

Reception Long Term Overview

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, Playing with what they know, Being willing to 'have a go'

Active learning – Motivation: Being involved and concentrating, Keeping trying, Enjoying achieving what they set out to do

Creating and thinking critically – Thinking: Having their own ideas, Making links, Choosing ways to do things

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Theme	Marvellous me and my family! 	Let's celebrate! 	Cool, calming and courageous! 	Paws, Jaws and Claws! 	What's outside? 	On the move! 
The Big Question	Are all families the same?	Do we all take part in the same celebrations?	Who can I ask to help me?	Where do different animals live?	What is Park Street like?	How will I get there?
Launch Day	<u>This is special to me!</u> Bring your favourite cuddly toy to school for a family teddy bears' picnic	<u>You are invited!</u> EYFS Party Come to school dressed in your party clothes.	<u>Who will you be?</u> Come to school dressed up as a person who helps others e.g. firefighter, crossing patrol officer.	<u>What is it?</u> Visit by a pet or small animal.	<u>We are going on a bear hunt!</u> A walk in the local area	<u>Our transport</u> Bring your scooters or bicycle to school day
Enrichment	Making friends and meeting families.	Class visit to church at Christmas	Visit from a doctor, firefighter, police officer and dentist.	Hatching butterflies and chicks	Growing and caring for our own EYFS garden	A class journey on a train or bus
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	We will be learning to... Recognise that we are an important person in our EYFS class. Be a good friend to others and know what that means and involves. Use our class 'Feelings Bears' to talk about how we and others are feeling. Become independent when managing our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Recognise that we are an important person in our EYFS class and school. Be a good friend to others and know what that means and involves. Use our class 'Feelings Bears' to talk about how we are feeling and what we can do when we are feeling like blue, yellow or red bear. Manage our own personal hygiene including going to the toilet and washing our hands.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment.	We will be learning to... Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Consider and talk about how others may be feeling or what they might be thinking during different activities.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth.	We will be learning to... Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment..
Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity.	We will be learning to... Develop our ability to move with confidence and control in a variety of ways when in the EYFS garden and during PE sessions.	We will be learning to... Talk about different ways of being mentally and physically healthy such as food choices, exercise, sleep and tooth brushing.	We will be learning to... Control a ball confidence and accuracy when throwing, catching, kicking and aiming with it. Link sequences of movement with	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.	We will be learning to... Confidently and safely use a range of large and small apparatus indoors and outside in the EYFS garden.

		Developing our ability to control a ball with our hands.		confidence, control and fluency.		
<p>Throughout the year we will...</p> <p>Take part in 'Busy Fingers' activities so that we can use a range of tools with care, control and confidence.</p> <p>Develop our tripod grip when using a pencil or pen.</p> <p>Hold and use scissors with increasing confidence and control.</p> <p>Engage in a range of 'Busy Body' activities to develop our core and overall body strength, balance and coordination.</p>						
<p>Communication and Language</p> <p>Listening, attention and understanding</p> <p>Speaking</p>	<p>We will be learning to...</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and to check we understand what has been said to us.</p> <p>Say "Good morning", and other social phrases, to friends and adults.</p> <p>Take part in whole class and small group story times.</p>	<p>We will be learning to...</p> <p>Connect one idea to another using a range of connectives.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>We will be learning to...</p> <p>Use new vocabulary in different activities and areas of learning.</p> <p>Engage in non-fiction books about 'People who Help Us', learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about animals, learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about plants, learning and using new vocabulary from them.</p>	<p>We will be learning to...</p> <p>Engage in non-fiction books about transport, learning and using new vocabulary from them.</p>
<p>Throughout the year we will...</p> <p>Learn new vocabulary and use it throughout the school day.</p> <p>Express our ideas and thoughts in well-formed sentences.</p> <p>Listen to, talk about and retell stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p>						
<p>Literacy</p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p>Key texts</p> <p>'The one and only you' by Shane Hegarty</p> <p>'Once there were giants' by Penny Dale</p> <p>'Full, full, full of Love' by Trish Cook</p>	<p>Key texts</p> <p>'Kipper's Birthday' by Mick Inkpen</p> <p>'Simon Sock' by Sue Hendra and Paul Linnet</p> <p>'Rama and Sita: The story of Diwali' by Michael Doyle</p>	<p>Key texts</p> <p>'A Superhero like you' by Dr Ranj</p> <p>'Mog and the VET' by Judith Kerr</p> <p>People Who Help Us series: Chef, Fire Fighters, Doctors, Police</p>	<p>Key texts</p> <p>'Lulu gets a cat' by Alanna Max</p> <p>'What the Ladybird heard' by Julia Donaldson</p> <p>'Handa's Noisy Night' by Eileen Browne</p>	<p>Key texts</p> <p>'Oliver's Vegetables' by Vivian French</p> <p>'Nature Trail' by Benjamin Zephaniah. Tree.,</p> <p>'Jack and the Beanstalk' by Ed Bryan</p>	<p>Key texts</p> <p>'Mrs Armitage on Wheels' by Quentin Blake</p> <p>'Coming to England' by Floella Benjamin</p> <p>'The Marvellous Moon Map' by Teresa Heapy and David Litchfield</p>

	<p>We will be learning to...</p> <p>Read individual letters and say the sound for them</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Form lower-case and capital letters correctly.</p>	<p>We will be learning to...</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Read a few common exception words.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and a few exception words.</p> <p>Form lower-case and capital letters correctly.</p>	<p>We will be learning to...</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words.</p> <p>Spell words by segmenting and blending the sounds and then writing the sound with letter/s.</p>	<p>We will be learning to...</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what we have written to check that it makes sense.</p>	<p>We will be learning to...</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what we have written to check that it makes sense.</p>	<p>We will be learning to...</p> <p>Blend sounds into words, so that we can read short words made up of known letter– sound correspondences.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what we have written to check that it makes sense.</p>
	<p>Throughout the year we will...</p> <p>Read and re-read familiar texts with words, simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</p> <p>Form lower-case and capital letters correctly.</p>					
Phonics	<p><u>Phase 2</u></p> <p>Week 1: s a t p</p> <p>Week 2: i n m d</p> <p>Week 3: g o c k</p> <p>Week 4: c k e u r</p> <p>Week 5: s s</p> <p>Assess and review week</p> <p>Week 6: h b f f l l</p>	<p><u>Phase 3</u></p> <p>Week 1: j v w x</p> <p>Week 2: y z z z q u ch</p> <p>Week 3: sh th ng nk</p> <p>Week 4: ai ee igh oa</p> <p>Week 5: es</p> <p>Assess and review week</p> <p>Week 6: Assess and review week</p>	<p><u>Phase 3 - 4</u></p> <p>Week 1: Review week oo</p> <p>Week 2: ar ur oo or</p> <p>Week 3: ow oi ear air</p> <p>Week 4: ure er ow</p> <p>Week 5: Assess and review week</p> <p>Week 6: Review week</p>	<p><u>Phase 3-4</u></p> <p>Week 1 -6 Consolidation of all Phase 3 graphemes and phonemes.</p>	<p><u>Phase 4</u></p> <p>Week 1: CVCC ed</p> <p>Week 2: CCVC ed</p> <p>Week 3: CCVCC ed</p> <p>Week 4: CCCVC</p> <p>Week 5: Assess and review week</p> <p>Week 6: CCCVCC er est</p>	<p><u>Phase 5</u></p> <p>Week 1: ay ou ie ea le</p> <p>Week 2: oy ir ue aw</p> <p>Week 3: wh ph ew oe</p> <p>Week 4: au ey a-e e-e</p> <p>Week 5: Assess and review week</p> <p>Week 6: i-e o-e u-e c</p>
Mathematics	<p>White Rose Maths Units:</p> <p>‘Match, sort and compare’.</p> <p>‘Talk about measure and patterns.</p> <p>‘It’s me, 1,2,3!’</p>	<p>White Rose Maths Units:</p> <p>‘Circle and Triangles’.</p> <p>‘1,2,3,4,5’.</p> <p>‘Shapes with 4 sides’</p>	<p>White Rose Maths Units:</p> <p>‘Alive in 5!’</p> <p>‘Mass and Capacity’</p> <p>‘Growing 6,7,8’</p>	<p>White Rose Maths Units:</p> <p>‘Length, height and time’.</p> <p>‘Building 9 and 10’.</p> <p>‘Exploring 3D shapes’.</p>	<p>White Rose Maths Units:</p> <p>‘To 20 and beyond!’.</p> <p>‘How many now?’</p> <p>Manipulate, compose and decompose’.</p>	<p>White Rose Maths Units:</p> <p>‘Sharing and grouping’.</p> <p>‘Visualise, build and map’.</p>

Number	We will be learning to... Count objects, actions and sounds accurately and with confidence. Subitise. numbers 1-6	We will be learning to... Use talk to compare length, weight and capacity of different items. Continue, copy and create repeating patterns using colours, shapes and everyday objects. Name different 2D shapes, recognise and find similarities and differences between them.	We will be learning to... Count objects, actions and sounds accurately and with confidence. Subitise numbers 1-6 Match the correct numeral to a set of objects up to 10 and beyond. Explore number bonds for numbers 0–5 and some to 10.	We will be learning to... Find a number that is 'one more than/one less than' a given number. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10. Subitise numbers.	We will be learning to... Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10.	We will be learning to... Count objects beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Recall number bonds for numbers 0–5 and some to 10.
Understanding the World	Our History question? How have I changed? Our Science question What are the different parts of my body used for?	Our History question What has changed? Our Science question What are the different parts of my body used for?	Our History question What has changed? Our Geography question What is it like outside today? Our Science question How do I keep my body healthy?	Our Geography question Where do animals live? Our Science question What do animals need?	Our History question What has changed? Our Science question What do plants need?	Our History question How have vehicles changed? Our Geography question How will I get there? Our Science question How does it move?
Past and Present People, Culture and Communities Natural World	We will be learning to... Talk about members of our immediate family and community. Name and describe people who are familiar to us. Talk about images of familiar situation in the past. Talk about the different parts of our body and what they are used for.	We will be learning to... Compare and contrast characters from stories, including figures from the past Talk about our senses and why they are an important part of our body.	We will be learning to... Compare and contrast characters from stories, including figures from the past. Use our senses to explore and describe the natural world around outside, understanding the effect of the changing seasons. Think about where the food we eat comes from, as well as what forms a healthy diet.	We will be learning to... Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. Know what animals need to live and survive	We will be learning to... Compare and contrast characters from stories, including figures from the past. Know what plants need to live and survive	We will be learning to... Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Recognise some environments that are different from the one in which we live. Understand that some places are special to members of their community. Know how forces make objects move. Understand how machines, including transport, helps us in our daily lives.
Throughout the year we will...						

	Explore the natural world around us and talk about what we see, hear and feel whilst outside.					
	Understand the effect of changing seasons on the natural world around us.					
Expressive Art and Design	Art question What will I need to paint a self-portrait?	Art question What will I need to create a decoration for a celebration?	Art question How will I create my own design?	Art question Which artists created animals?	Art question How can I use what I find in the garden to create a picture?	Art question Which artists have painted pictures of the seaside?
Creating with Materials	DT question How will I make my model?	DT question What do I need to create a Christmas decoration?	DT question How will I make a healthy snack?	DT question How will I create a 'hatching' animal?	DT question How will I create a minibeast?	DT question How will I make it float?
Being Imaginative and Expressive	We will be learning to... Develop storylines in our pretend play. Sing in a group or on our own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express our ideas and feelings.	We will be learning to... Sing in a group or on our own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing our feelings and responses. Return to and build on our previous learning, refining ideas and developing our ability to represent them. Explore and engage in music making and dance, performing solo or in groups.	We will be learning to... Explore, use and refine a variety of artistic effects to express our ideas and feelings. Return to and build on our previous learning, refining ideas and developing our ability to represent them. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing our feelings and responses.	We will be learning to... Sing in a group or on our own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing our feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	We will be learning to... Explore, use and refine a variety of artistic effects to express our ideas and feelings. Return to and build on their previous learning, refining ideas and developing our ability to represent them. Create collaboratively, sharing ideas, resources and skills.	We will be learning to... Return to and build on our previous learning, refining ideas and developing our ability to represent them. Create collaboratively, sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing our feelings and responses.
	Throughout the year we will... Develop storylines in their pretend play.					
Music	Charanga unit- Me!	Charanga unit- My Stories	Charanga unit- Everyone!	Charanga unit- Our World	Charanga unit- Big Bear Funk	Charanga unit- Reflect, Rewind and Replay
Religious Education	What makes us special? Exploring what makes us, the people around us and in the community special. Understanding Christianity - Creation: Why is the word God so important to Christians?	What are special times? Exploring how people prepare for and celebrate a joyous occasion in the Christian and Hindu faith. Understanding Christianity –Incarnation: Why do Christians perform nativity plays at Christmas?	Where do I belong? Exploring how we are all special, belong to different groups and celebrate special times.	Understanding Christianity - Salvation: Why do Christians put a cross in a garden at Easter?	Why are some places special? Exploring sacred spaces, simple prayers and time to reflect in Christianity and compare with those in Hindu Dharma.	Why are some stories special? Exploring what makes stories special and what we can learn from a Christian and Hindu story.

Relationships and Health Education	Me and my Relationships	Valuing Difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing
PE	Locomotion – Walking	Ball Skills- Hands	Gymnastics- High, Low, Under. Over	Dance	Ball Skills- Feet	Attack v Defence – Games for Understanding
Safeguarding links	Classroom rules. EYFS garden boundaries and rules (expectations when working outside)	Firework Safety Road Safety Week Anti-Bullying Week	Keeping Safe – NSPCC Pants E Safety	Keeping ourselves safe when feeding and looking after animals including hand washing.	Road Safety Railway Safety Water Safety	Road Safety Water Safety Sun safety.