

## Reception Long Term Overview 2023- 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Rights Respecting Links
<b>Loose Topic</b> NB – topics are used as vehicles for learning. These may change slightly in order to respond to the interests and needs of the children in the cohort.	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Journeys to super places!</b>	<b>Once upon a time</b>	<b>Spot the difference</b>	<b>What a Wonderful World!</b>	<b>Article 7</b> You have the right to a name, and this should be officially recognized by the government. You have the right to a nationality (to belong to a country).
<b>Outline of the Topic</b>	Baseline Rules and Routines in Reception Accessing Provision properly Name writing Thinking about friends and family Thinking about how we've changed as we've grown	Birthdays Halloween Bonfire Night Weddings Christenings Diwali Christmas Remembrance	Chinese New Year story Looking at different forms of transport and different places local and further away. Thinking about how we can keep The Grove community great Exploring our local community and area. Exploring litter and recycling.	Reading traditional tales Creating own stories Talk for writing Retelling/acting out stories Videoing stories Mathematical stories – five friends counting	Changes in seasons Growing seeds/plants Comparing and contrasting people Comparing and contrasting animals Comparing and contrasting numbers Comparing materials Colour mixing Exploring life cycles	Contrasting environments and localities around the country and around the world using google Earth and books. Identifying natural and manmade features. Caring for our world – pollution in the seas, caring for plants and animals.	<b>Article 8</b> You have the right to an identity – an official record of who you are. No one should take this away from you.
<b>Possible Books</b>	Once there were giants Whatever Next Owl babies Monkey Puzzle Can't you sleep little bear  Non-fiction families, families	Kipper's Birthday Little glow The Scarecrow's wedding Winnie the witch When Willy went to the wedding Non-fiction Baptism Christmas Diwali	Naughty bus You can't fit an elephant on the bus The train ride Our journey Everybody Bonjours My Street My Town Michael Recycle	The enormous Turnip The Gingerbread Man Little Red Riding Hood Three Billy Goats Gruff	Crunching munching caterpillar Tadpoles' tale How I grow-plants  Non-fiction life cycle texts	The Rainbow Fish Sharing a shell The Snail and the whale Harry saves the ocean Cleaning the ocean	<b>Article 9</b> You have the right to live with your parent(s), unless it is

			10 black dots				bad for you. You have the right to live with a family who cares for you.
<b>Visit/Visitors</b>	Autumn walk Visit to the church-Harvest	Trip to collect Christmas tree  Visit to church Consett/Castleside Consett Library	Train ride/ South shields ferry	Possible visit to vet, dentist, police, firemen- Walk around community- litter pick	Walk to ponds Sponsored walk	Ushar moor Chapel and gardens? Washington Wetlands Culler Coats? Blue Reef Aquarium	<b>Article 13</b> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.
<b>C&amp;L</b>	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions.	<b>Article 15</b> You have the right to choose your

<p><b>PSED</b></p>	<p><b>SCARF - Me and My Relationships</b></p> <p>Introduction to emotions and feelings through zones of regulation</p> <p>Introduction to class rules using Sally star, ladder and penny charts.</p>	<p><b>SCARF – Valuing difference</b></p> <p>Continuation of Sally Star, behaviour ladder and penny chart to set high expectations for behaviour.</p>	<p><b>SCARF – Keeping myself safe</b></p> <p>Continuation of Sally Star, behaviour ladder and penny chart to set high expectations for behaviour.</p>	<p><b>SCARF – Rights and responsibilities</b></p> <p>Continuation of Sally Star, behaviour ladder and penny chart to set high expectations for behaviour.</p>	<p><b>SCARF- Being my best</b></p> <p>Continuation of Sally Star, behaviour ladder and penny chart to set high expectations for behaviour.</p>	<p><b>SCARF – Growing and changing</b></p> <p>Continuation of Sally Star, behaviour ladder and penny chart to set high expectations for behaviour.</p>	<p>own friends and join or set up groups, as long as it isn't harmful to others.</p> <p><b>Article 28</b> You have the right to a good quality education.</p>
<p><b>PD</b></p>	<p>Get, set 4 PE</p> <p>Mostly gross motor focus and core development.</p> <p>Developing upper body strength in order to develop prewriting skills.</p> <p>Developing fine motor skills through use of tools such as scissors.</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Dressing and undressing independently</p>	<p>Get, set 4 PE</p> <p>Mostly gross motor focus and core development.</p> <p>Developing upper body strength in order to develop prewriting skills.</p> <p>Developing fine motor skills through use of tools such as scissors.</p> <p>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials.</p> <p>Dressing and undressing independently (coats for outdoors, wellies and waterproofs).</p> <p>Focus shoulder pivots, elbow pivots and wrist pivots.</p>	<p>Get, set 4 PE</p> <p>Increased emphasis on fine motor skills including letter formation.</p> <p>Funky finger activities.</p> <p>Dough disco and lots of malleable experiences to strengthen hand muscles.</p> <p>Creating obstacle courses to strengthen gross motor and core skills.</p> <p>Dressing and undressing independently (coats for outdoors, wellies and waterproofs).</p>	<p>Get, set 4 PE</p> <p>Fine motor including letter formation.</p> <p>Funky finger activities.</p> <p>Scissor skills.</p> <p>Dough disco and lots of malleable experiences to strengthen hand muscles.</p> <p>Creating obstacle courses to strengthen gross motor and core skills. Explore moving under, over, through and around as well as exploring balancing.</p> <p>Dressing and undressing independently</p>	<p>Get, set 4 PE</p> <p>Threading, cutting, weaving, fine motor activities.</p> <p>Develop pencil grip and letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Creating obstacle courses to strengthen gross motor and core skills. Explore moving under, over, through and around as well as exploring balancing.</p>	<p>Get, set 4 PE</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle.</p> <p>Start to colour inside the lines of a picture</p> <p>Increasing control of pencils and using them to draw and form letters with accuracy.</p> <p>Increasing control of one handed tools.</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p> <p>Creating obstacle courses to strengthen gross motor and core skills. Explore moving under, over, through and around as well as exploring balancing.</p> <p>Dressing and undressing independently (coats for outdoors, wellies and waterproofs, PE kits and uniform).</p>	<p>You should be encouraged to go to school to the highest level you can.</p> <p><b>Article 29</b> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>Article 31</b> You have the</p>

	<p>(coats for outdoors, wellies and waterproofs).</p> <p>Focus shoulder pivots, elbow pivots and wrist pivots.</p> <p>Introduction of making play dough.</p>	<p>Making dough using hands.</p>	<p>Making dough using hands.</p>	<p>(coats for outdoors, wellies and waterproofs).</p> <p>Making dough using hands.</p>	<p>Dressing and undressing independently (coats for outdoors, wellies and waterproofs, PE kits and uniform).</p>		<p>right to play and rest</p>
<p><b>Literacy</b></p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.</p> <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.</p> <p>Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Continue with GPC and oral blending. Begin to blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p> <p>The joy of mark making using symbols and letters in the message centre. Hiding and discovering messages.</p>	<p>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encouraging children to record stories through picture drawing/mark making. Reading simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Introduction of Christopher Crocodile and common exception words. Oral segmentation of cvc words and using letters to represent sounds. Beginning to represent sounds correctly and in</p>	<p>Retelling a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters. World Book Day Oral segmentation of cvc words and using letters to represent sounds. Continuing to represent sounds correctly and in sequence when writing.</p>	<p>Information leaflets and non-fiction books about animals in the garden/plants and growing. Re-reading books to build up confidence in word reading, fluency, understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by experiences of books. Developing own narratives and explanations by connecting ideas or events.</p> <p>Reading cvc words and captions featuring cvc words and digraphs.</p> <p>Reading an increasing range of Christopher Crocodile's red words.</p> <p>Begin to write some red words. Begin to write simple captions and sentences using phonic knowledge.</p>	<p>Drawing pictures of characters/ event / setting in a story</p> <p>Listening to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions. Making predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. – Indicating front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p> <p>Reading and writing simple sentences using phonic knowledge. Continue to write some red words. Begin to write simple captions and sentences using phonic knowledge.</p>	

	<p>The joy of mark making using symbols in the message centre.</p> <p>Begin GPC and oral blending.</p>		<p>sequence when writing.</p>			
<b>Mathematics</b>	<p>Numberblocks! Maths games</p> <p>Continue, copy and then create AB patterns using simple objects such as coloured cubes. Identifying errors in AB patterns and identifying the unit of repeat.</p> <p>Orally counting to 10 and beyond.</p> <p>Tagging each object with a number word such as people can playing in the water tray.</p> <p>Days of the week</p> <p>Exploring different representations of the numbers 1-3 in depth including subitising.</p> <p>Developing spatial awareness – experiencing different viewpoints.</p> <p>Measures – recognising attributes. Positional language in</p>	<p>Numberblocks! Maths games</p> <p>Continuing an ABC pattern. Continuing a pattern which ends mid unit. Creating ABC patterns and ABB and ABBC patterns. Identifying errors in ABC and ABB patterns.</p> <p>Months and seasons of the year. Creating a birthday book.</p> <p>Cardinality when counting.</p> <p>Counting with one to one correspondence. Matching numeral to quantity. Understanding that when the order of objects is changed, the quantity remains the same.</p> <p>Comparison using the vocabulary ‘more than’ and ‘less than’.</p> <p>Exploring different representations of the numbers 0-5 in depth including subitising, composition and comparison.</p> <p>Developing spatial vocabulary. Developing spatial awareness through construction.</p>	<p>Numberblocks! Maths games</p> <p>Symbolising the unit structure in patterns.</p> <p>Comparison of numbers using the vocabulary ‘more than’ ‘fewer than’ ‘equal to’ ‘the same as’.</p> <p>Beginning to use reasoning when comparing numbers.</p> <p>1 more than, 1 less than.</p> <p>Exploring different representations of the numbers 0-10 in depth including subitising (subitising to 5), composition and comparison.</p> <p>Number bonds to 5</p> <p>Representing spatial relationships and identifying similarities between shapes.</p> <p>Measures comparing</p>	<p>Numberblocks! Maths games</p> <p>Generalising pattern structures to another context or mode – using a range of objects and actions to represent patterns.</p> <p>Exploring doubling objects and numbers.</p> <p>Exploring different representations of the numbers 0-10 in depth including subitising (subitising to 5), composition and comparison.</p> <p>Matching numeral and quantity to 10 and beyond.</p> <p>Developing a range of counting strategies e.g. fingers, objects, mental, number tracks...</p> <p>Showing awareness of properties of shape.</p> <p>Measures – showing an awareness of</p>	<p>Numberblocks! Maths games</p> <p>Creating patterns which repeat around a circle.</p> <p>Subitising up to 10 with reasoning.</p> <p>Counting up to 100 in 1’s.</p> <p>Exploring word problems and using mathematical knowledge to solve them.</p> <p>Finding changes in a number of objects – understanding how many more have been added or how many have been taken away.</p> <p>Developing a range of counting strategies e.g. fingers, objects, mental, number tracks...</p> <p>Number bonds to 10 Describing properties of shapes.</p> <p>Recognising the relationship between size and number of units.</p> <p>Counting the days it takes for the caterpillars to turn into butterflies.</p>	<p>Numberblocks! Maths games</p> <p>Creating patterns which repeat around a border with a fixed number of spaces, such as a frame for a picture.</p> <p>Subitising up to 10 with reasoning.</p> <p>Number bonds to 10.</p> <p>Solving word problems.</p> <p>Counting up to 100 in 1’s and 10’s. Counting in 2’s.</p> <p>Developing an awareness of relationships between shapes.</p> <p>Beginning to use units to compare things and time to sequence events.</p> <p>How many times can you... in a minute?</p>

	continuous provision		amounts of continuous quantities using vocabulary such as 'heavier than', 'lighter than', 'taller than'.	comparison in estimating and predicting. Comparing indirectly.		
<b>Understanding The World</b>	<p>Exploring magnification</p> <p>Harvest (RE) Shabbat (RE)</p> <p>Exploring family life and growth.</p> <p>Seasonal changes.</p>	<p>Seasonal changes</p> <p>Shabbat &amp; Christmas (RE)</p> <p>Recalling family Celebrations such as Christmas. Discussing Christmas traditions in the past.</p> <p>Waterproof materials</p>	<p>Pushes and Pulls</p> <p>Floating and sinking</p> <p>Exploring changes with freezing and melting</p> <p>Special books &amp; special people – stories from the bible and other holy books (RE)</p>	<p>Recycling Magnetism</p> <p>Growing plants British Science Week</p> <p>Stories from the bible.</p> <p>Special times – Easter and how it is celebrated (RE)</p> <p>Seasonal changes.</p>	<p>Exploring the life cycles of butterflies and frogs.</p> <p>Caring for our garden plants.</p> <p>Exploring changes when cooking.</p> <p>Special places, special objects, special music, special people in a church.(RE)</p> <p>Seasonal changes.</p>	<p>Creating electrical circuits to light a bulb</p> <p>Brilliant bees and what they do for us.</p> <p>Dissolving in water.</p> <p>Special places, special objects, special music, special people – exploring Buddhist artefacts. (RE)</p> <p>Seasonal changes.</p>
<b>Expressive Arts and Design</b>	<p>Charanga music</p> <p>Drawing- using a range of media e.g. self portraits and drawings of families.</p> <p>Using fruit and vegetables to create faces</p> <p>Texture – using clay to firstly explore and then to create a simple representation of themselves.</p> <p>Finger painting</p> <p>Patterns using a range of media</p>	<p>Charanga music</p> <p>Acting out narratives</p> <p>Glue dribbling</p> <p>Marble rolling</p> <p>Collage</p> <p>Joining using glue stick, sticky tape</p>	<p>Charanga music</p> <p>Painting characters</p> <p>Creating a boat for the gingerbread man to cross the river</p> <p>Joining by folding or using elastic bands, staples or blue tac.</p>	<p>Charanga music</p> <p>Naming the primary colours</p> <p>Colour mixing</p> <p>Simple collages of colours</p> <p>Symmetry – butterfly paintings to mix colours</p> <p>Joining using paperclips.</p>	<p>Charanga music</p> <p>Texture – using clay and tools to create our own representations of the local community.</p> <p>Using a range of media to create observational drawings</p> <p>Joining using hole punches and treasury tags.</p>	<p>Charanga music</p> <p>Simple weaving</p> <p>Wax resist and colour wash paintings.</p> <p>Bubble painting</p> <p>Joining using stitching.</p>

	such as printing and rubbings						
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