


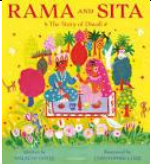
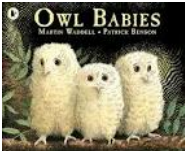

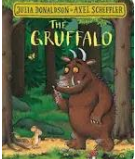

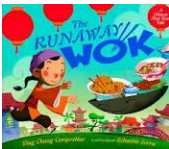
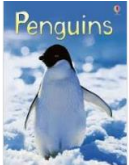
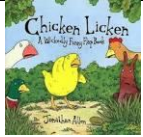

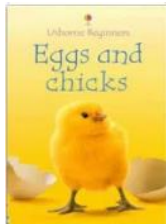

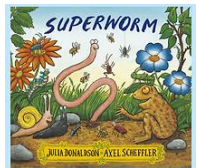

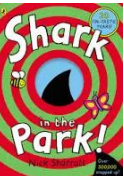


## Reception Long Term Overview

	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Themes</b>	<i>All about me</i>	<i>Changing seasons/Festivals</i>	<i>Polar regions</i>	<i>Farms and Feathers</i>	<i>Growing and Planting</i>	<i>Under the sea</i>
<b>Songs &amp; Rhymes</b>	<i>Heads, shoulders, knees and toes.</i> <i>Hokey Cokey</i> <i>If you're happy and you know it.</i> <i>Pat a cake pat a cake</i>	<i>Dingle dangle scarecrow</i> <i>All the leaves are falling down</i> <i>Incy wincy spider</i> <i>(Nativity performance)</i> <i>Jingle Bells</i> <i>Rudolph the red nose reindeer</i>	<i>5 little polar bears</i> <i>Penguin slide</i> <i>I am a little tea pot</i> <i>Penguin Dance</i> <i>Wheels on the bus</i>	<i>Old Macdonald had a farm</i> <i>5 little ducks went swimming one day</i> <i>Baa baa black sheep</i> <i>Little Bo Peep</i>	<i>Oats and beans and barley grow</i> <i>One potato, two potato</i> <i>Alphabet song</i>	<i>Wellerman</i> <i>When I was 1</i> <i>The big ship sails on the ally ally oh</i> <i>Bobby shaftoe went to see</i>
<b>Class Text</b>	  	   	   	   	  	  

<b>Reading</b>	We follow the DfE recommended Read Write Inc. phonics programme (RWInc) to teach the children to read. This is taught daily.					
	<p>Additional focus area:</p> <p>Name reading, voting and register times.</p> <p>Learn and signify small sections of text. Making predictions</p> <p>Rhyming and rhythmic activities.</p> <p>Introduction to rhyme and alliteration and rhythm in spoken words.</p> <p>Show interest in illustrations and print in books and print in the environment.</p> <p>Develop an understanding of the concepts of print.</p>	<p>Additional focus area:</p> <p>Basic Who, what, where, when Qs for comprehension.</p> <p>Independent decodable books in the environment</p> <p>Learning and role-playing familiar stories.</p> <p>Comparing to stories we already know.</p> <p>Listen to and join in with stories and poems.</p> <p>Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Verbally describe main story settings, events and principal characters.</p>	<p>Additional focus area:</p> <p>Comparison of fiction and nonfiction (Arctic and cold region non-fiction texts).</p> <p>Understands that information can be found in non-fiction books. Looks through non-fiction books with interest.</p> <p>Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc</p> <p>Introduction to the way stories are structured.</p> <p>Suggest how the story might end.</p> <p>Listen to stories with increasing attention and recall.</p>	<p>Additional focus area:</p> <p>Comparison of fiction and nonfiction (farming/new life non-fiction texts).</p> <p>Understands that information can be found in non-fiction books. Looks through non-fiction books with interest.</p> <p>Learning key vocabulary to support comparison. Title, blurb, photo, picture, information etc</p> <p>Signify whole class text and begin to make simple innovations of places and character.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Additional focus area:</p> <p>Re-read books to build up confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Additional focus area:</p> <p>Anticipate - where appropriate - key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

<b>Writing</b>	We follow the DfE recommended Read Write Inc. phonics programme (RWInc) to teach the children to write. This is taught daily.					
	<p>Additional focus areas:</p> <p>Strength and fine motor activities.</p> <p>Daily name writing on registration.</p> <p>Modelled drawing with CVC labelling.</p> <p>Labelling all artwork with name.</p> <p><i>Activities inc:</i> Labelling/name writing</p>	<p>Additional focus areas:</p> <p>Strength and fine motor activities.</p> <p>Daily name writing.</p> <p>Weekly modelled drawing and writing sessions.</p> <p>Weekly letter formation session.</p> <p>1:1 CVC labelling task weekly.</p> <p><i>Activities inc:</i> Christmas lists/Describing characters</p>	<p>Additional focus areas:</p> <p>Daily hand strength and home activities for those that need it.</p> <p>Weekly modelled writing. Sentence level.</p> <p>Model of finger spaces to separate words.</p> <p>1:1 writing task weekly.</p> <p><i>Activities inc:</i> Non-fiction facts-Polar bear booklet Labelling polar animals</p> <p>Captions</p>	<p>Additional focus areas:</p> <p>Daily word building task with support selecting correct sounds.</p> <p>Picture prompts to guide word choice.</p> <p>Sentence level tasks with support to ensure all words being included in a sentence.</p> <p>Recording equipment for independent sentence building.</p> <p>Weekly modelled writing. Sentence level.</p> <p>Model of finger spaces to separate words.</p> <p>1:1 writing task weekly.</p> <p><i>Activities inc:</i> Sentences sequencing familiar stories.</p> <p>Captions</p>	<p>Additional focus areas:</p> <p>Upper case letters used to start a sentence.</p> <p>Daily first and second name.</p> <p>Sentence level tasks including longer words, suffixes and compound words.</p> <p>Feedback on independent sentences and independent corrections</p> <p>Feedback on independent sentences and independent corrections</p> <p>Weekly modelled writing. Sentence level. Model of finger spaces and capital letters.</p> <p>1:1 writing task weekly.</p> <p>Read the sentence and draw.</p> <p><i>Activities inc:</i> Shopping lists/ Planting diary basic sentences/ Describing fruits/veg/flowers</p>	<p>Additional focus areas:</p> <p>Daily first and second name.</p> <p>Sentence level tasks including longer words, suffixes and compound words.</p> <p>Feedback on independent sentences and independent corrections</p> <p>Weekly modelled writing. Sentence level. Model of finger spaces, capital letters and full stops.</p> <p><i>Activities inc:</i> Multiple sentences that retell class text</p> <p>Describing/recount sentences for trip/</p> <p>Innovated story map/page Treasure map labelling/message in a bottle.</p>
<b>Maths</b>	We follow White Rose Maths (WRM)					

	Match, sort and compare.  Measures and patterns  It's me 1, 2, 3!	Circles and Triangles  Numbers to 5.  Shapes with four sides.	Alive in 5  Mass and capacity  Growing 6, 7 and 8.  Length, height and time.	Length, height and time.  Building 9 and 10.  Exploring 3d shapes.	20 and beyond  How many now?  Manipulate, compose and decompose.	Sharing and grouping  Visualise build and map.  Make connections
<b>Communication &amp; Language</b>	Focus areas:  Able to sit in a circle and wait their turn to speak.  Repeats modelled sentences.  Begins to direct their speech at an adult.  Interacts with peers during play responding to direct questions and play activities.  Talk about settings and character descriptions in familiar texts.	Focus areas:  Passes a talking object and speaks on their turn.  Voice is audible in a group and a basic sentence is used.  Interaction with peers is expressive and shows their needs and wishes.  Answers direct questions from adults and approaches them with worries or needs.	Focus areas:  Knows the rules of a circle and puts their hand up to speak or waits.  Eye contact is made and voice is directed at listeners.  Sentence is used, only sometimes needing a model or stem.  Peer interaction is back and forth, with pauses and responses from each.  Adults are engaged in conversation when playing alongside.  Questions are answered with basic responses.	Focus areas:  Topics of interest result in extended conversations where conjunctions are used.  Questions are responded to and basic questions are asked.  Peer interaction is Sustained and questions are asked and answered during the interaction.  There are clear pauses to show listening. Answers show awareness that they have listened.  Talk about settings and character descriptions in familiar texts.	Focus areas:  Pupils are given opportunities to explain by using why and how questions.  More complex questions are being asked.  Pupils are beginning to wonder and know how to seek answers from adults.  Pupils are confident and will approach known adults and familiar friends.  Pupils take account of what has been said, responding in an appropriate way.	Focus areas:  Pupils are offering their own explanations for things, using increasing vocabulary.  Questions are understood and responded to appropriately.  They are able to share their feelings about things and show some emotional literacy.  Taught vocabulary is used in different contexts to show mastery.
<b>Physical Development</b>	We follow the PE planning scheme for Reception – <a href="http://peplanning.co.uk">pe planning .co.uk</a>					
	Additional focus areas:  Grasp and release with two hands.	Additional focus areas:  Manipulate a range of tools and equipment in one hand.	Additional focus areas:  Balance on one foot or in a squat momentarily, shifting body weight to improve stability.	Additional focus areas:  Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors,	Additional focus areas:  Hold a pencil and use it effectively to form recognisable letters, most of which are correctly formed.	Additional focus areas:  Negotiate space and obstacles safely, with consideration for themselves and others –

	<p>Begin to focus on balance and movement.</p> <p>Show a preference for a dominant hand Create lines and circles pivoting from the shoulder and elbow</p> <p>Develop the skills to manage the school day- dressing and undressing, putting own shoes on.</p> <p>Manage own hygiene</p> <p>To be able to put on and take off own coat.</p>	<p>Develop spatial awareness.</p> <p>Balance on stairs and while carrying objects.</p> <p>Establish the correct pencil grip and posture for writing</p> <p>Begin to form recognisable letters independently.</p> <p>Develop the skills to manage the school day- dressing and undressing, putting own shoes on.</p> <p>Manage own hygiene</p> <p>To be able to put on and take off own coat.</p>	<p>Climb stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Use simple tools to effect changes to materials.</p> <p>Confidently use small and large apparatus</p> <p>Fasten and unfasten own coat.</p>	<p>hairbrushes, toothbrush, scarves or ribbons.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Confidently use small and large apparatus</p> <p>Fasten and unfasten own coat.</p>	<p>Handle tools, objects, construction, and malleable materials safely and with increasing control and intention. .</p> <p>Develop handwriting style</p>	<p>Demonstrate strength, balance and coordination when playing – Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases –</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery –</p> <p>Begin to show accuracy and care when drawing.</p>
<b>Personal Social Emotional Development</b>	<p>Me and my relationships</p> <p>All about me</p> <p>What makes me special</p> <p>Me and my special people</p> <p>Who can help me?</p> <p>My feelings</p>	<p>Valuing difference</p> <p>I'm special you're special</p> <p>Same and different</p> <p>Same and different families</p> <p>Same and different homes</p> <p>I am caring</p> <p>I am a friend</p>	<p>Keeping myself safe</p> <p>What's safe to go in my body</p> <p>Safe indoors and outside</p> <p>Listening to my feelings</p> <p>Keeping safe online</p> <p>People who can help keep me safe</p>	<p>Rights and responsibilities</p> <p>Looking after my special people</p> <p>Looking after my friends</p> <p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money</p>	<p>Being my best</p> <p>Bouncing back when things go wrong</p> <p>Yes, I can!</p> <p>Healthy eating</p> <p>Healthy mind</p> <p>Move your body</p> <p>A good night's sleep</p>	<p>Growing and changing</p> <p>Seasons</p> <p>Life stages – animals, plants, humans</p> <p>Life stages: Human life stage- who will I be?</p> <p>Getting bigger</p>

<p><b>Expressive Arts and Design</b></p>	<p><b>Art-</b> Portraits Explore the role of outlines to make features and thick and thin brushes for adding detail.</p> <p><b>Music-</b></p> <p>Feel and demonstrate pulse</p> <p>Vocabulary pitch – high and low</p> <p>Performance-Learn to signify parts of the class text.</p>	<p><b>DT-</b> Diva lamps Use a variety of tools to sculpt a lamp and carve patterns. Mix paint with glue to make a glaze.</p> <p><b>Art</b> – Introduction to Artist study – Kandisky.</p> <p><b>Music-</b></p> <p>Vocabulary pitch – recognise an demonstrate</p> <p>Performance- Learn a simple Bollywood dance and perform. Role play and retell the story of Rama and Sita with puppets.</p>	<p><b>Art-</b> Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch.</p> <p><b>Music-</b></p> <p>Keeping the pulse</p> <p>Perform.</p> <p>Performance- Signify key facts about polar bears.</p>	<p><b>DT-</b> Large scale design projects using recycled materials. Able to select equipment, materials and techniques independently to make an end product after modelling.</p> <p><b>Music-</b></p> <p>Vocabulary rhythm</p> <p>Perform. Performance- role play the Little Red Hen tale.</p>	<p><b>Art-</b> Still life drawings. Selecting between crayon, pencil and paint for best effect. Using outlines. Taking account of object placement.</p> <p><b>Music-</b></p> <p>Visual representation of pulse</p> <p>Performance- Spring song- Jack Hartmann.</p>	<p><b>DT-</b> Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading.</p> <p><b>Music-</b></p> <p>Vocabulary rest</p> <p>Performance-Learn and perform song and actions of a sea shanty.</p>
<p><b>Understanding the World</b></p>	<p><b>RE-</b> What is faith? Special/places/people/objects.</p> <p><b>Science</b> – Our bodies and healthy eating. How have we changed since being a baby. What’s inside our bodies. How we taste food.</p> <p><b>History-</b> How things change across time. Baby-adult. Timeline of growth. Timeline of basic day activities. Family history</p>	<p><b>RE-</b>Christmas- What is Christmas? Compare to Diwali. (Christianity, Hinduism)</p> <p><b>Science-</b> The changing seasons. How does the world change? Key aspects of each season (weather/trees and plants). Leaf sorting (classifying). Picture of outdoor area to compare over time. Each season. (observation)</p>	<p><b>RE-</b> Special Places- What makes places special? (Christianity, Islam, Judaism)</p> <p><b>Science-</b> Changing states. Melting of ice and how Arctic animals stay warm. Melting experiments (comparative/fair testing)</p> <p><b>Materials</b> – What clothes would we need to keep us warm in the Arctic?</p> <p><b>History-</b> Ernest Shackleton as an explorer.</p>	<p><b>RE-</b> Easter- What is Easter? (Christianity)</p> <p><b>Science-</b> The basic parts of a plant. How seeds are found in a fruit and how seeds are planted. Basic sun and water information. Watching and observing growth (observing over time).</p> <p>Basic health linked to fruit and vegetables.</p> <p><b>Geography-</b> Farming land and how it is used to grow vegetables. Google Earth</p>	<p><b>RE-</b> Story Time- What can we learn from stories? (Christianity, Hinduism, Islam, Sikhism)</p> <p><b>Science</b> - Life cycles of a chick and butterfly. Sorting animals in different ways.</p> <p><b>Geography-</b> Farming land and how it is used to farm animals. Google Earth to show how land is used locally.</p> <p>History- How farming has changed overtime. Life of a farmer now and then.</p>	<p><b>RE-</b> Celebrations- How do people celebrate? (Islam) Compare celebrations.</p> <p><b>Science-</b> Floating and sinking boats. Materials. Testing for suitability. Making predictions and building boats (problem solving).</p> <p><b>Geography-</b> Making maps and finding locations. School grounds treasure hunt. Recognising local features on a bird’s eye view. Comparing Luddendenfoot to a</p>

	<p>Life timeline. Significant adults – roles and society and how they have changed.</p> <p><b>Geography</b> – Understanding maps – inc features. Finding familiar places inc.– google maps.</p> <p>Describing features of Luddendenfoot.</p>	<p><b>History</b> - Guy Fawkes and the gun powder plot. Remembrance Day – significance in British History.</p> <p><b>Geography</b>- Compare weather, making a weather chart, talking about temperature. How does weather affect our local geography.</p>	<p><b>Geography</b>- Introduce the world map and how big our world is.</p> <p>North and South pole. Penguins and polar bear linked. Living in cold places. Comparison of lifestyles. Compare to our known environments.</p>	<p>to show how land is used locally.</p> <p><b>History</b>- How farming has changed overtime. Comparing now and then methods and machinery</p>		<p>seaside resort. Key differences.</p> <p><b>History</b>- Anne Bonny as a pirate. Life for girls at the time. Compare familiar objects (toilet, clothes, vehicles etc).</p> <p>Holidays Past and present – including travel.</p>
<b>Trips and visits</b>	<p>Nature/Autumn walk (school grounds)</p> <p>PHSE visit (Nurse).</p> <p>Fire service visit.</p>	<p>Forgotten Forest (Educational visit)</p> <p>Whole school dramatisation of a traditional pantomime.</p>	<p>Chinese New Year celebrations.</p>	<p>Butterfly garden</p> <p>Farm (Educational Visit)</p>	<p>Nature walk</p> <p>Farmer visit</p>	<p>Lytham St Annes (Educational visit.)</p>