives.<br><br>Engage in non-fiction books.<br><br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.     | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.<br><br>Use new vocabulary in different contexts.   |
|                                   | Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary throughout the day. Learn rhymes, poems, and songs. |   |  |   |  | ELG  |
| <b>Literacy</b>                   | <p><b>Reading</b><br/>Read individual letters by saying the sounds for them.</p> <p><b>Writing</b><br/>Begin to form lower case letters correctly.</p>   | <p><b>Reading</b><br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p><b>Writing</b><br/>Begin to form lower-case and capital letters correctly.</p> | <p><b>Reading</b><br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br/>Read some letter groups that each represent one sound and say sounds for them.<br/>Read a few common exception words matched to the school's phonic programme.</p> <p><b>Writing</b></p> | <p><b>Reading</b><br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br/>Read some letter groups that each represent one sound and say sounds for them.<br/>Read a few common exception words matched to the school's phonic programme.<br/>Read simple phrases and sentences made up of words with known letter-sound</p> | <p><b>Reading</b><br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br/>Read some letter groups that each represent one sound and say sounds for them.<br/>Read a few common exception words matched to the school's phonic programme.</p> | <p><b>Reading</b><br/>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.<br/>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br/>Re-read what they have written to check that it makes sense.</p> |



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Form lower-case and capital letters correctly. Begin to spell words by identifying the sounds and then writing the sound with letter/s.

correspondences and, where necessary, a few exception words.

**Writing**  
Form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read what they have written to check that it makes sense.

**Writing**  
Form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound letter correspondences using a capital letters and full stops.

**Writing**  
Write short sentences with words with known sound - letter correspondences using a capital letter and full stop.

**ELG 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.

**ELG 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.



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| <p><b>Maths</b><br/><b>White Rose</b></p>     | <p><b>Getting to Know You!</b><br/>-Match, sort and compare<br/>-Match and sort<br/>-Compare amounts<br/><b>Talk about measure and patterns</b><br/>-Compare size, mass, capacity.<br/>-Exploring patterns</p>  | <p><b>It's Me 1, 2, 3!</b><br/>-Representing 1, 2, 3<br/>-Comparing 1,2,3<br/>-Composition 1,2,3</p> <p><b>Circles and Triangles</b><br/>-Circles and triangles<br/>-Positional language</p> <p><b>1,2,3,4,5</b><br/>-Representing numbers to 5.<br/>-Represent<br/>-Subitise<br/>-Composition<br/>-1 more/1 less</p> <p><b>Shapes with 4 sides</b><br/>-Combine shapes<br/>-Shapes with 4 sides.<br/>-Shapes in the environment<br/>-Time day and night</p> | <p><b>Alive in 5!</b><br/>-Subitise<br/>-Composition to 5<br/>-1 more/1 less<br/>-Representing 5<br/>-Zero</p> <p><b>Mass and Capacity</b><br/>-Introducing 0<br/>-Comparing numbers to 5<br/>-Composition of 4 and 5.<br/>-Compare mass.<br/>-Compare capacity</p> <p><b>Growing 6,7,8</b><br/>-Find and represent 6,7 &amp; 8<br/>-Combining 2 amounts.<br/>-Making pairs<br/>-1 more/1 less<br/>-Composition 6, 7 8<br/>-Odd and even<br/>-Double to 8</p> | <p><b>Length, height and time</b><br/>-Explore length and height<br/>-Compare length and height<br/>-Time<br/>-Sequencing</p> <p><b>Building 9 and 10</b><br/>-Counting to 9 and 10.<br/>-Comparing numbers to 10.<br/>-Bonds to 10.<br/>-Patterns<br/>-Doubles to 10<br/>-Explore odd and even<br/>-1 more/1 less<br/>-Explore 3D shapes<br/>-Explore and recognise 2D and 3D shapes.<br/>-Copy and continue patterns<br/>-Patterns in the environment</p> | <p><b>To 20 and Beyond</b><br/>-Build numbers beyond 10.<br/>-Count patterns beyond 10.<br/>-Verbal counting patterns</p> <p><b>How many now?</b><br/>-Add more<br/>-Take away</p> <p><b>Manipulate, compose and decompose</b><br/>-Manipulate shapes<br/>-Rotate shapes<br/>-Spatial reasoning.<br/>-Compose and decompose.</p> | <p><b>Sharing and Grouping</b><br/>-Sharing and grouping<br/>-Odd and even<br/>-Doubles<br/>Make connections<br/>-Patterns<br/>-Positions<br/>-Mapping<br/>-Visualise, build and map</p> <p><b>Consolidation</b><br/>-Gaps in Learning<br/>-Deepen understanding<br/>-Patterns in relationships</p> |
| <p><b>Maths Development Matters (REC)</b></p> | <p><b>Number</b></p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond 10</p> <p>Compare numbers</p> <p>Understand the 'one more than/one less than' relationship between</p> |  |   | <p><b>Numerical Pattern</b></p> <p>Compare quantities using language 'more than' 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round.</p> <p>Understand position through words alone with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like in front of and behind.</p>                                |  |   |



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|   | <p>consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p>   |  |  | <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately (flat surfaces for building, a triangular prism for a roof)</p> <p>Combine shapes to make new ones.</p> <p>Talk about and identify the patterns around them. For example, stripes on clothes.</p> <p>Use informal language like 'pointy', 'spotty', and 'blobs'.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first, then.</p> |  |   |
| <p><b>Maths Development Matters (ELG)</b></p>                                       | <p><b>Number</b></p>   |  |  | <p><b>Numerical Pattern</b></p>   |  |   |
|   | <p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Subitise (recognise quantities without counting) up to 5.</p> <p>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>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</p> <p>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>Understanding of the World</b></p> <p><b>The Natural World –(Science)</b></p> | <p>Nature tables – investigations and exploring environment / grounds.<br/>Explore the natural world around them.</p> <p>Changing seasons - Autumn</p>   | <p>Changing seasons – Winter.</p> <p>Look at the tree in the church grounds and see how it has changed since Autumn.</p> | <p>Building houses and exploring the properties/ materials, natural and man-made. (3 Little Pigs)</p> <p>Looking at different types of bridges, exploring how to make them and which materials to use. Which is the strongest? (Three Billy Goats Gruff)</p> | <p>Looking at different types of animals, zoo, farm, under the sea, Antarctic.</p> <p>Categorised the animals, life cycles, habitats, mothers and babies (names).</p> <p>Exploring hot and cold environments (Antarctic</p>   | <p>Introduce the 5 senses</p> <p>Touch/ Taste – Goldilocks porridge – before and after cooking.</p> <p>Changing seasons - observing the tree in church grounds, season tree poster. (Leaf Man)</p> | <p>Look at Space and talk about the planets, materials.<br/>(Astro Girl Story)</p> <p>Experiment – bubbling planets – changing state of materials.<br/>(Neil Armstrong)</p> <p>Sorting and naming fruit and vegetables.</p> |



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|  |  |  | <p>Floating and sinking – which objects float and sink?<br/>Make a boat that will float, which materials are the best to use.<br/>(Three Billy Goats Gruff)</p> <p>Cress Growing in different conditions.<br/>(Three Billy Goats Gruff)</p> <p>Growing a beanstalk and life cycle of a bean.<br/>(Jack and the beanstalk)</p> | <p>and where we live) – explore ice.</p> <p>Animals which hatch from eggs.</p> <p>Changing seasons – Spring (Easter/new life)</p> | <p>Habitats and climate of different bears.<br/>Ice – freezing and melting<br/>(We're going on a bear hunt)</p> <p>Hibernation – animals (Gruffalo)</p> <p>Dark and light sources<br/>Shadows<br/>Man – made and natural materials<br/>(Non – fiction texts)</p> | <p>(Supertato)</p> <p>Sorting dinosaurs into different criteria.<br/>Carnivores and Herbivores<br/>Explore and make fossils.<br/>(Non – Fiction Dinosaurs, Mary Anning)</p> <p>Explorers – David Attenborough</p> <p>Zoo Trip – Looking at the dinosaur section.<br/>Seasonal Change – Summer<br/>Observe the tree in the church grounds.</p> |
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| <p><b>The Natural World (Science)</b></p> | <p>Draw information from a simple map or plan.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear and feel whilst outside.</p> | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> | <p>Explore collections of materials with similar and/or different properties.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Rec</p> | <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, feel and hear while outside.</p> | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p> <p>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.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes</p> |
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|   |   |  | Describe what they see, hear and feel.<br><br>Explore the natural world around them. |   | Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter   | and changes in the natural world around them, including the seasons and changing states of matter |
| <b>Understanding of the World.</b><br><b>People, Culture and Communities</b><br><b>The Natural World</b><br><br><b>(History/Geography/RE)</b>       | <p>Simple maps and routes of local area. Take photos and make maps of local area.</p> <p>Welly walk weekly around school grounds, local area and park.</p> <p>Look at the different types of building in the local area.</p>                          | <p>Fireworks/Diwali – celebrations.</p> <p>Eid and Christmas Celebrations – similarities and differences.</p>  | <p>Creating a story map of the route the wolf took.</p>                              | <p>Exploring hot and cold environments (Antarctica and where we live) – similarities and differences.</p> <p>Look at the world globe – locate Antarctica and England.</p> | <p>Field work- journey stick of the local area, emotion area.</p> <p>Look at world map and where do bears come from (We're going on a bear hunt)</p>  |   |
| <b>People, Culture and Communities</b><br><b>The Natural World</b><br><br><b>(History/Geography/RE)</b><br><br><b>Development Matter Statements</b> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Draw information from a simple map.</p> | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> | <p>Draw information from a simple map.</p>   | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p>                   | <p>Draw information from a simple map.</p> <p>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between the natural world around them and contrasting</p> |   |





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|   |  |  |   |  | environments, drawing on their experiences and what has been read in class. |  |
| <p><b>Understanding of the World.</b><br/><b>Past and Present (History)</b></p>   | <p>Simple family history &amp; family members. Homes we live in with our families.</p> <p>Look at images of the past and children to discuss and sort.</p> | <p>Different celebrations<br/>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>-Remembrance Day<br/>-World Nursery Rhyme week- exploring traditional rhymes.<br/>-Birthdays then and now.<br/>-Christmas – looking at decorations old and new.</p> | <p>Traditional Tales<br/>-Three Little Pigs<br/>-Billy Goats Gruff<br/>-Jack and the Beanstalk</p>  |  |   | <p>Compare and contrast characters from stories, including figures from the past ( Mary Anning, David Attenborough and Neil Armstrong)</p> <p>To explore dinosaurs from the past.<br/>Non – Fiction books.</p>   |
| <p><b>Understanding of the World.</b><br/><b>Past and Present (History)</b></p> <p><b>Development Matter Statements</b></p> | <p>Comment on images of familiar situations in the past.</p>   | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p>   | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> |  |   | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>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.</p> <p>Understand the past through settings, characters and events encountered in books</p> |



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| <p><b>RE –People, Culture and Communities.</b></p> <p><b>Development Matters (PSED)</b></p> | <p><b>I am special/Harvest</b></p> <ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships. Express their feelings and consider the feelings of others</li> </ul> | <p><b>Special People/Christmas</b></p> <ul style="list-style-type: none"> <li>-See themselves as a valuable individual.</li> <li>-Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</li> <li>- Understand that some places are special to members of their community.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-Continue to develop positive attitudes about the differences between people.</li> </ul> | <p><b>Stories Jesus Heard</b></p> <ul style="list-style-type: none"> <li>-Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</li> </ul>                                       | <p><b>Friendship/Easter</b></p> <ul style="list-style-type: none"> <li>-Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</li> <li>-Think about the perspective of others.</li> </ul> | <p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>-Understand that some places are special to members of their community.</li> <li>-Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>-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.</li> </ul> | <p><b>Special times/Prayer</b></p> <ul style="list-style-type: none"> <li>-Express their ideas and feelings about their experiences.</li> <li>-Show sensitivity to their own and other’s needs.</li> <li>-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.</li> </ul> |
| <p><b>RE -Diocese</b></p>   | <p><b>Harvest</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>we (Christians) believe God created the world.</li> <li>we (Christians) believe that we should say</li> </ul>              | <p><b>Special People</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Jesus was special and performed miracles.</li> <li>people choose to do a variety of jobs that particularly show Christian values in</li> </ul>  | <p><b>Stories Jesus Heard</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Jesus listened to and learned Old Testament stories.</li> <li>Old Testament stories teach us about God.</li> </ul> | <p><b>Stories Jesus Told</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Jesus told stories and that they are found in the Bible.</li> </ul>  | <p><b>Special Places</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>Christians worship in a church.</li> <li>people consider places to be special</li> </ul>   | <p><b>Special Times</b></p> <p><b>By the end of this unit pupils will know that:</b></p> <ul style="list-style-type: none"> <li>the arrival of the holy spirit is remembered at Pentecost.</li> </ul>   |



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|  | <p>thank you to God at Harvest time.</p> <p>we (Christians) celebrate the Harvest Festival with a special service in church.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>talk about the food they enjoy.</p> <p>talk about harvest around the world.</p> <p>talk about why we celebrate harvest.</p> <p>talk about why it is important to help others, particularly at harvest time.</p>                        | <p>action. Eg health care workers, emergency service workers, parents etc.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>recall/retell stories about Jesus.</p> <p>talk about why Jesus is special.</p> <p>talk about people who are special and give reasons why they are special.</p> <p>connect people's actions and Christian values.</p> <p>talk about why the vicar is special.</p> | <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>recall/retell some of the Old Testament stories Jesus heard.</p> <p>talk about their favourite stories.</p> <p>talk about their feelings and experiences.</p> | <p>Jesus told the stories to teach people about God.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>Identify a Bible.</p> <p>Recall/retell some of Jesus stories.</p> <p>talk about their own experiences and feelings.</p> <p>Ask and respond to questions about their experiences and feelings.</p> <p>Give a simple explanation of the things we can learn from Jesus stories.</p> | <p>for different reasons.</p> <p>Muslims take off their shoes in a mosque.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>talk about their special places.</p> <p>talk about places of worship as special/holy places.</p> <p>talk about taking off your shoes in a special/holy place.</p> | <p>people of faith have special times of prayer.</p> <p>special times create memories.</p> <p>celebrating special times is important.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>talk about special times.</p> <p>recall/retell the story of Pentecost.</p> <p>talk about feelings associated with special times.</p> <p>ask questions about special/holy times.</p> |
|  | <p>I am Special</p> <p><b>By the end of this unit pupils will know that:</b></p> <p>they are fearfully and wonderfully made by God.</p> <p>they are unique special and loved.</p> <p>we (Christians) believe that God is our heavenly father, we are his children and we are members of a wider world family.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>talk about themselves, their likes, dislikes, and</p> | <p>Christmas</p> <p><b>By the end of this unit pupils will know that:</b></p> <p>Christmas is the celebration of Jesus' birthday.</p> <p>Jesus was a very special baby, the Son of God.</p> <p>the church celebrates Christmas in special ways.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>recall/retell the nativity story.</p>   |   | <p>Easter</p> <p><b>By the end of this unit pupils will know that:</b></p> <p>Jesus rode into Jerusalem on a donkey on Palm Sunday.</p> <p>Jesus died on the cross on Good Friday.</p> <p>we (Christians) believe that Jesus rose on Easter Day and is alive today.</p> <p>Easter is the most important time of the year for the Church.</p>   |  | <p>Prayer</p> <p><b>By the end of this unit pupils will know that:</b></p> <p>Jesus taught his disciples (us) the Lord's Prayer.</p> <p>prayer is a form of communication with God.</p> <p>prayer is expressed in a variety of ways.</p> <p>people pray for many different reasons.</p> <p><b>By the end of this unit pupils are expected to be able to:</b></p>  |



# Reception Long Term Overview



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|             | <p>what makes them special.</p> <p>talk about feelings they have experienced.</p>  | <p>identify the characters in the nativity story.</p> <p>use religious words to talk about Christmas.</p> <p>talk about why Christmas is important.</p> <p>talk about how the church celebrates Christmas.</p> <p>talk about their own experiences of Christmas.</p> <p>talk about feelings related to celebrating Christmas and birthdays.</p> |   | <p><b>By the end of this unit pupils are expected to be able to:</b></p> <p>tell you that Christians believe Jesus died for us because he loves us.</p> <p>briefly retell the story of Easter.</p> <p>identify symbols associated with Easter.</p> <p>talk about their own experiences of love and other emotions expressed in the Easter Story.</p> <p>ask questions about the Easter story.</p> |  | <p>talk about the stories of Daniel and Jonah.</p> <p>talk about the different ways people pray.</p> <p>talk about their own experiences of prayer.</p>   |
| <b>PSED</b> | <p style="text-align: center;"><b>New Beginnings/Friendships</b></p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> | <p style="text-align: center;"><b>Celebrating difference</b></p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p> <p style="text-align: center;"><b>My Happy Minds</b><br/>Meet your brain module x 3 lessons</p>                    | <p style="text-align: center;"><b>Goals</b></p> <p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p style="text-align: center;"><b>My Happy Mind</b> - Celebrate module x 3 lessons</p> | <p style="text-align: center;"><b>Healthy Me</b></p> <p>Manage their own needs Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspective of others.</p> <p style="text-align: center;"><b>My Happy Minds</b><br/>Relate module x 3 lessons</p>  | <p style="text-align: center;"><b>Kidsafe</b></p> <p>Show sensitivity to their own and other's needs. Form positive attachments to adults and friendships with peers. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p style="text-align: center;"><b>My Happy Minds</b><br/>Engage module x 3 lessons</p> | <p style="text-align: center;"><b>Growth and change</b></p> <p>Work and play cooperatively and take turns with others. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> |



# Reception Long Term Overview



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| <b>Creating with materials – Art/DT</b>                     | KAPOW-Autumn seasonal craft.   | KAPOW – Paint My World<br>Mark making in different ways, Autumn art, outdoor painting and firework inspired art making. | Looking at different types of bridges and exploring how to make them.<br>Which is the strongest?<br><br>Explore raft/boat building – construct a boat that will float exploring how to join the materials together, best materials to use.  | KAPOW – Sculpture and 3D creation station, clay, play dough, creating and drawing animal sculptures.           | KAPOW – Seasonal craft unit<br>Summer salt painting.  | The Day the Crayons Quit<br><br>Colour mixing and exploration<br><br>Tones – Darker and lighter<br><br>KAPOW – Let's get crafty<br>Joining techniques, collage creating snakes and flowers.   |
| <b>Creating with materials – Art/DT DEVELOPMENT MATTERS</b> | Explore, use and refine a variety of artistic effects to express ideas and feelings. | Explore, use and refine a variety of artistic effects to express ideas and feelings.                                    | Explore different materials freely, in order to develop their ideas about how to use them and what to make.<br><br>Develop their own ideas and then decide which materials to use to express them.<br><br>Join different materials and explore different textures.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively sharing ideas, resources and skills. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Share their creations, explaining the process they have used.<br><br>Make use of props and materials when role playing characters in narratives and stories. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br><br>Share their creations, explaining the process they have used.<br><br>Make use of props and materials when role playing characters in narratives and stories. |



# Reception Long Term Overview



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| <b>Being imaginative –music/role-play</b>                      | Building homes<br>Develop storylines in their play.  | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Watch and talk about dance and performance<br>Art, expressing their feelings and responses. |   |                     | Invent, adapt and recount narratives and stories with peers and their teachers,<br>Sing a range of well known nursery rhymes and songs.<br>Perform songs, rhymes, poems and stories with others and try to move in time with music.  |                             |
| <b>Music (charanga)</b>  | Listen attentively, move to and talk about music, expressing their feelings and responses.<br>Sing in a group or on their own, increasingly matching the pitch and following the melody.<br>Explore and engage in music making or dance, performing solo or in groups.   |   |   |                     | Sing a range of well known nursery rhymes and songs.<br>Perform songs, rhymes, poems and stories with others and try to move in time with music.   |                             |
| <b>Physical Development</b><br><br><b>Gross and Fine Motor</b> | <p style="text-align: center;"><b>Gross Motor Skills</b></p> <p style="text-align: center;">Negotiate space and obstacles safely with consideration of themselves and others.<br/>Demonstrate strength, balance and coordination when playing.<br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;"><b>Fundamental Skills - PE Passport, jumping, hopping, throwing, kicking, crawling, climbing.</b></p> <p style="text-align: center;"><b>Fine Motor Skills</b></p> <p style="text-align: center;">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/>Use a range of small tools, including scissors, paintbrushes and cutlery.<br/>Begin to show accuracy and care when drawing.</p> |   |   |                     | <p style="text-align: center;"><b>Gross Motor Skills</b></p> <p style="text-align: center;">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br/>Negotiate space and obstacles safely, with consideration for themselves and others.<br/>Demonstrate strength, balance and coordination when playing.</p> <p style="text-align: center;"><b>Fine Motor Skills</b></p> <p style="text-align: center;">Begin to show accuracy and care when drawing.<br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/>Use a range of small tools, including scissors, paintbrushes and cutlery</p> |                             |
| <b>Role-play ideas</b>   | Home CornerClassroom   | Diwali/Party/Santa's Workshop   | 3 Little pigs/Billy Goats Gruff/ Jack's cottage | The Zoo/Home Corner | Goldilocks and the Three Bears/Camping   | Dinosaurs/Space/Home corner |