

Reception Long Term Overview						
Term /Topic	Autumn 1 Marvellous Me	Autumn 2 Let's celebrate	Spring 1 Once upon a time	Spring 2 Come outside	Summer 1 Around the world	Summer 2 Amazing animals
Focus	All about me	Celebrations	Traditional tales	Planting, growing and life cycles	Journeys	Zoo animals and habitats
Big question	How I wonder who you are?	Why are there bright lights?	Can you tell me a story?	How does your garden grow?	How will we get there?	What will you discover on a safari?
Key texts	Topsy and Tim start school All are welcome Jabari tries Harry and the dinosaurs start school Handa's surprise	Hovis the hedgehog Dipal's Diwali The Gingerbread Man Christmas Story	Goldilocks and the three bears Little Red Hen Jack and the beanstalk	Oliver's Vegetables The ugly duckling The Very Hungry Caterpillar	The naughty bus We're going on a bear hunt Poetry appreciation – Michael Rosen	Superworm Commotion in the Ocean Dear Zoo
Wow experiences	Walk around the school (seasons) Walk to St Anne's community garden Fruit tasting	Watching fireworks Taste samosas Little City (workshop) Make Gingerbread people Visit the BAPs Mandir Visit St Anne's church	Walk in the local area (seasons) Make bread Plant bean seeds	Make a salad Caterpillars Hatching ducklings Author visit(WBD) Mini beast ball	Walk in the local area (seasons) We're going on a bear hunt sensory trail	Whipsnade zoo

Prime areas of learning						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
C+L Focuses on developing children's listening, attention, understanding, and speaking skills.	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs paying attention to how they sound.	Articulate their ideas and thoughts in well-formed sentences. 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. Learns rhymes poems and songs.	Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check they understand what has been said to them.	Use talk to help work out problems and organize thinking and activities and to explain how things work and why they might happen.	Connect one idea or action to another using a range of connectives. Describe events in some detail.	ELG: Listening, Attention and Understanding - 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 -Make comments about what they have heard and ask questions to clarify their understanding -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -Express their ideas and feelings about their experiences using full sentences, including use of past, present and

						future tenses and making use of conjunctions, with modelling and support from their teacher.
PSED Helps children develop self-regulation, manage their emotions, build relationships, and develop a positive sense of self.	Being me in my world The children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.	Celebrating Difference The children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things. They talk about being different and how that makes everyone special but also recognising that we are the same in some ways. The children talk about their homes and are asked to explain why it is special to them. They talk about friendship and how to be a kind friend and how to stand up for themselves if someone says or does something unkind to them.	Dreams and Goals In this Puzzle the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.	Healthy me Children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.	Relationships Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family. They explore the friendships they have and what makes a good friend. They are introduced to simple strategies they can use to mend friendships.	Changing me Children are encouraged to think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change as we get older in lots of different ways. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.
PD Covers both gross motor skills (like running and jumping) and fine motor skills (like using pencils and scissors)	Learning through play Fine motor Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Ball skills Fine motor Eating with a knife and fork. Show a preference for a dominant hand. Getting dressed and undressed – for example coats and zips.	Dance Fine motor Develop small motor skills so that they can use a range of tools competently safely and competently. (Pencils, paintbrushes, scissors, knives forks and spoons.) Use a comfortable grip with good control when	Gymnastics Fine motor Develop the foundations of a handwriting style which is fast, accurate and efficient.	Locomotion Fine motor Getting dressed and undressed – for example coats and zips.	ELG: Fine Motor Skills -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, paint brushes and cutlery. -Begin to show accuracy and care when drawing. ELG: Gross Motor Skills -Negotiate space and obstacles safely, with consideration for themselves and others.

			holding pens and pencils.			-Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Specific areas of learning						
Literacy Encourages children to develop a love of reading and writing, including phonics and early writing skills.	<p>Comprehension Listen and enjoy sharing a range of books.</p> <p>Hold a book correctly, handle with care.</p> <p>Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately.</p> <p>Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations.</p> <p>Recognise some familiar words in print, e.g., own name or advertising logos.</p> <p>Enjoy joining in with rhyme, songs and poems.</p> <p>Explain in simple terms what is happening in a picture in a familiar story.</p>	<p>Comprehension Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Comprehension Use picture clues to help read a simple text.</p> <p>Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them.</p> <p>Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted.</p> <p>Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well-known story with support.</p>	<p>Comprehension Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>Comprehension ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>

	Complete a repeated refrain in a familiar rhyme or story					
	Reading Read single-letter Set 1 sounds.	Reading Read all Set 1 sounds; blend sounds into words orally.	Reading Blend sounds to read words; read short Ditty stories.	Reading Read Red Storybooks.	Reading Read Green Storybooks; read some Set 2 sounds.	Reading Read Green or Purple Storybooks. ELG: Word Reading -Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing Write some letters accurately Write some or all of their name. Form lower case and capital letters correctly.	Writing Write all of their name. Form lower case and capital letters correctly. Spell words (CVC) by identifying the sounds and then writing the sounds with letter/letters.	Writing Form lower case and capital letters correctly. Spell words CVC/ CVCC/ CCVC by identifying the sounds and then writing the sounds with letter/letters. Write 2 / 3 word captions with words with known sound letter correspondences, using full stop.	Writing Write 2 / 3 word captions with words with known sound letter correspondences, using full stop. Re-read what they have written to check that it makes sense.	Writing Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sounds with letter/letters. Write short sentences with words with known sound letter correspondences using capital letter and full stop. Re-read what they have written to check that it makes sense.	Writing ELG: Writing -Write recognisable letters, most of which are correctly formed. -Spell words by identifying sounds in them and representing the sounds with a letter or letters. -Write simple phrases and sentences that can be read by others.
	Maths Focuses on developing	Cardinality and Counting	Comparison Understanding that comparing numbers	Composition Understanding that one number can be made up	Pattern Looking for and finding patterns helps children	Shape and Space Understanding what happens when shapes
						Measures Comparing different aspects such as length,

children's understanding of numbers, shapes, and patterns.	Understanding that the cardinal value of a number refers to the quantity, or 'howmanyness' of things it represents.	involves knowing which numbers are worth more or less than each other.	from (composed from) two or more smaller numbers.	notice and understand mathematical relationships.	move, or combine with other shapes, helps develop wider mathematical thinking	weight and volume, as a preliminary to using units to compare later
UW Helps children learn about the world around them, including people, places, technology, and natural environments.	Past and present Talk about members of their immediate family and community. (family pictures) Name and describe people who are familiar to them.(Family pictures)		Past and present Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past.		Past and present Can talk about our journey from starting school to present day. Can reflect back to celebrations & events that happen throughout the year.	
	People Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.		People Can talk about Celebrations that happen this time of year : Lent / Easter / Holi / Eid Draw information from a simple map.		People Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they are in.	
	Natural world Can talk about changes in the environment - Turn from summer to Autumn Autumn to winter Can talk about natural objects they have found		Natural world Can talk about changes in the environment - Turn from Autumn to winter, winter to spring. Can talk about planting seeds and changes they have observed using vocabulary learnt ie. plant names, structures, Can talk about lifecycles they have observed i.e hatching ducks, caterpillars to butterflies, tadpoles to frogs		Natural world Can talk about changes in the environment - Turn from Spring to summer Can talk about things they can find in the environment.	
UW ELG	ELG: Past and Present -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings, characters and events encountered in books read in class and storytelling		ELG: People, Culture and Communities -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. -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. -Explain some similarities and differences between life in this country and life in other countries,		ELG: The Natural World -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. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

			drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			
EAD Encourages children to explore and experiment with different art forms, such as music, art, and movement.	Mark making and drawing Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Selects coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draws accurate representations of people and objects. To talk about their own and others' work.	Colour Can recognise and name different colours. Understands that when colours are mixed, new colours are created. Can select and create different colours. Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). Can work from direct observation and imagination	Texture Enjoys playing with and using a variety of textiles and fabric. Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Shows experience in simple weaving: paper, twigs. Shows experience in fabric collage: layering fabric, adding different textiles and media.	Form (3D) Explores malleable media such as clay, salt dough, playdoh and sand. Can impress and apply simple decoration. Can cut shapes using scissors and other modelling tools. Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Can choose own resources and tools.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas and resources. Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. the visual arts. Responds imaginatively to art works and objects.	ELG: Creating with Materials -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.
	Imagination and Expression Develop storylines in their pretend play Explore and engage in music making and dance performing solo or in groups. 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.		Imagination and Expression Develop storylines in their pretend play Listen attentively, move to and talk about music, expressing their feelings and responses Create collaboratively sharing ideas, resources and skills. Explore use and refine a variety of artistic effects to express their ideas and feelings. Sing in a group or on their own, increasingly match the pitch and melody.		ELG: Being Imaginative and Expressive -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs; -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	

	Sing in a group or on their own, increasingly match the pitch and melody.		Explore and engage in music making and dance performing solo			
	Exploring sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.	Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.	Music and movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Musical stories Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.	Transport Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.