

Reception Long Term Overview

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|--|--|--|--|--|
| GENERAL THEMES | MARVELLOUS ME! | TERRIFIC TALES! | THE EARTH AND BEYOND! | AMAZING ANIMALS! | GARDENER'S WORLD! | FUN AT THE SEASIDE |
| GENERAL THEMES N.B. These themes may be adapted at various points to allow for children's interests to flow through provision | Starting school My new class New beginnings Human Body How have I changed? My family/history What am I good at? What I want to be when I grow up - link to people who help. How do I make others feel? Our town All the same but different Andy Goldworth - pebble people/family | Traditional Tales Celebrations Nativity Performance Weather/Seasons Autumn hibernation | Weather/Seasons Winter Where do we live in the UK/world? Where in the world have you been? The Earth Cold places - North/South pole, polar animals The moon/space Astronauts Design your own rocket Chinese New Year Valentine's Day | Weather/Seasons Spring Life cycle - chicken Animals around the world - safari, jungle, polar, farm, mini beasts Compare hot and cold places Animal arts and crafts Patterns/camouflage Habitats Easter | Weather/Seasons Summer Plants and flowers Life cycle - butterfly Planting seeds How to look after our planet: (pollution), reduce, reuse, recycle Materials Where does our food come from? Monet - lily pond | Under the sea - sea creatures/habitats Off on holiday - clothes/transport Where in the world shall we go? Send me a postcard! Fossils - Mary Anning Seasides in the past Compare now and then Seaside art |
| ENRICHMENT OPPORTUNITIES AND WOW MOMENTS | Police/dentist visit Harvest time Autumn | Remembrance Day Bonfire Night Diwali Hannukah Christmas Grown-ups' Day Changes Autumn-Winter | Food tasting/different cultures Chinese New Year Valentine's Day Safer Internet Day Pancake Day Interactive Room - blast off into space Winter | Let's Go on Safari - an animal per day Easter Mother's Day Eid Grown-ups' Day Changes Spring-Winter | Planting seeds Nature Scavenger Hunt Tasting fruit/vegetables Visit to a farm Spring | Under the sea songs/sea shanties Pirate treasure maps Fossil hunting Father's Day Pirate Day Interactive Room - under the sea Changes Spring - Summer |

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| POSSIBLE TEXTS | Harry and the Dinosaurs go to School Marvellous Me! The Ugly Duckling Owl Babies Funnybones Real Life Superheroes Elmer My mum and dad make me laugh In Every House on Every Street The Smartest Giant in Town The Colour Monster Favourite 5 Each Peach Pear Plum Peace at Last The tiger who came to tea Elmer Giraffes can't dance | Traditional Tales Little Red Hen - Harvest Goldilocks and the Three Bears (maths) Gingerbread Man Autumn: Pumpkin Soup Leaf Man Celebrations: Rama and Sita The Nativity Letter to Father Christmas Favourite 5 The Gruffalo Not Now Bernard The Wonkey Donkey We're going on a bear hunt Little Red Riding Hood | Whatever Next! Aliens love Underpants Lost and Found The Magic Paintbrush (Chinese New Year) Non-fiction texts: Atlases Space books Favourite 5 The Gruffalo Aliens love underpants Oi Frog! Elmer Peace at Last | Handa's Surprise The Very Hungry Caterpillar The Easter Story What the Ladybird Heard (Farm) Rumble in the Jungle (jungles/rainforest) Farmer Duck Non-fiction texts: Animals Life cycles Favourite 5 Hairy Maclary from Donaldson's Dairy The tiger who came to tea Walking through the jungle A Squash and a Squeeze Farmer Duck | Jack and the Beanstalk Sam's Sandwich Supertato Oliver's Fruit salad Oliver's Vegetables The Tiny Seed The Scarecrows Wedding Non-fiction texts: Plants Growing seeds Keeping healthy Favourite 5 Supertato Oi Frog! Each Peach Pear Plum Giraffe's Can't Dance We're Going on a Bear Hunt | Sharing a shell Lucy and Tom at the Seaside Night Pirates Commotion in the Ocean Tiddler Billy's Bucket Singing Mermaid Lighthouse Keeper's Lunch Non-fiction texts: Dinosaurs Seaside Sea creatures Favourite 5 Sharing a shell Hairy Maclarey from Donaldson's Dairy Not Now Bernard Peace at Last Burglar Bill |
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| The favourite 5 have been specifically chosen as quality texts which will be read frequently (Treasury of Texts). | | | | | | |

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| NURSERY RHYMES AND SONGS | Incy Wincy Spider Humpty Dumpty Twinkle Twinkle Heads, shoulders, knees and toes This is the way we... If you're happy... Miss Polly had a dolly | I'm a Little Teapot Sleeping Bunnies Wind the bobbin up 5 currant buns 5 little monkeys | 5 little men in a flying saucer Zoom, Zoom, Zoom, Grand Old Duke of York Hickory Dickory Dock The wheels on the bus | 5 speckled frogs 5 little ducks Mary had a little Lamb Little Bo Peep Horsie, Horsie Old McDonald BINGO | Mary Mary There's a worm at the bottom of my garden Ten green bottles Ten fat sausages Ten in a bed I'm a dingle dangle scarecrow | Row, row, row your boat A sailor went to sea, sea, sea Hey diddle, diddle When I was one... 1,2,3,4,5 once I caught a fish alive |
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| RE We follow the Manchester Diocese New Scheme of work. | F4 Being Special: where do we belong? | F2 Why is Christmas special for Christians? (UC: Incarnation) Recognise that people have different beliefs and celebrate special times in different ways. | F1 Why is the word 'God' so important to Christians? (UC: God) | F3 Why is Easter special to Christians? (UC: Salvation) | F5 What places are special and why? Understand that some places are special to members of their community. | F6 What times/stories are special and why? |
| Vocabulary | Special, group, belong, symbols, Christians, God, Baptism, welcome, Muslims | Christmas, Jesus, Nativity, Mary, Joseph, Bethlehem, birth, shepherds, wise men, angel, stable | God, Christians, creation, Bible, Adam, Eve, parable, precious, pearl, Jesus | God, salvation, Good Friday, Easter, salvation, Jesus, Hosanna, disciples, palm, cross | Christians, Muslims, church, Mosque, Bible, Qur'an, Vicar, Imam, holy, pilgrimage | Bible, Qur'an, Torah, stories, believer, Christians, Muslims, Jewish, special, text |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED) | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> | | | | | |
| | <ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships - Express their feelings and the feelings of others - Manage their own needs (personal hygiene) | <ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally. - Think about the perspective of others | <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian | | | |
| | <p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p> | | | | | |

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| COMMUNICATION AND LANGUAGE (C & L) | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| | <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Engage in story times. | <ul style="list-style-type: none"> -Ask questions to find out more and to check they understand what has been said to them. -Develop social phrases -Engage in story times. | <ul style="list-style-type: none"> -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <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. | <ul style="list-style-type: none"> -Listen to and talk about stories to build familiarity and understanding. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <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. -Use new vocabulary in different contexts. |

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| PHYSICAL DEVELOPMENT | <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | |
| | <p>FINE MOTOR Continuously check the process of children's pencil grip. Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities</p> | <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 | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. | <ul style="list-style-type: none"> -Combine different movements with ease and fluency -Develop the foundations of a handwriting style which is fast, accurate and efficient. | <ul style="list-style-type: none"> -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. |
| GROSS MOTOR | <p>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.</p> <p>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 spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p> | | | | | |
| | <p>Vocabulary</p> <p>Jog, land, balance, shape, hold, still, space, safe, travel, direction, forwards, backwards, sideways, under, over, through, around, high, low, move, slowly, quickly, team, partner, race, rules, win, lose, target, aim</p> | | | | | |

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| LITERACY | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p> | | | | | |
| | <p>WORD READING Within our school we follow the Read Write Inc scheme to teach phonics.</p> <p>Reading for Pleasure Children will have a daily story time and can access books in the reading corner.</p> | <p>-Understand the five key concepts about print: print has meaning, print can have different purposes, we read English from left to right and top to bottom, the names of the different parts of a book, page sequencing.</p> <p>-Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Recognise initial sounds.</p> | <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>RWI Target - Read all Set 1 sounds and blend orally.</p> | <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school's phonic programme.</p> <p>RWI Target - Blend sounds to read words and read short ditties.</p> | <p>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.</p> <p>Spr 2 - RWI Target - Read Red Storybooks and Set 1 special friends.</p> <p>Sum 1 - RWI Target - Read Green Storybooks and read 4 double consonants.</p> <p>Sum 2 - RWI Target - Read Green Storybooks and first 6 Set 2 sounds.</p> | |
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| | <p>Read individual letters by saying the sounds for them.</p> <p>RWI Target - Read first 16 Set 1 sounds</p> | | | |
| WRITING | <p>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.</p> <p>Uses some print and letter knowledge in early writing. For example: write 'm' for mummy.</p> <p>To write some or all of their name.</p> <p>Begin to write some letter sounds accurately.</p> | <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> | <p>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> | |

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| MATHEMATICS Within our school, we follow the White Rose Maths Scheme to teach mastery in mathematics | <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p> | | | | | |
| | Getting to know you getting to know the children and baseline Match, sort and compare! Talk about measure and patterns | It's me 1,2,3! Circles and triangles 1,2,3,4,5 Shapes with 4 sides | Alive in 5! Mass and capacity Growing 6,7,8 Length, height and time | Building 9 and 10 Explore 3-D shapes | To 20 and beyond How many now? Manipulate, compose and decompose | Sharing and grouping Visualise, build and map |
| Vocabulary | Match, sort and compare: Match, same, different, pair, sort, compare, matching size, matching pattern, matching colour, matching outline, set, odd one out, more, fewer, the same amount, most, fewest, equal groups Talk about measure and patterns: Big, small, long, short, thick, thin, taller, shorter, tallest, shortest, full, empty, heavy, light, equal weights, repeating pattern It's Me 1,2,3: | Alive in 5! Count on, count back, one more, one less, parts, whole, represent, sets, subitise Mass and Capacity: Lighter than, heavier than, heaviest, lightest, scales, balanced, equal mass, float, sink, full, empty, tall, narrow, deep, shallow, wide, more, most, less, least, greatest capacity, smallest capacity Growing 6,7,8 | | | To 20 and Beyond: Numbers up to 20, numerals, ten-frame, before, after, count on, count back, counting patterns, number track, represent How Many Now?: Add more, addition, first, then, now, altogether, count on, number stories, take away, subtraction, how many left?, count back, one less Manipulate, Compose and Decompose: | |

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| <p>1,2,3, altogether, count, dice, different, dots, fewer, match, more, number, one less, one more, order, same, subitise, less, set, represent, five-frame, whole, part</p> <p>Circles and Triangles: Above, behind, below, beside, between, in, in front, next to, on, over, under, circle, triangle, corner, curved, face, flat, large, medium, pointy, round, shape, side, straight</p> <p>1,2,3,4,5: Altogether, count, 0,1,2,3,4,5, numeral, total, subitise, arrangement, arrange, represent, five-frame, one more, one less, add, take away, before, after, how many?, subitise</p> <p>Shapes with 4 sides: Rectangle, square, sides, straight, corner, flat, night, day, today, tomorrow, before, after</p> | <p>6,7,8, ten-frame, combine, groups, dominoes, part-whole model, even, odd, composition, number line, double, symmetry, mirror</p> <p>Length, Height and Time: Long, short, longest, shortest, longer, shorter, length, tall, tallest, taller, height, measure, compare, calendar, today, yesterday, tomorrow, time, first, next, finally, after, before, timer, morning, evening, week, weekend, sequence</p> <p>Building 9 and 10: 9, 10, ten-frame, subitise, compare, same, more, fewer, order, one less, one more, composition, altogether, parts, bonds to 10, doubles, odd, even</p> <p>Explore 3D shapes: 2D shapes, 3D shapes, stack, roll, flat, curved, cube, cuboid, sphere, cone, cylinder, square-based pyramid</p> | <p>2D shapes, 3D shapes, build, pattern, rotate, turn, flip, next to, in front, behind, compose, decompose</p> <p>Sharing and Grouping: Double, equal, unequal, fair, unfair, even, odd, groups, share, set, left over, same, different, altogether</p> <p>Visualise, Build and Map: Repeating pattern, build, visualise, viewpoint, above, below, on top, next to, under, in front, behind</p> |
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| UNDERSTANDING THE WORLD | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p> | | | | | |
| GEOGRAPHY LINKS | <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> | | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> | <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the one in which they live.</p> | <p>Understand that some places are special to members of their community.</p> | <p>Draw information from a simple map.</p> |
| Vocabulary | Place Town Shop Near Hill Street Countryside | Earth Globe Cold places Far Iceberg World Map | Hot places Country Weather Dry Sunny | | Sea Land Sand Rock Pebble Wave Seaside | |

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| HISTORY LINKS | <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> | <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> | | | | <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> |
| Vocabulary | <p>Historical enquiry: object , picture , painting, book</p> <p>Chronology: old, new, along time ago, then, now, today, yesterday, tomorrow</p> | | | | | |

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| SCIENCE LINKS | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p> | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Begin to understand the key features of the life cycle of a plant and animal.</p> <p>Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p> | <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Begin to understand the key features of the life cycle of a plant and animal.</p> <p>Explore the natural world around them. Describe what they see, hear, and feel whilst outside.</p> |
| Vocabulary | <p>Animals including humans: hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman</p> | <p>Living things: animal, names of animals they see, name of a contrasting environment (e.g. beach, forest)</p> <p>Animals including humans: names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice,</p> <p>Materials: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, change, change back Sound: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p> <p>Electricity: electricity, wire, light</p> | <p>Living things: plant, tree, bush, flower, vegetable, herb, weed, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p> <p>Animals including humans: names of animals, live, on land, in water, sea</p> <p>Materials: big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best</p> <p>Light: sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source</p> <p>Forces: float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster,</p> |

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| GENERAL THEMES | MARVELLOUS ME! | TERRIFIC TALES! | THE EARTH AND BEYOND! | AMAZING ANIMALS! | GARDENER'S WORLD! | FUN AT THE SEASIDE |

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|---|---|---|---|--|--|---|
| | | | | | slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce | |
| | Working Scientifically: look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group | | | | | |
| EXPRESSIVE ARTS AND DESIGN | The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
| Expressive Art and Design (General Learning) | Develop storylines in their pretend play. | Sing in a group or on their own, increasingly matching the pitch and following the melody. Return to and build on their previous learning, refining ideas and developing their ability to represent them. | 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 |
| | Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. | | | | | |

Reception Long Term Overview

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| | | | | | | |
|------------|---|---|--|---|--|---|
| Art | 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. Explore a variety of materials, tools and techniques, experimenting with colour and design. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour and texture. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, design and texture. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, design, form. Draw with increasing complexity and detail, such as drawing a flower. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, design, form. Share their creations, explaining the process they have used. |
| | Splatter painting - Jackson Pollock | Painting - marbling | Hinge mechanism Printing and patterns | Collage Painting - water colours Observational drawings | Wax resist painting Collage | |
| | | | | | | |
| | | | | | | |
| Vocabulary | Drawing and painting: pastel, felt-tip, pencil crayon, roller, stamp, chalk, print Sculpture, collage and mosaics: rip, tear, tissue, foil, squeeze, clay, arrange Artist: Jackson Pollock | | | | | |

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|------------|---|---|--|---|--|--|
| DT | | Explore a variety of materials, tools and techniques, experimenting with colour and texture. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form. Share their creations, explaining the process they have used. | Explore a variety of materials, tools and techniques, experimenting with colour, design and texture. Share their creations, explaining the process they have used. | | Explore a variety of materials, tools and techniques, experimenting with colour, design, form. Share their creations, explaining the process they have used. 3D model boat |
| | | Clay | 3D model rockets | Hinge mechanism | | |
| | | | | | | |
| | | | | | | |
| Vocabulary | Textiles: Bead, button, cloth, felt, scissors, join, cello tape, glue stick, masking tape, paper clip, ruler, straw, thread | | | | | |

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|------------|---|------------------------------------|-----------------------------------|-----------------------------------|---------------------------------------|---|
| | <p>Mechanisms: Tape, cut, slip, slide, push, pull, heavy, light</p> <p>Structures: Draw, build, tall, short, heavy, light, glue, cut</p> <p>Nutrition: Apron, fruit, vegetables, chop, cut, fork, knife, mix, spoon</p> <p>Key vocabulary (Tier 2) Long, short, heavy, light, strong, watch, join, pull, break, push, use, shape, cut, stick, glue, build, draw</p> | | | | | |
| Music | Music Charanga Unit: Me! | Music Charanga Unit: My Stories | Music Charanga Unit: Everyone! | Music Charanga Unit: Our World | Music Charanga Unit: Big Bear Funk | Charanga Unit: Reflect, rewind and replay |
| Vocabulary | <p>General vocabulary: Pulse, dynamics, structure, compose, rhythm, timbre, notation, perform, tempo, texture, improvise, appraising, pitch</p> <p>Reception vocabulary: High, low, loud, quiet, unison, rap</p> | | | | | |