

Reception Long Term Overview 2023-2024

	Autumn		Spring		Summer	
Class texts	The Gruffalo We're going on a bear hunt Pumpkin Soup The very hungry caterpillar	The Magic Porridge Pot Goldilocks and the Three Bears The Three Little Pigs Non-fiction – menus and shopping lists	Aliens love underpants Harry and the bucket full of dinosaurs I really want to shout Non-fiction – 'all about this job' books	Jack and the Bean Stalk Amazing Grace Handa's surprise Oi! Get off our train My friend Fred Poems	What the Ladybird Heard The Three Billy Goats Gruff Surprising sharks Ruby's Worry We're off to meet a mermaid	Beegu Whatever Next? How to catch a star? Non-fiction texts about space
Literacy	<ul style="list-style-type: none"> - Blending and segmenting to read simple words and write them. - Implement phonics to independent reading and writing; identifying initial sounds. - Reading taught tricky words - Listen to stories and retell the main events from them - Say simple sentences for writing - Start to form some lower-case letters correctly - Write their own name 		<ul style="list-style-type: none"> - Recognise all taught sounds including some digraphs - Read phonetically decodable books - Predict what might happen next in a story - Uses 'book vote' to say which story they would like to listen to - Retell or make up stories based using vocabulary they have learnt - Identify non-fiction texts, remembering some facts - Form lowercase letters and capital letters correctly - Start to write short sentences with words with known sound- letter correspondences - Begin to use capital letters, finger spaces and full stops in independent writing. - Read sentences back to an adult. - Spell some taught tricky words 		<p><u>ELG Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p><u>ELG Reading</u> Read words consistent with their phonic knowledge by sound-blending.</p> <p><u>ELG Reading</u> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><u>ELG Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><u>ELG Comprehension</u> Anticipate – where appropriate – key events in stories.</p> <p><u>ELG Comprehension</u> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG Writing</u> Write recognisable letters, most of which are correctly formed.</p> <p><u>ELG Writing</u> Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p><u>ELG Writing</u> Write simple phrases and sentences that can be read by others.</p> <p><u>ELG Fine Motor</u> Hold a pencil effectively in preparation for fluent writing.</p>	

					Using the tripod grip in almost all cases.	
Maths	<ul style="list-style-type: none"> - Counting, sorting and ordering objects. - Using the language of 'more' and 'fewer' to compare amounts. - Recognising numbers 1-5 and beyond. - Order by length/height. 	<ul style="list-style-type: none"> - Recognising numbers. - Matching number and quantity together. - Problem solving. - Ordering by size and measuring weight/distance. - Use everyday language related to time. - 2D/3D shapes. 	<ul style="list-style-type: none"> - Estimating amounts. - Counting beyond 10 and recognising numbers. - Comparing amounts. - Introduce adding amounts and taking away amounts to write number sentences. - Solve problems using doubling. - Language associated with money. - Ordering by capacity. 	<ul style="list-style-type: none"> - Develop adding and subtracting through problem solving; counting on or back to find the answer. - Ordering numbers. - Order and sequence everyday events. - Sequencing the days of the week. 	<ul style="list-style-type: none"> - Counting and ordering numbers to 20. - Solve problems by doubling and halving. - One more/one less than a given amount. - Looking at patterns and symmetry. - Directional and positional language. - Use everyday language related to time. 	<ul style="list-style-type: none"> - Estimating amounts. - Counting in 2s and 5s. - Adding and subtracting problems. - Recognising 3D shapes. - Ordering by size and measuring weight/distance.
Communication and language	<ul style="list-style-type: none"> - Learn and use new vocabulary - Listening carefully - Engaging in story times (fiction and non-fiction books) and recalling some of the key points for books listened to - Listening to, and joining in with, rhymes and songs - Follow simple instructions - Communicating how they are feeling 	<ul style="list-style-type: none"> - Ask questions about their learning - Listen to, and talk about, stories to build their familiarity and understanding - Retell stories they have read/ learnt about - Learn rhymes, poems and songs - Follow complex instructions - Respond to discussions with comments and questions - Use new vocabulary in context 	<p><u>ELG Listening Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p><u>ELG Listening Attention and Understanding</u> Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><u>ELG Listening Attention and Understanding</u> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>ELG Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p><u>ELG Speaking</u> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p><u>ELG Speaking</u> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</p>			

			conjunctions, with modelling and support from their teacher.
Physical development	<ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, climbing) - Progress towards a more fluent style of moving, with developing control and grace - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group - Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses - Develop their small motor skills so that they can use a range of tools competently, safely and confidently including, but not limited to, pencils for drawing and writing, paintbrushes, scissors, knives, forks, spoons - Attempt to use a tripod grip with some consistency - Use scissors to cut along curved lines, holding scissors in the correct position - Be increasingly independent in meeting their own care needs. E.g. Brushing teeth, using the toilet, washing and drying their hands thoroughly 	<ul style="list-style-type: none"> - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Combine different movements with ease and fluency. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. - Able to balance on and off equipment. - Can jump safely from a piece of equipment. - Hold a pencil in a tripod grip. - Use scissors to cut around more complex shapes, e.g. split pin characters. - Develop dexterity for threading small items and manipulating small objects. 	<p><u>ELG Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p><u>ELG Gross Motor Skills</u> Demonstrate strength, balance and coordination when playing.</p> <p><u>ELG Gross Motor Skills</u> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><u>ELG Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p><u>ELG Fine Motor Skills</u> Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p><u>ELG Fine Motor Skills</u> Begin to show accuracy and care when drawing</p>
Expressive art and design	<ul style="list-style-type: none"> - Explore use and refine a variety of artistic effects to express their ideas and feelings - Make some independent choices about the resources needed and talk about creations - Cut along curved lines with scissors and use moulding tools with malleable materials - Use a range of shapes and colours to represent observational drawings - 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 - Sing familiar songs - Rehearse for, and perform in, the nativity 	<ul style="list-style-type: none"> - Use different techniques and materials to achieve the desired effect and can talk about what has been created. - Mix colours to produce different shades and combine materials to create different textures. - Begin to plan a design before starting. - Use a range of tools and equipment and select the most appropriate tool or joining material for the job. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups. - Play a range of percussion instruments. - Use instruments to compose own music. 	<p><u>ELG Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><u>ELG Creating with Materials</u> Share their creations, explaining the process they have used.</p> <p><u>ELG Creating with Materials</u> Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>ELG Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p><u>ELG Being Imaginative and Expressive</u> Sing a range of well-known nursery rhymes and songs.</p> <p><u>ELG Being Imaginative and Expressive</u></p>

			Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
PSED	<ul style="list-style-type: none"> - Express their feelings and consider the feelings of others. - Identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. - Talk with others to solve conflicts. - Can focus attention in a whole class group for a teaching session, e.g. phonics. - Is willing to keep trying if something is difficult or challenging. - Remember rules without needing an adult to remind them. - Make independent choices and is confident to try new things although prefers to choose activities that are within their capability. - Persevere with fastenings on coats and shoes - Wash hands without reminders. - Interact with a variety of children and is building good relationships with adults and other children. - Be able to identify when another child is upset and respond appropriately. - Make new friends in the class, and talks to adults to share news or as part of an activity. 	<ul style="list-style-type: none"> - Identify and moderate their own feelings socially and emotionally. (linked to story 'I really want to shout') - Can label and talk about own and others' emotions. - Think about the perspectives of others. - Complete set challenges/tasks independently. - Express their feelings and consider the feelings of others. - Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. - Use words to solve conflicts. - Take turns in group activities. Work and play cooperatively and take turns with others. - 	<p><u>ELG Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p><u>ELG Self-Regulation</u> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><u>ELG Self-Regulation</u> Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><u>ELG Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><u>ELG Managing Self</u> Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p><u>ELG Managing Self</u> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><u>ELG Managing Self</u> Work and play cooperatively and take turns with others.</p> <p><u>ELG Managing Self</u> Form positive attachments to adults and friendships with peers.</p> <p><u>ELG Managing Self</u> Show sensitivity to their own and to others' needs.</p>

<p>Understanding the world</p>	<ul style="list-style-type: none"> - Comment on images of familiar situations in the past (<i>Bonfire Night</i>) - Understand the difference between past and present (<i>Victorian toys/Present day toys</i>) - Build up knowledge of key historical events through topics, stories and community events (<i>Bonfire Night, Remembrance Day</i>) - Talk about members of their immediate family and community (<i>Goldilocks and the Three Bears, Three Little Pigs</i>) - Name and describe people who are familiar to them (<i>Their family- link with Goldilocks and the Three Bears</i>) - Listen carefully to stories about different places and begin to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. - Know about some celebrations and be able to talk about how they might be celebrated (<i>Eid, Christmas, Advent, Diwali</i>) - Draw information from a simple map (<i>Goldilocks and the Three Bears</i>) - Explore the natural world around them (<i>Sound hunt linked to senses</i>) - Describe some features of plants and animals and identify when things are the same and different. (<i>Animals including humans</i>) - Notice, observe and talk about seasonal changes (<i>Autumn/Winter seasonal changes</i>) 	<ul style="list-style-type: none"> - Compare and contrast characters from stories, including figures from the past. - Talks about significant historical events and how things were different in the past (<i>The Great Fire of London</i>) - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate different times in different ways. - Recognise some similarities and differences between life in this country and life in other countries. - Understand the wider world and draws comparisons between own local environment/ community and other places (<i>UK and Kenya</i>) - Look at, and makes maps, of local environment. - Describe a journey within the local environment. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. - Recognise some environments that are different to the one in which they live. - Have a good general knowledge about living things and the natural world and describe features of different plants and animals recognising when they are the same and different. - Understand and use some language related to animals - 	<p><u>ELG Past and Present</u> Talk about the lives of the people around them and their roles in society.</p> <p><u>ELG Past and Present</u> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><u>ELG Past and Present</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><u>ELG People, Culture and Communities</u> 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.</p> <p><u>ELG People, Culture and Communities</u> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><u>ELG The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><u>ELG The Natural World</u> 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><u>ELG The Natural World</u> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
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