



Reception Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer `1	Summer 2
Topic title	Magical Me	Let's Celebrate	Once Upon a Time	Animal Cracker	What's in the woods?	Imagine that!
Essential Learning Experience	Collage of family photographs Family tea party Christmas craft afternoon with parents/Christmas party		To ride a balance bike. Life cycle – Butterfly/chicks.		Visit to the Zoo (Dinosaur land) To follow a recipe to make porridge.	
Literacy Texts	Starting School (1 week) Only One You (1.5 week) Great big book of families (1.5 week) Happy in our skin (1.5 week) I am brown (1.5 week) Harvest/ Homes (Non – Fiction)	The story of Diwali/ Fireworks – Topsy and Tim Bonfire night Non – fiction book (1 week) Remembrance day (1 week) – start up history (Non – Fiction) Where the Poppy's now grow. A poppy is to remember Lest We Forget Dear Santa (2 week) Birthdays (2 weeks) – when's my birthday? A birthday for bear. Nursery Rhyme Week (1 week)	Three little pigs (1.5 weeks) Three Billy Goats Gruff (2 weeks) Jack and the bean stalk. (2 weeks) Read a range of other fairy tales during we are reading.	Supermarket zoo (2 weeks) What the ladybird heard. (1 week) Rainbow fish (1 week) Penguin (1 week) Non – Fiction animal book mother and babies. (1 week)	Goldilocks and the three bears. (1 week) Stick man/ leaf man (2 weeks) We're going on a bear hunt. (1 weeks) Gruffalo (2 weeks) Non – Fiction Books – hibernation/nocturnal animals in woods. (1 week)	Alien's love underpants/Astro Girl (1.5 weeks) Supertato (1.5 weeks) The Day the Crayons Quit (2 weeks) Non – Fiction Dinosaurs (1 week) Non – Fiction Explorer (1 week - Someone from the past – Neil Armstrong, Mary Anning and David Attenborough)
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.



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					knowledge and vocabulary.	
	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs.				ELG	
Literacy	Read individual letters by saying the sounds for them.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme.	Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Spell words by identifying the sounds and then writing the sound with letter/s. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. 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.	Write short sentences with words with known sound - letter correspondences using a capital letter and full stop. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. 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.
Maths	Getting to Know You!	It's Me 1, 2, 3!	Alive in 5! ● Introducing 0	Building 9 and 10	First, then, now ● Adding more	On the Move



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	<p>Just Like Me!</p> <ul style="list-style-type: none"> • Match and sort • Compare amounts • Compare size, mass, capacity. • Exploring patterns 	<ul style="list-style-type: none"> • Representing 1, 2, 3 • Comparing 1,2,3 • Composition 1,2,3 • Circles and triangles • Positional language <p>Light and Dark</p> <ul style="list-style-type: none"> • Representing numbers to 5. • 1 more/less • Shapes with 4 sides. • Time <p>Consolidation</p>	<ul style="list-style-type: none"> • Comparing numbers to 5 • Composition of 4 and 5. • Compare mass. • Compare capacity <p>Growing 6,7,8</p> <ul style="list-style-type: none"> • 6,7 & 8 • Combining 2 amounts. • Making pairs • Length and Height • Time 	<ul style="list-style-type: none"> • Counting to 9 and 10. • Comparing numbers to 10. • Bonds to 10. • 3-D Shapes • Spatial awareness. • Patterns <p>To 20 and Beyond</p> <ul style="list-style-type: none"> • Build numbers beyond 10. • Count patterns beyond 10. • Spatial reasoning. • Match, rotate and manipulate. 	<ul style="list-style-type: none"> • Taking away • Spatial reasoning. • Compose and decompose. <p>Find my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing & grouping • Even and Odd • Spatial Reasoning • Visualise and build. 	<ul style="list-style-type: none"> • Deepening Understanding. • Patterns and Relationships. • Spatial Mapping • Mapping <p>Consolidation</p> <ul style="list-style-type: none"> • Gaps in Learning
<p>Maths Development Matters (REC)</p>	<p style="text-align: center;">Number</p> <ul style="list-style-type: none"> • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. • Count beyond 10 • Compare numbers • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. 		<p style="text-align: center;">Numerical Pattern</p> <ul style="list-style-type: none"> • Compare quantities using language 'more than' 'fewer than'. • Talk about and explore 2D and 3D shapes using informal and mathematical language such as sides, corners straight, flat and round. • Understand position through words alone with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like in front of and behind. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately (flat surfaces for building, a triangular prism for a roof) • Combine shapes to make new ones. • Talk about and identify the patterns around them. For example, stripes on clothes. • Use informal language like 'pointy', 'spotty', and 'blobs'. • Begin to describe a sequence of events, real or fictional, using words such as first, then. 			



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Maths Development Matters (ELG)	Number			Numerical Pattern		
<p>Understanding of the World</p> <p>The Natural World – (Science)</p>	<p>Nature tables – investigations and exploring environment / grounds. 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>Floating and sinking – which objects float and sink? Make a boat that will float, which materials are the best to use. (Three Billy Goats Gruff)</p> <p>Cress Growing in different conditions. (Three Billy Goats Gruff)</p> <p>Growing a beanstalk and life cycle of a bean. (Jack and the beanstalk)</p>	<p>Looking at different types of animals, zoo, farm, under the sea, Antarctic. Categorized the animals, life cycles, habitats, mothers and babies (names).</p> <p>Exploring hot and cold environments (Antarctic and where we live) – explore ice.</p> <p>Animals which hatch from eggs.</p> <p>Changing seasons – Spring (Easter/new life)</p>	<p>Introduce the 5 senses – 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>Habitats and climate of different bears.</p> <p>Ice – freezing and melting (We’re going on a bear hunt)</p> <p>Hibernation – animals (Gruffalo)</p> <p>Dark and light sources Shadows Man – made and natural materials (Non – fiction texts)</p>	<p>Look at Space and talk about the planets, materials. (Astro Girl Story)</p> <p>Experiment – bubbling planets – changing state of materials. (Neil Armstrong)</p> <p>Sorting and naming fruit and vegetables. (Supertato)</p> <p>Sorting dinosaurs into different criteria. Carnivores and Herbivores Explore and make fossils. (Non – Fiction Dinosaurs, Mary Anning)</p> <p>Explorers – David Attenborough</p> <p>Zoo Trip – Looking at the dinosaur section.</p> <p>Seasonal Change – Summer Observe the tree in the church grounds.</p>



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<p>The Natural World – (Science) Development Matters (3-4 / Rec)</p>	<p>Draw information from a simple map or plan. Understand the effect of changing seasons on the natural world around them. Explore the natural world around them Describe what they see, hear and feel whilst outside.</p>	<p>Rec</p> <ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. 	<p>3-4 Years</p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Use all their senses in hands-on exploration of natural materials. • Talk about the differences between materials and changes they notice • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore collections of materials with similar and/or different properties. 	<p>3- 4 Years</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal <p>Rec</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Describe what they see, feel and hear while outside. 	<p>Rec</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • 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>ELG –</p> <ul style="list-style-type: none"> • 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. 	<p>Rec</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • 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>ELG –</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> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Understand some important processes and changes in the natural world around
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- Talk about what they see, using a wide vocabulary.

Rec

- Describe what they see, hear and feel.
- 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

them, including the seasons and changing states of matter



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<p>Understanding of the World. People, Culture and Communities The Natural World (History/Geography/RE)</p>	<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. 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 (Stick Man)</p> <p>Look at world map and where do bears come from (We're going on a bear hunt)</p>	
<p>People, Culture and Communities The Natural World (History/Geography/RE) Development Matter Statements</p>	<p>Rec</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Understand that some places are special to members of their community. 	<p>Rec</p> <ul style="list-style-type: none"> ● Talk about members of their immediate family and community. ● Name and describe people who are familiar to them. ● Understand that some places are special to members of their community. ● Recognise some similarities and differences between life in this country and life in other countries 	<p>Rec</p> <ul style="list-style-type: none"> ● Draw information from a simple map. 	<p>Rec</p> <ul style="list-style-type: none"> ● Recognise some similarities and differences between life in this country and life in other countries. ● Draw information from a simple map. 	<p>Rec</p> <ul style="list-style-type: none"> ● Draw information from a simple map. ● ELG – 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. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and 	



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					what has been read in class.	
Understanding of the World. Past and Present (History)	Simple family history & family members. Homes we live in with our families. Look at images of the past of Victorian families and children to discuss and sort.	Different celebrations Recognise that people have different beliefs and celebrate special times in different ways. -Remembrance Day - World Nursery Rhyme week- exploring traditional rhymes. - Birthdays then and now. - Christmas – looking at decorations old and new.	Traditional Tales - Three Little Pigs - Billy Goats Gruff - Jack and the Beanstalk			Compare and contrast characters from stories, including figures from the past (Mary Anning, David Attenborough and Neil Armstrong) To explore dinosaurs from the past. Non – Fiction books.
Understanding of the World. Past and Present (History) Development Matter Statements	Rec <ul style="list-style-type: none"> Comment on images of familiar situations in the past. 	Rec <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. 	Rec <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. ELG – Understand the past through settings, characters and events encountered in books read in class and storytelling. 			Rec <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past. ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their



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						<p>experiences and what has been read in class.</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling.
Computing						
<p>RE –People, Culture and Communities.</p> <p>Development Matters (PSED)</p>	<p>I am special/Harvest</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others 	<p>Special People/Christmas</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Continue to develop positive attitudes about 	<p>Stories Jesus Heard</p> <ul style="list-style-type: none"> Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. 	<p>Friendship/Easter</p> <ul style="list-style-type: none"> 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>Special places</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. <p>ELG –</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 	<p>Special times/prayer</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences. Show sensitivity to their own and other’s needs. <p>ELG –</p> <ul style="list-style-type: none"> 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.



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		the differences between people.			what has been read in class.	
RE -Diocese	Harvest	Special People	Stories Jesus Heard	Friendship	Special Places	Special Times
	By the end of this unit pupils will know that:	By the end of this unit pupils will know that:	By the end of this unit pupils will know that:	By the end of this unit pupils will know that:	By the end of this unit pupils will know that:	By the end of this unit pupils will know that:
	we (Christians) believe God created the world.	Jesus was special and performed miracles.	Jesus listened to and learned Old Testament stories.	Christians consider themselves to be friends of Jesus.	Christians worship in a church.	the arrival of the holy spirit is remembered at Pentecost.
	we (Christians) believe that we should say thank you to God at Harvest time.	people choose to do a variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc.	Old Testament stories teach us about God.	Jesus has 12 special friends called disciples.	people consider places to be special for different reasons.	people of faith have special times of prayer.
	we (Christians) celebrate the Harvest Festival with a special service in church.	By the end of this unit pupils are expected to be able to:	By the end of this unit pupils are expected to be able to:	By the end of this unit pupils are expected to be able to:	Muslims take off their shoes in a mosque.	special times create memories.
	By the end of this unit pupils are expected to be able to:	By the end of this unit pupils are expected to be able to:	recall/retell some of the Old Testament stories Jesus heard.	recall/retell stories of Jesus with his friends.	By the end of this unit pupils are expected to be able to:	celebrating special times is important.
	talk about the food they enjoy.	recall/retell stories about Jesus.	talk about their favourite stories.	talk about why friendship is important.	talk about their special places.	By the end of this unit pupils are expected to be able to:
	talk about harvest around the world.	talk about why Jesus is special.	talk about their feelings and experiences.	talk about their own experiences of friendship.	talk about places of worship as special/holy places.	talk about special times.
	talk about why we celebrate harvest.	talk about why Jesus is special.		Easter	talk about taking off your shoes in a special/holy place.	recall/retell the story of Pentecost.
	talk about why it is important to help others, particularly at harvest time.	talk about people who are special and give reasons why they are special.		By the end of this unit pupils will know that:		talk about feelings associated with special times.
	I am Special	connect people's actions and Christian values.		Jesus rode into Jerusalem on a donkey on Palm Sunday.		ask questions about special/holy times.
	By the end of this unit pupils will know that:	talk about why the vicar is special.		Jesus died on the cross on Good Friday.		Prayer
	they are fearfully and wonderfully made by God.	Christmas		we (Christians) believe that Jesus rose on Easter Day and is alive today.		By the end of this unit pupils will know that:
	they are unique special and loved.	By the end of this unit pupils will know that:		Easter is the most important time of the year for the Church.		Jesus taught his disciples (us) the Lord's Prayer.
we (Christians) believe that God is our heavenly	Christmas is the celebration of Jesus' birthday.		By the end of this unit pupils are expected to be able to:		prayer is a form of communication with God.	
					prayer is expressed in a variety of ways.	



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	<p>father, we are his children and we are members of a wider world family.</p> <p>By the end of this unit pupils are expected to be able to:</p> <p>talk about themselves, their likes, dislikes, and what makes them special.</p> <p>talk about feelings they have experienced.</p>	<p>Jesus was a very special baby, the Son of God.</p> <p>the church celebrates Christmas in special ways.</p> <p>By the end of this unit pupils are expected to be able to:</p> <p>recall/retell the nativity story.</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>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>people pray for many different reasons.</p> <p>By the end of this unit pupils are expected to be able to:</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>
PSED	<p>New Beginnings/Friendships</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p>	<p>Celebrating difference</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others</p>	<p>Goals</p> <p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p>	<p>Healthy Me</p> <p>Manage their own needs</p> <p>Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspective of others.</p>	<p>Kidsafe</p> <p>Show sensitivity to their own and other's needs.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Growth and change</p> <p>Work and play cooperatively and take turns with others.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Be confident to try new activities and show independence, resilience</p>



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						and perseverance in the face of a challenge.
Creating with materials – Art/DT	KAPOW – Marvellous marks Colour names, matching colours, Self portraits, diff materials and features.	KAPOW – Paint My World 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. Which is the strongest? 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 Summer salt painting.	The Day the Crayons Quit Colour mixing and exploration Tones – Darker and lighter KAPOW – Lets get crafty Joining techniques, collage creating snakes and flowers.
Creating with materials – Art/DT DEVELOPMENT MATTERS	Rec <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. 	Rec <ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express ideas and feelings. 	3-4 Years <ul style="list-style-type: none"> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and the decide which materials to use to express them. Join different materials and explore different textures. Rec <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and 	Rec <ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	ELG <ul style="list-style-type: none"> 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. 	ELG <ul style="list-style-type: none"> 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.



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			<p>developing their ability to represent them.</p> <ul style="list-style-type: none"> • Create collaboratively sharing ideas, resources and skills. 			
Being imaginative – music/role-play	Building homes Develop storylines in their play.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance Art, expressing their feelings and responses.			Invent, adapt and recount narratives and stories with peers and their teachers, Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music.	
Music (charanga)	Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making or dance, performing solo or in groups.				Sing a range of well known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music.	
PE –Gross and Fine Motor	<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;">Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p style="text-align: center;">Fine Motor Skills</p> <p style="text-align: center;">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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>				<p style="text-align: center;">Gross Motor Skills</p> <p style="text-align: center;">Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p> <p style="text-align: center;">Fine Motor Skills</p> <p style="text-align: center;">Begin to show accuracy and care when drawing. 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, paintbrushes and cutlery</p>	
Role-play area	Home corner/classroom	Party/Santas workshop	3 Little pigs	The Zoo	Goldilocks and the Three Bears	Dinosaurs
Curriculum promises covered	1 Paint a self portrait. 5 Take a photograph.	7 Perform a song, 4 Learn table manners.	6 Learn to ride a bike.	33 Visit a butterfly house.	3 Go on a nature walk.	8 Taste a new fruit.



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		2 Post a letter.				
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