

**Reception Long Term Overview**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/ Interests/ Lines of enquiry	Autumn Harvest Family/ pets Myself Belonging	Autumn Halloween Bonfire Night Diwali Remembrance Day Christmas	Winter Lunar New Year Water/ ice Cold places	Spring Shrove Tuesday Lent Easter Planting Traditional Tales Ramadan/Eid	Growing up- generations Family history Baptism Life cycles	Change/transition Reflection Own story writing and retelling
Key texts to support learning (not limited to)	Autumn information texts, Percy the Park Keeper Collection, Owl Babies, The Colour Monster, Pumpkin Soup	Shark in the Park, The Owl who was Afraid of the Dark, The Jolly Postman collection, The Gunpowder Plot, Room on the Broom, Scaredy Bat! Rama and Sita	The Emperor's Egg, The Polar Bear, The Penguin Who Wanted to Fly, Goldy Lock and the Three Pandas, Ping won't Share, CHINA, Panda Tracks	Jack and the Beanstalk, Goldilocks and the Three Bears, Little Red Riding Hood, The Gingerbread Man, Hansel and Gretel, The Three Little Pigs	Tadpole's Promise, Aaaarrggghh, Spider!, Mad about Minibeasts, Bog Baby, The Very Hungry Caterpillar, The lazy Ladybird, The Crunching Munching Caterpillar, As We Grow	100 Best Poems for Children, Fantastic Poems for Kids, Julian is a Mermaid
Additional key texts which <b>must</b> be read	Aliens Love Underpants (Clare Freeman), How Many Legs? (Kes Gray), Lost and Found (Oliver Jeffers), Barry the Fish with Fingers (Sue Hendra), Blown Away (Rob Biddulph), Where's my Teddy? (Jez Alborough), Dinosaur who Pooped a Planet (Tom Fletcher), The Lion Inside (Rachel Bright), The Lion who Wanted to love (Giles Andreae), The Bad Tempered ladybird (Eric Carle), There was an Old Lady who Swallowed a Fly (Pam Adams), Each Peach Pear Plum (Janet and Allan Ahlberg), Handa's Surprise (Eileen Browne), Oi Frog, You Can't take an Elephant on the Bus, The Train Ride (June Crebbin), Six Dinner Sid, How to Catch a Star, Elmer.					
Enrichment opportunities	Vet visit Nurse visit  <b>Forest School</b>	Diwali celebration Bonfire Night celebration  <b>Forest School</b>	Chinese New Year celebration  <b>Forest School</b>	Easter Hunt in the forest with parents Visits to allotment Start of Ramadan Visit from Dentist Right Start Pedestrian Training <b>Forest School</b>	Caterpillars- butterflies Eggs- hatching chicks Tadpoles Visit to local church for baptism Eid celebration <b>Forest School</b>	Visits to Y1 classrooms  <b>Forest School</b>
Characteristics of Effective Learning	<p>Children approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations.</p> <p><b>Playing and Exploring- ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul> <p><b>Active Learning- MOTIVATION</b></p> <ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keep trying</li> <li>• Enjoying achieving what they set out to do</li> </ul> <p><b>Creating and Thinking Critically- THINKING</b></p> <ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Working with ideas</li> </ul>					
Overarching principles	<p><b>An effective learning environment is a place where you are not accepted because of what you perform but because of who you are.</b></p> <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone- embrace each community.</p> <p><b>Enabling Environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs, curiosities and passions; helping them to build upon their learning over time.</p>					

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	<p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><b>PLAY</b> At Tonacliffe Primary School we understand and value play as a vehicle for learning and this is at the heart of our early years' curriculum. We strongly believe that a careful balance between adult-directed and uninterrupted child-initiated play ensures the best outcomes for our children. We encourage our children to take risks in their play and resources are open-ended which require children to use higher order thinking. We value the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
<p>Our British Values</p> <p><b>What Makes me Me/ I am Special</b> (individual celebrations)- throughout the year.</p> <p>Key Texts:</p>	<p><b>Mutual Respect</b> We are all unique. We respect differences between different people and their beliefs.</p> <p>'The Proudest Blue' by Ibthijaj Muhammad, 'Little Glow' by Katie Sahota, 'I am You Are' by Ashley Harris Whaley.</p>	<p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.</p> <p>'My Skin Your Skin' by Laura Henry-Allan, 'My Magic Family' by Lotte Jeffs, 'The Kindest Red' by Ibthijaj Muhammad, 'All are Welcome' by Alexandra Penfold.</p>	<p><b>Rule of Law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We must work together as a team when it is necessary.</p> <p>'Can I Play?' by Nicola Kinnear, 'Finn's Little Fibs' by Tom Percival, 'Kindness Grows' by Britta Teckentrup.</p>	<p><b>Individual Liberty</b> We all have the right to have our own views. We are all respected for who we are. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p>'Hey You!' by Dapo Adelo, 'Super Duper You' by Sophy Henn, 'Perfectly Norman' by Tom Pervical.</p>	<p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their ideas and opinions. We have the opportunity to play with who we want to play with. We listen to others.</p> <p>'My Mummy Marches' by Samantha Hawkins, 'Out of the Blue' by Robert Tregoning, 'If I were Prime Minister' by Trygve Skaug.</p>	<p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	Analyse nursery assessments In-house- Baseline data on entry National Baseline data by the end of the half term	Ongoing assessments Pupil progress meetings Parents evening EYFS team meetings Internal moderation Update Pupil Tracker	Ongoing assessments EYFS team meetings	Ongoing assessments Internal moderation Update pupil Tracker Pupil progress meetings Parents evening	Ongoing assessments Cluster moderation EYFS team meetings	Pupil progress meetings Parents evening EYFS meetings EOY data
Parental Involvement	Open-door policy Early Reading/ phonics workshop Parents to Play afternoon Home/School Agreement	Open-door policy Christmas performance Parents evening Early Maths workshop	Open-door policy Parents to share a story Handwriting workshop	Open-door policy Parents evening Easter hunt in the forest Mother's Day stay and play	Open-door policy Reading picnic Father's Day stay and play	Open-door policy Summer reports Parents to play in the forest
Communication and Language	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. The use of the Curiosity Corner is key to introduce new vocabulary and concepts for the children to develop their curiosity and new vocabulary acquisition.</p> <p><b>Reading frequently to children and engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed <b>new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>					
Whole EYFS focus- C&L is developed throughout the year through high quality interactions, daily group discussions, Curiosity Corner, story times, singing, speech and language	Understand how to listen carefully and why listening is important. Engage in story times. Talk about experiences familiar to them.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Retell familiar stories.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.	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.	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	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 vocab in different contexts.

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<p><i>interventions (NELI), EYFS productions.</i></p> <p><b>DAILY STORY TIMES</b></p>	<p>Rhyming and alliteration.</p>	<p>Follow instructions. Introduce talk partners.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocab.</p>		<p>familiarity with new knowledge and vocab.</p>	
<p><b>Throughout the year:</b> Re-read favourite stories we have used in our learning to make our learning 'sticky'. Learn new vocabulary. Use new vocabulary through the day and in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>						
<p>Personal, Social and Emotional Development Managing Self</p> <p><i>(These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year)</i></p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</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 perspectives of others. Manage their own needs.</p>			
<p>Self-Regulation</p>	<ul style="list-style-type: none"> <li>• Controlling own feelings and behaviours</li> <li>• Applying personalised strategies to return to a state of calm</li> <li>• Being able to curb impulsive behaviours</li> <li>• Being able to concentrate on a task</li> <li>• Being able to ignore distractions <ul style="list-style-type: none"> <li>• Planning</li> <li>• Thinking before acting</li> <li>• Delaying gratification</li> </ul> </li> <li>• Persisting in the face of challenge</li> </ul>					
<p>Physical Development</p>	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</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>Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency. Develop the foundations of a pre-cursive handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop fine motor skills so that they can use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks and spoons. Develop overall body strength, balance, co-ordination and agility.</p>						
<p>PE Lancashire Scheme of Work</p>	<p>EYFS Fundamental Skills <b>Transport</b></p>	<p>EYFS Fundamental Skills <b>How to Catch a Star</b></p>	<p>EYFS Fundamental Skills <b>Castles</b></p>	<p>EYFS Fundamental Skills <b>Jack and the Beanstalk</b></p>	<p>EYFS Fundamental Skills <b>Minibeasts</b></p>	<p>EYFS Fundamental Skills <b>Hungry Caterpillar</b></p>
<p>Literacy</p>	<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					

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<p>Comprehension</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: -print has meaning- print can have different purposes- we read English text from left to right and top to bottom- the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocab.</p>	<p>Retell stories related to events through role play. Christmas letters/lists. Retelling stories using images. Story maps. Editing of story maps and orally retelling new stories. Sequence story- use vocab of beginning, middle, end. Blend sounds into words, so that they can read short words made up of known letters-sound correspondences. Enjoys an increasing range of books.</p>	<p>Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/ mark making for LA. Read simple phrases and sentences made up of words with known letter-sound correspondences and exception words.</p>	<p>Non-Fiction about animals in the garden/forest, plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day. Uses vocab and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Stories from other cultures and traditions. Retell a story with actions and/or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Parents reading stories.  Can explain the main events of a story- Can draw pictures of characters/event/setting in a story. Include labels, sentences or captions.</p>	<p>Can draw pictures of characters/event/setting in a story. Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comment, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story-can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.  Sort books into categories.</p>
<p>Word Reading</p>	<p><b>Phonic sounds:</b> s a t p i n m d g o c k c k e u r h b f l <b>Tricky words:</b> is l the <b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonics knowledge.</p>	<p><b>Phonic sounds:</b> ff ll ss j v w x y z zz qu ch sh th ng <b>Tricky words:</b> as and has his her go no to into she he of we me be <b>Reading:</b> Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonic sounds:</b> ai ee igh oa oo o oar or ur ow oi ear air er <b>Tricky words:</b> was you they my by all are <b>Reading:</b> Rhyming strings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic sounds:</b> Review Phase 3 <b>Tricky words:</b> review the words taught so far <b>Reading:</b> Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Common theme in traditional tales, identifying characters and settings. Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p><b>Phonic sounds:</b> Short vowels with adjacent consonants. CVCC CCVC CCVCC CCCVC CCCVCC. Longer words and compound words. <b>Tricky words:</b> said so have like some come love do were here little there when what one out <b>Reading:</b> non-fiction texts, internal blending, naming letters of the alphabet. Distinguishing capital letters and lower-case letters.</p>	<p><b>Phonic sounds:</b> Phase 3 long vowel graphemes with adjacent consonants. CVCC CCVC CCCVC CCV CCVCC. Words ending in suffixes: -ing, -ed /t/, -ed /id/ed/, -ed /d/- er, -est. Longer words and compound words. <b>Tricky words:</b> review all taught so far. <b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
<p>Writing</p> <p><i>Texts as a stimulus may change due to the children's interests</i></p>	<p><b>Drawing Club Texts:</b> The Colour Monster, Mixed, Christopher Pumpkin, Room on the Broom, What's in the Witch's Kitchen  <b>Texts as a stimulus:</b> The Tiger who came to Tea, Owl Babies Pumpkin Soup</p>	<p><b>Drawing Club Texts:</b> Not Now Bernard, A Dark, Dark Tale, Meg and Mog, Chicken Licken, Little Rabbit Foo Foo  <b>Texts as a stimulus:</b> Shark in the Park, The Gunpowder Plot Christmas story Rama and Sita The Jolly Postman Scaredy Bat!</p>	<p><b>Drawing Club Texts:</b> Farmer Duck, The Tiger Who Came to Tea, Goldilocks, Penguin, Billy and the Beast,  <b>Texts as a stimulus:</b> The Emperor's Egg Goldy Luck and the Three Pandas Panda information texts  Writing CVC words, labels using CVC, CVCC, CCVC words.</p>	<p><b>Drawing Club Texts:</b> Three Billy Goats Gruff, Jack and the Beanstalk, Little Red Hen, The Magic Porridge Pot, The Three Little Pigs, The Gingerbread Man  <b>Texts as a stimulus:</b> Jack and the Beanstalk Jack and the Baked Beanstalk Jack and the Jelly Beanstalk The Little Red Hen</p>	<p><b>Drawing Club Texts:</b> We're Going on a Bear Hunt, Where the Wild Things Are, Dear Zoo, Je M'Habille Et... Je Te Croque, Superworm, As We Grow  <b>Texts as a stimulus:</b> Mad about Minibeasts, Aaaaarrggghhh Spider! Tadpoles Promise Lifecycle information texts.</p>	<p><b>Drawing Club Texts:</b> Pirate Pete, Would You Rather?, The Night Pirates, The Hairy Toe, White Hen and the Fox  <b>Texts as a stimulus:</b> Tiddler The Storm Whale What the ladybird heard at the Seaside Tyrannosaurus Drip</p>

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	<p>Children will experiment with mark making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to makes and labels.</p> <p>Writing initial sounds. Using initial sounds to label characters/ images.</p> <p>Writing letters from their name. Name writing practice.</p> <p>Beginning to write words using phoneme/grapheme correspondence taught in phonics.</p>	<p>Labelling using initial sounds. Orally telling stories sometimes with adults acting as scribes. Writing CVC words to label characters from the stories. Writing lists e.g. Christmas present lists.</p> <p>Writing some of the tricky words taught in phonics such as: I, in, it, is, as, and.</p> <p>Writing simple captions about pictures from stories. Sequence stories such as Rama and Sita/ Christmas story.</p>	<p>Guided writing based around developing short sentences about animal facts/ habitats. Guided writing based around short sentences to describe characters from a story/ events from a story.</p>	<p>Goldilocks and the Three Bears</p> <p>Drawing and labelling own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Retell familiar traditional tales orally and through short sentence writing. Sequence the Easter story. Write simple sentences to describe characters from familiar traditional stories.</p>	<p>The Hungry Caterpillar</p> <p>Writing for a purpose in role play, using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words- Writing simple sentences to create a Who am I's about minibeasts and minibeast fact files.</p>	<p>Under the Sea information books Dinosaur information books</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Writing sentences using full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts using familiar texts as a model for writing own stories.</p> <p>Character description- Tyrannosaurus Drip and Tiddler.</p>
Mathematics	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding-such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting-children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, <b>'have a go'</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					
LCC Key learning and LAPS are used to plan.	<p><b>Early Mathematical Experiences</b></p> <ul style="list-style-type: none"> <li>Counting rhymes and songs.</li> <li>Classifying objects based on one attribute.</li> <li>Matching equal and unequal sets.</li> <li>Comparing objects and sets.</li> <li>Subitising.</li> <li>Ordering objects and sets/ introduce manipulatives.</li> <li>Number recognition.</li> <li>2D shapes.</li> </ul> <p><b>Pattern and Early Number</b></p> <ul style="list-style-type: none"> <li>Recognise, describe, copy and extend colour and size patterns.</li> <li>Count and represent the numbers 1 to 3.</li> <li>Estimate and check by counting.</li> <li>Recognise numbers in the environment.</li> <li>A number of the week- Number Land.</li> </ul>	<p><b>Numbers within 6</b></p> <ul style="list-style-type: none"> <li>Count up to 6 objects.</li> <li>One more or one fewer.</li> <li>Order numbers 1-6.</li> <li>Conservation of numbers within six.</li> </ul> <p><b>Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Explore addition as counting on and subtraction as taking away.</li> </ul> <p><b>Numbers within 15</b></p> <ul style="list-style-type: none"> <li>Count up to 15 objects and recognise different representations.</li> <li>Order and explore numbers to 15.</li> <li>One more or fewer.</li> </ul>	<p><b>Numbers within 10</b></p> <ul style="list-style-type: none"> <li>Count up to 10 objects.</li> <li>Represent, order and explore numbers to 10.</li> <li>One more or fewer, one greater or less.</li> </ul> <p><b>Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Explore addition as counting on and subtraction as taking away.</li> </ul> <p><b>Numbers within 15</b></p> <ul style="list-style-type: none"> <li>Count up to 15 objects and recognise different representations.</li> <li>Order and explore numbers to 15.</li> <li>One more or fewer.</li> </ul>	<p><b>Grouping and Sharing</b></p> <ul style="list-style-type: none"> <li>Counting and sharing in equal groups.</li> <li>Grouping into fives and tens.</li> <li>Relationship between grouping and sharing.</li> </ul> <p><b>Numbers within 20</b></p> <ul style="list-style-type: none"> <li>Count up to 10 objects.</li> <li>Represent, order and explore numbers to 15.</li> <li>One more or fewer.</li> </ul> <p><b>Doubling and Halving</b></p> <ul style="list-style-type: none"> <li>Doubling and halving &amp; the relationship between them.</li> </ul>	<p><b>Shape and pattern</b></p> <ul style="list-style-type: none"> <li>Describe and sort 2D and 3D shapes.</li> <li>Recognise, complete and create patterns.</li> </ul> <p><b>Addition and Subtraction within 20.</b></p> <ul style="list-style-type: none"> <li>Commutativity (e.g. 3+2 is the same as 2+3).</li> <li>Explore addition and subtraction (bar modelling and written calculations).</li> <li>Compare two amounts.</li> <li>Relationship between doubling and halving.</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Coin recognition and values</li> <li>Combinations to total 20p.</li> <li>Change from 10p.</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li>Describe capacities.</li> <li>Compare volumes.</li> <li>Compare weights.</li> <li>Estimate, compare and order lengths.</li> </ul>	<p><b>Depth of numbers within 20</b></p> <ul style="list-style-type: none"> <li>Explore numbers and strategies.</li> <li>Recognise and extend patterns.</li> <li>Apply number, shape and measures knowledge.</li> <li>Count forwards and backwards.</li> </ul> <p><b>Numbers beyond 20</b></p> <ul style="list-style-type: none"> <li>One more one less.</li> <li>Estimate and count.</li> <li>Grouping and sharing.</li> </ul>
Understanding the World	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them-from visiting the forest, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
Throughout the year, Forest School	<ul style="list-style-type: none"> <li><b>Forest School:</b> Autumn Equinox</li> </ul>	<p><b>Forest School:</b> Winter Solstice</p>	<ul style="list-style-type: none"> <li><b>Forest School:</b> Spring Equinox</li> </ul>	<ul style="list-style-type: none"> <li><b>Forest School</b></li> <li>Making pancakes</li> </ul>	<ul style="list-style-type: none"> <li><b>Forest School</b></li> <li>Tadpoles/ Eggs</li> </ul>	<ul style="list-style-type: none"> <li><b>Forest School:</b> Summer Solstice</li> </ul>

Reception Long Term Overview

<p><i>focuses on seasonal change/ environmental change/ plant and insect identification, habitats, sustainability, local area etc.</i></p>	<ul style="list-style-type: none"> <li>• <b>Harvest pumpkins in allotment</b></li> <li>• Walk to the local library.</li> <li>• Identifying their family. Commenting on photos of their family (photo album): naming who they can see and of what relation they are to them.</li> <li>• Can talk about what they do with their family and places they have been. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li> <li>• Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their community and immediate family.</li> <li>• My own timeline- Children to know about my own life-story and family's history. Know how they have changed. Know about changes that have happened within their family lifetime. Know about the lives of the people around them and their roles in society.</li> <li>• Navigating around our classroom and outside areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>• Introduce children to different occupations and how they use transport to help them in their jobs.</li> <li>• Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li> <li>• Long ago- how time has changed.</li> </ul> <p>History: <b>People who help us, e.g., Police</b> <b>Talk about the lives of the people around them and their roles in society.</b> <b>EYFS Key Learning</b> <b>Communication</b> – talk about key events, in own lives, about family, friends, other people including <b>significant people</b>. Talk about key roles people have in society both in the present and the past.</p>	<ul style="list-style-type: none"> <li>• Can talk about what they have done with their families during Christmas' in the past.</li> <li>• Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen/women.</li> <li>• Maps in the forest.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking).</li> <li>• Can name and explore their 5 senses explaining in simple terms what their 5 senses are (Forest School).</li> </ul> <p>History: <b>Once Upon a Time</b> <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b> <b>EYFS Key Learning</b> <b>Describe</b> – features of <b>places</b> at different times, making comparisons. Talk about similarities and differences.</p> <p><b>Special celebrations:</b> Diwali Bonfire Night Hanukkah Christmas</p>	<ul style="list-style-type: none"> <li>• Baking bread and pizza (Little Red Hen/ Little Red Hen makes Pizza)</li> <li>• Share different cultures versions of famous fairy tales.</li> <li>• To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li> <li>• Listening to stories and placing events in chronological order.</li> <li>• What can we do here to take care of animals in the forest?</li> <li>• Compare animals in the forest to those in the jungle.</li> <li>• Nocturnal animals, making sense of different environments and habitats.</li> <li>• Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</li> <li>• Listen to children describing and commenting on things they have seen whilst outside/in the forest, including plants and animals.</li> <li>• Use iPads to photograph the things they observe.</li> <li>• After close observation, draw pictures of the natural world, including animals and plants.</li> <li>• Neil Armstrong (US astronaut) - moon landing, Tim Peake (UK astronaut). To know about some familiar situations in the past. I know about characters from stories, including figures from the past.</li> </ul> <p>History: <b>Welcoming Others/ Hospitality</b> <b>Talk about the lives of the people around them.</b> <b>EYFS Key Learning</b> <b>Observe</b> – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books. <b>Suggested texts and resources:</b> 'Welcome' by Barroux. 'Coming People who help us, e.g., Police <b>Talk about the lives of the people around them and their roles in society.</b></p>	<ul style="list-style-type: none"> <li>• Planting</li> <li>• Spring walks in the forest/ spring spotting.</li> <li>• Discuss what we can see on our way to the forest and how we get there- draw maps.</li> <li>• Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li> <li>• Can children make comments on the weather, culture, clothing, housing.</li> <li>• Changes in living things- changes in the leaves, weather, seasons.</li> <li>• Explore the world around us and see how it changes as we enter summer. Provide opportunities for children to note and record the weather.</li> <li>• Bug houses in the forest.</li> <li>• Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li> <li>• Encourage interactions with the outdoors to foster curiosity and give children the freedom to touch, smell and hear the natural world around them during hands-on experiences.</li> <li>• Look for children incorporating their understanding of the seasons and weather in their play.</li> <li>• Use the BeeBots and create simple BeeBot maps.</li> </ul> <p>History: <b>Bicycles change as we change – a personal timeline</b> <b>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b> <b>EYFS Key Learning</b> <b>Describe</b> – features of <b>objects</b> at different times, making comparisons. Talk about similarities and differences. <b>Why do bicycles change as we change?</b></p> <p><b>Special celebrations:</b> Palm Sunday Easter</p>	<ul style="list-style-type: none"> <li>• Minibeasts.</li> <li>• Bug homes, bug hunts, bug classification,</li> <li>• Record and photograph insects etc. using Tuff Cams.</li> <li>• Baptism- visit to St Bartholomew's church</li> <li>• Draw maps of how to get to the church.</li> <li>• Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li> <li>• Use Handa's Surprise to explore a different country.</li> <li>• Look at the difference between transport in this country and one other country. Make simple comparisons.</li> <li>• Use BeeBots on simple maps. Use navigational language.</li> <li>• Can children talk about their homes and what there is to do near their homes?</li> <li>• Look out for children drawing/painting or constructing their homes.</li> <li>• Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li> <li>• Environment- features of local environment, maps of local area. Comparing places on Google Earth- how are they similar/ different?</li> <li>• Can the children differentiate between land and water?</li> </ul> <p>History: <b>Our Home Town</b> <b>Use different sources to find out about places and describe their features.</b> <b>EYFS Key Learning</b> <b>Research</b> – find out about places. Ask questions, using different sources to find the answers (including books). <b>What can I find out about my home town?</b></p> <p><b>Special celebrations:</b> Eid</p>	<ul style="list-style-type: none"> <li>• Materials: Floating/ sinking- boat building</li> <li>• Share information texts that share insight into contrasting environments.</li> <li>• Living things under the sea.</li> <li>• The seaside long ago.</li> <li>• Dinosaurs.</li> <li>• Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</li> </ul> <p>History: <b>People who help us, e.g., Head teachers</b> <b>Talk about the lives of the people around them and their roles in society.</b> <b>EYFS Key Learning</b> <b>Communication</b> – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past.</p>
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	<p><b>Suggested texts and resources:</b> <i>Supertato</i> <i>Superworm</i></p> <p><b>Special celebrations:</b> Harvest</p>		<p><b>Special celebrations:</b> Chinese New Year Shrove Tuesday/Ash Wednesday St David's Day</p>	<p>Vaisakhi Start of Ramadan</p>		
Expressive Arts and Design	<p><b>Access Art:</b> Painting- Hand, feet and flowers. Drawing- Finding circles.</p> <p><b>Kandinsky:</b> Concentric circles. Beginning to mix primary colours to make secondary colours. Join in with familiar songs. Joins in with role play games and uses resources available for props; build models using construction equipment. Sings call-and-response songs, echoing phrases adults sing. Self-portraits- Look at artist self-portraits. junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p> <p>Woodwork: Hammer and nails.</p> <p>Music Charanga: Me!</p>	<p><b>Access Art:</b> Painting- Explorer's Book: Collecting Colour. Drawing- Autumn Floor Textiles.</p> <p><b>Andy Goldsworthy:</b> Transient art in the forest. Listen to music and make their own dances in response. Poppy artwork. Collage Clay diva lamps/ salt dough Christmas decorations. Firework paintings, Christmas cards/decorations. Christmas songs and poems. The use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt stories. Role play parties and Celebrations.</p> <p>Woodwork: Drilling holes using hand drills. Drilling conkers and connecting.</p> <p>Music; Christmas Performance</p>	<p><b>Access Art:</b> Painting- T-Shirt painting. Drawing- Collaging with wax crayons.</p> <p>Use different textures and materials to make houses for the little pigs.</p> <p>Cutting and folding to create Chinese lanterns. Chinese writing, puppet making, Chinese Music and composition.</p> <p>Shadow puppets, teach children different techniques for joining materials such as how to use adhesive tape, treasury tags, paper clips and different types of glue.</p> <p>Woodwork: Glue gun to attach and join.</p> <p>Music Charanga: Everyone!</p>	<p><b>Access Art:</b> Sculpting-Burton Hathow Ducklings. Painting-Repeat pattern printing roller. Drawing- Marbled hole punch sketchbook.</p> <p><b>Jackson Pollock</b> Marble rolling, paint splatting on small and large scale. Easter egg paint splat. Observational drawings of spring flowers. Make different textures: make patterns using different colours. Explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs. Collage animals/ making houses. Pastel drawings and wax crayons tree rubbings, printing patterns on Easter eggs, flowers- sun flowers. Mother's Day crafts. Provide a wide variety of props for play which encourage imagination dressing up- costume making area in Deconstructed area, instruments, puppets etc. Woodwork: sawing</p> <p>Music Charanga: Our World</p>	<p><b>Access Art:</b> Sculpting-Insect Hotels. Painting- printing with string. Drawing- Drawing on pebbles.</p> <p>Encourage children to make their own music. Junk modelling, houses, bridges, boats and transport. Exploration of other countries-wearing clothes from different cultures- Eid/ Ramadan. Retelling familiar stories.</p> <p>Woodwork: consolidate prior learning, build, connect and create applying taught skills.</p> <p>Music Charanga: Big Bear Funk</p>	<p><b>Access Art:</b> Painting- Explorer's Book: Collecting Colour Drawing- Dressing up as fossils. Drawing- Shells: Observational and Imaginative.</p> <p><b>Andy Goldsworthy:</b> Transient art. Shading by adding black or white, continue exploring colour mixing.</p> <p>Adding texture such as sand to paint to create different texture to artwork such as a beach scene or sea and sand etc. Salt dough fossils. Water colours Wax restrictions painting to create underwater pictures. Father's Day crafts</p> <p>Woodwork: consolidate prior learning, build, connect and create applying taught skills.</p> <p>Music Summer Show</p>