

Reception – Long Term Overview 2024-2025

2024-2025	LB2 4.5 weeks Aug-Sep	LB3 5 weeks Oct - Nov	LB4 5 weeks Nov - Dec	LB5 4 weeks Jan	LB6 5 weeks Feb - Mar	LB7 4 weeks Mar-Apr	LB8 4 weeks Apr-May
Reception	All About Me	People Who Help Us		Little Explorers		It's A Small World	Imagine, Imagine, Imagine
Personal, Social & Emotional Development	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Ways to keep safe in familiar and unfamiliar environments (beach, pool, park). Recognise what makes them special. How to keep safe in the sun and protect skin from sun damage. Different ways to learn and play. Different feelings that humans can experience. How to recognise and name different feelings (Zones of Regulation). How feelings can affect people's bodies and how they behave (WEE). How to recognise how others might be feeling (WEE). <p>Relationships</p> <ul style="list-style-type: none"> About the roles that different people play in our lives. That it is important to tell someone if something about their family makes them unhappy or worried. About what is kind and unkind behaviour and how this can affect others. About how to treat themselves and others with respect; how to be polite and courteous. Learning to recognise the ways in which they are same and different to others. Learn how to listen to other people and play and work cooperatively. <p>Living In The Wider World</p> <ul style="list-style-type: none"> What rules are, why they are needed and why different rules are needed for different situations. 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Recognise risk in simple everyday situations and what action to take to minimise harm. How to keep safe at home (including around electrical appliances) and fire safety. That household products (including medicines) can be harmful if not used correctly. How to cross the road safely. Basic rules to keep safe online. People whose job it is to keep us safe. People who help us to stay physically healthy. Simple hygiene routines that can stop germs from spreading. Learning about dental care and visiting the dentist, how to brush teeth correctly; food and drink that supports dental health. What to do if there is an accident and someone is hurt. How to get help in an emergency (999). <p>Relationships</p> <ul style="list-style-type: none"> About the roles that different people play in our lives. Learn how to talk about and share their opinions on things that matter to them. How to respond safely to adults they do not know. Learning to recognise the ways in which they are same and different to others. Learn how to listen to other people and play and work cooperatively. <p>Living In The Wider World</p> <ul style="list-style-type: none"> How people and other living things have different needs; about the responsibilities of caring for them. What money is. Learn about things they can do to help look after their environment. Understand that jobs help people to earn money to pay for things. 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. (Mental Health & Wellbeing Lead) <p>Relationships</p> <ul style="list-style-type: none"> Recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private (NSPCC Pants). How to respond if physical contact makes them feel uncomfortable or unsafe. Basic techniques for resisting pressure to do something they do not want to do, and which may make them unsafe. What to do if they feel unsafe or worried for themselves or others; who to ask for help; importance of keeping trying until they are heard. 	<p>Health & Wellbeing</p> <ul style="list-style-type: none"> Discussions about healthy food and healthy choices; the effect on the body. Preparing to move to a new year group and classroom with new adults and new routines. <p>Relationships</p> <ul style="list-style-type: none"> Learning to recognise the ways in which they are same and different to others. Learn how to listen to other people and play and work cooperatively. <p>Living In The Wider World</p> <ul style="list-style-type: none"> Discussions about the different community groups they belong to. Learning everyone has different strengths. How am I special? What am I good at? What would I like to get better at? 			
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Engage in story times. Listen to and talk about stories to build familiarity and understanding. <p>Speaking</p> <ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p>Speaking</p> <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 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. 			

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		<ul style="list-style-type: none"> 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. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Learn rhymes, poems and songs. 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. 	<ul style="list-style-type: none"> 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. <p>Speaking</p> <ul style="list-style-type: none"> Use new vocabulary in different contexts. Learn rhymes, poems and songs. 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.
<p align="center">Physical Development</p>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters/bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Take part in some group activities which they make up for themselves, or in teams. Use and remember sequences and patterns of movements which are related to music and rhythm. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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. Eat independently and use a knife and fork. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Refine the fundamental movement skills: rolling, walking, jumping, running, hopping, skipping and climbing. Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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>Fine Motor Skills</p> <ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes - personal hygiene. 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 	
<p align="center">Literacy</p>	<ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing and that we read English text from left to right and from top to bottom. Develop their phonological awareness (phase 2), so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words and tricky words in phase 2 and 3. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. 	<p>Comprehension</p> <ul style="list-style-type: none"> 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, 	

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	<ul style="list-style-type: none"> • Write some or all their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p>nonfiction, rhymes and poems and during role play.</p> <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing</p> <ul style="list-style-type: none"> • 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.
<p align="center">Mathematics</p>	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually. <ul style="list-style-type: none"> ➢ Recite numbers past 5. ➢ Say one number for each item in order: 1,2,3,4,5. ➢ Know that the last number reached when counting a small set of objects tells you how many there are in total. ➢ Show ‘finger numbers’ up to 5. ➢ Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ➢ Count objects, actions and sounds. ➢ Subitise (instantly recognise the number of objects in a small group without the need to count them). ➢ Solve real world mathematical problems with numbers up to 5. ➢ Compare quantities using language: ‘more than’, ‘fewer than’. ➢ Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. <ul style="list-style-type: none"> ➢ Select, rotate and manipulate shapes to develop spatial reasoning skills. ➢ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. ➢ Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. <ul style="list-style-type: none"> ➢ Continue, copy and create repeating patterns. ➢ Extend and create ABAB patterns. ➢ Notice and correct an error in a repeating pattern. • Understand position through words alone – for example, “The bag is under the table,” – with no pointing. • Describe a familiar route. • Make comparisons between objects relating to size, length, weight and capacity. • Count beyond ten. 	<ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Count objects, actions and sounds. • Subitise (instantly recognise the number of objects in a small group without the need to count them). • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers (bigger than, smaller than, the same/equal 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 0–10. • Recognise common monetary denominations. • Begin to tell the time to o’clock and/or half past. • Explore and represent patterns with numbers up to 10, including double facts and how quantities can be distributed equally. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>Number</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p>Other (Recap)</p> <ul style="list-style-type: none"> • 2D and 3D shapes including their properties (corners, edges, sides, straight, flat, round etc). • Understand position (under, over, besides, next to etc). • Follow a simple route and use directional language. • Continue, copy and repeat patterns. • Compare length, weight and capacity.
<p align="center">Understanding the World</p>	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. Sensory hunt in Premierville – What can you see, hear, smell, touch. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family’s history. • Show interest in different occupations. 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Show interest in different occupations. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past • Compare and contrast characters from stories, including figures from the past. 	<p>Past & Present</p> <ul style="list-style-type: none"> • 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

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	<ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Plant seeds/bean in Premierville, take on the responsibility of looking after them and watering them. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Understand the key features of the life cycle of a plant and an animal. 	<p>on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>The Natural World</p> <ul style="list-style-type: none"> • 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. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • 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, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
<p align="center">Expressive Arts and Design</p>	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Develop complex stories using small world equipment like animal sets, dolls and dolls houses. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • 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, resources and skills. • 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 in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> • 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. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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.