



Long Term Overview – Reception

Curriculum Area	Autumn 1 All About Me	Autumn 2 Celebrations	Spring 1 Let's Pretend	Spring 2 Food & Shopping	Summer 1 Plants & Animals	Summer 2 Travelling
Writing	- Squiggle Whilst you Wiggle- 1.) <i>up, down, side-side, cross over</i> 2.) <i>The wiggle</i> 3.) <i>The circle</i> 4.) <i>The hump</i> - Morning name writing - Handwriting- <i>practising patterns (horizontal/vertical/ wavy lines, circles, curves, spirals, crosses, turrets, diagonals, zig-zags, triangles)</i> - Drawing club- <i>Horizontal/vertical lines, circles, crosses, diagonal, square, triangle</i> - Literacy lesson- <i>giving meaning to marks, hearing and attempting to write the initial sounds,</i> - Mark making, writing materials always available in	- Squiggle Whilst you Wiggle- 1.) <i>the hook</i> 2.) <i>the spiral</i> 3.) <i>the wave</i> 4.) <i>the letter s</i> 5.) <i>the straight line</i> - Morning letter formation - Handwriting- <i>letter formation (curly letters & long letters)</i> - Drawing club- <i>letters</i> - Literacy lesson- <i>objects/characters with initial sounds, using marks to communicate, orally retelling stories</i> - Mark making, writing materials always available in continuous provision - Messaging centre & invitations to write	- Squiggle Me into a Writer 1.) <i>m</i> 2.) <i>a</i> 3.) <i>s</i> 4.) <i>d</i> 5.) <i>t</i> 6.) <i>i</i> - Morning CVC word writing - Handwriting- <i>letter formation (bouncy letters & zig-zag letters)</i> - Drawing club- <i>CVC words</i> - Literacy lesson- <i>writing CVC words, writing red words, ordering stories/events</i> - Mark making, writing materials always available in continuous provision - Messaging centre & invitations to write through Adventure Island	- Squiggle Me into a Writer 1.) <i>n</i> 2.) <i>p</i> 3.) <i>g</i> 4.) <i>c/o</i> 5.) <i>k</i> 6.) <i>g</i> - Morning CCVC/CVCC word writing - Handwriting- <i>capital letter formation</i> - Literacy lesson- <i>creating story maps, writing simple captions and labels</i> - Mark making, writing materials always available in continuous provision - Messaging centre & invitations to write through Adventure Island - Drawing Club CCVC/CVCC words	- Squiggle Me into a Writer 1.) <i>f</i> 2.) <i>e</i> 3.) <i>l</i> 4.) <i>h</i> 5.) <i>r/j</i> 6.) <i>v/w/z/x</i> - Morning phrase writing - Handwriting- <i>diagraph letter formation</i> - Drawing club- <i>phrase writing</i> - Literacy lesson- <i>using finger spaces, writing simple phrases, phonetically plausible spelling</i> - Mark making, writing materials always available in continuous provision - Messaging centre & invitations to write through Adventure Island	- Squiggle Me into a Writer 1.) <i>y</i> 2.) <i>q/u</i> 3.) <i>sh</i> 4.) <i>ch</i> 5.) <i>th</i> - Morning sentence writing - Handwriting- <i>diagraph & trigraph letter formation</i> - Drawing club- <i>sentence writing</i> - Literacy lesson- <i>writing simple sentences, beginning to use full stops, correctly spelling some red words</i> - Mark making, writing materials always available in continuous provision - Messaging centre & invitations to write through Adventure Island



	continuous provision • Messaging centre & invitations to write through Adventure Island	through Adventure Island				
Reading	• Little Wandle phonics lessons <i>New sounds- S, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</i> <i>Tricky words- is, l, the</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island	• Little Wandle phonics lessons <i>New sounds- Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk</i> <i>Tricky words- Put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, be</i> <i>Words with -s (s) or -s (z) added at the end</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island	• Little Wandle phonics lessons <i>New sounds- Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er</i> <i>Tricky words- Was, you, they, my, by, all, are, sure, pure</i> <i>Words with double letters & longer words</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island	• Little Wandle phonics lessons <i>Review Phase 3 sounds</i> <i>Tricky words- review tricky words</i> <i>Longer words, words with -s(z) in the middle, words with -es(z) at the end, words with s(s) and -s(z) at the end</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island	• Little Wandle phonics lessons <i>Short vowels with adjacent consonants, longer words & compound words, words ending in suffixes -ing, -ed, -est</i> <i>Tricky words- said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island	• Little Wandle phonics lessons <i>Phase 3 long vowel graphemes with adjacent consonants, longer words & compound words, words ending in suffixes -ing, -ed, er, -est</i> <i>Tricky words- review all</i> • Small group guided reading • Daily story time • Reading area in continuous provision • Messages sent from Adventure Island



Class book	- Not Now Bernard - A Dark, Dark Tale - Little Red Riding Hood	- Rama & Sita - The Gingerbread Man - The Christmas Pine	- Whatever Next! 3 Billy Goats Gruff - On the Way Home	- Goldilocks & The Three Bears - Chapati Moon - Six Dinner Sid	- Jack & The Beanstalk - Owl Babies - The Enormous Turnip	- The Night Pirates 100 Decker Bus - Mrs Armitage on Wheels
Maths	Counting, Comparison, Cardinality, and Shape - recite numbers forwards and backwards. - Explore counting objects/actions. - Subitise small quantities. - Compare groups (more/less/same). - Match objects, pictures and sets. - Sort sets / objects. - Notice patterns in counting and explore size, mass and capacity informally.	Composition, Counting, Cardinality, Shapes and Positional Language - Represent, compare and explore the composition of numbers (to 5). - Show an awareness that numbers are made up of smaller numbers and explore partitioning in different ways. - Count up to 10 objects. - Put numerals in order. - Learn shape names (2D, 4 sided shapes). - Find shapes in the environment. - Describe position. - Explore one more/one less.	Comparison, Cardinality, Composition, Spatial Awareness, Shape, Measures - Introduce zero. - Extend numbers within 10. 1 more and 1 less - Explore number bonds. - Combine two groups - Doubles - Odd and even - Match the numeral to a group of items. - Subitise larger numbers by subitising smaller groups within a number - Begin to measure length / height, mass/capacity. - Becomes familiar with measuring tools in everyday experiences and play.	Composition, Spatial Awareness, Pattern, Measures, Shapes - Explore numbers to 10. - Deep understanding of numbers to 10. - Recall number bonds. - Understand odd/even - Sharing and grouping. - Use spatial reasoning and positioning language. - Investigate turning and flipping objects in order to make shapes fit. - Make simple maps of familiar and imaginative	Numbers beyond 10, pattern, shape and measure application - Compare quantities up to 10 in different contexts. - Build numbers beyond 10. - Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10 including doubling facts. - Recognise patterns (including those beyond 20). - Further explore 3D shapes, spatial reasoning.	Composition, Counting, Cardinality, Shapes and Positional Language - Represent, compare and explore the composition of numbers (to 5). - Show an awareness that numbers are made up of smaller numbers and explore partitioning in different ways. - Count up to 10 objects. - Put numerals in order. - Learn shape names (2D, 4 sided shapes).



			• Begin to understand and sequence time (day/night etc.) • Use spatial language, including following and giving directions and describe what they see from different viewpoints. • Use own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.	• environments. • Recognise and describe simple 3D shapes. • Spot patterns in the environment; begin to identify the pattern "rule". • Choose familiar objects to create and recreate repeating patterns beyond AB patterns and begin to identify the unit of repeat. • Verbally count beyond 20, recognising the pattern. • Order and sequence events using everyday language related to time.	• Apply measure / shape / space in meaningful contexts. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	• Combine shapes with 4 sides. • Shapes in the environment. • Describe position. • Explore one more/one less.
Understanding of the World	• Talking about our homes and Families • Learning about the roles people have in society (both in the present and past).	• Using the language of time to talk about past and present events	• Identify, name & sort materials. • Recycling • compare and contrast the past and present	• healthy diet • where food comes from • safely preparing healthy food	• name parts of a plant • plant seeds and know what they need to grow	• Identify landmarks in the local area • use positional language



	- Seasons and change in the natural environment - Our daily routines - Our bodies and how to keep ourselves healthy (including dental health)	Bonfire Night, Diwali & Christmas.		- using senses to explore foods - understanding own likes/dislikes and those of others. - Ramadan & Eid - Easter	- Explore the lifecycle of plants and animals, including humans. - Identify a range of animal habitats.	- Beebots - Google Maps. - Find out about other countries and people and compare similarities & differences. - create own maps
Expressive art and design	- recognise and join in with familiar songs/rhymes, using actions to accompany words. - Explore colours. - Splatter painting in the style of Jackson Pollock - Printing with hands, feet and fingers. - Transient art - Using one-handed tools and equipment, for example, making snips in paper with scissors.	- Feeling and responding to music - Printing with sponges and rollers, shapes. - Mondrian (primary colours) & Kandinsky (shapes) - Use scissors to cut in a straight line. - Christmas decorations	- identify and explore different instruments - Junk modelling - Weaving - Making own props/puppets to retell a story. - Use scissors to cut curved lines. - Collage using Eric Carle as inspiration.	- identify and repeating rhythms - Observational drawing Daffodils. - Exploring colours in nature in the style of Andy Goldsworthy. Mix paints to make new colours - Recognise patterns in the environment. - Natural art in the style of Andy Goldsworthy. - Use scissors to cut shapes. - Symmetrical printing -	- play along to a beat, moving bodies to the music. - Fruit & veg art in the style of Arcimboldo - Observational drawing- fruit bowl - shades of colour and how to make different shades. - Choosing materials for effect. - Use scissors independently.	- explore pitch and volume, creating own series of sounds. - Folding techniques e.g., fans, aeroplanes, books - Use scissors for a particular purpose when combining different media and materials - Create a wash - background and combining colour in the style of Joan Miró. - Explore different paint types -



				butterflies as inspiration.		watercolour, powder paint, acrylic, ready mixed paint.
Personal social and emotional development	Me & My relationships <i>All about me</i> <i>What makes me special</i> <i>Me & my special people</i> <i>Who can help me?</i> <i>My feelings</i>	Valuing Difference <i>I'm special, you're special</i> <i>Same & different</i> <i>Same & different families</i> <i>Same & different homes</i> <i>I am caring</i> <i>I am a friend</i>	Keeping myself safe <i>What's safe to go onto/into my body?</i> <i>Safe indoors & outside</i> <i>Listening to my feelings</i> <i>Keeping safe online</i> <i>People who help to keep me safe</i>	Rights & responsibilities <i>Looking after my special people</i> <i>Looking after my friends</i> <i>Being helpful at home & caring for our classroom</i> <i>Caring for our world</i> <i>Looking after money</i>	Being my best <i>Bouncing back when things go wrong</i> <i>Yes, I can!</i> <i>Healthy eating</i> <i>Healthy mind</i> <i>Move your body</i> <i>A good night's sleep</i>	Growing & Changing <i>Seasons</i> <i>Life stages- animals, plants & humans</i> <i>Where do babies come from?</i> <i>Getting bigger</i> <i>Me & my body-girls & boys</i>
Communication & language development	- Nursery rhymes <i>If you're happy and you know it</i> <i>ABC song</i> <i>Monday's Child</i> <i>This Old Man</i> <i>Days of the week</i> <i>Polly put the kettle on</i> - Drawing club - High quality interactions with adults - High level vocabulary modelled and used - Curious Tots	- Nursery rhymes <i>Old King Cole</i> <i>Ten in the Bed</i> <i>Hey Diddle Diddle</i> <i>I had a little nut tree</i> <i>Five Little Snowmen</i> <i>One, Two Buckle my shoe</i> - Drawing club - High quality interactions with adults - High level vocabulary modelled and used - Curious Tots	- Nursery rhymes <i>10 Green Bottles</i> <i>Sing a Song of Sixpence</i> <i>Five Little Men in a Flying Saucer</i> <i>Dingle, Dangle Scarecrow</i> <i>The Grand Old Duke of York</i> <i>There was an old woman who swallowed a fly...</i> - Drawing club - High quality interactions with adults - High level vocabulary modelled and used	- Nursery rhymes <i>10 Fat Sausages</i> <i>Oranges and Lemons</i> <i>Pease Porridge Hot</i> <i>5 Current Buns</i> <i>The Queen of Hearts</i> <i>Apples and Bananas</i> - Drawing club - High quality interactions with adults - High level vocabulary modelled and used - Curious Tots	- Nursery rhymes <i>The Animal Fair</i> <i>Mary had a little lamb</i> <i>5 Speckled Frogs</i> <i>5 Little Monkeys swinging in the tree</i> <i>Little Miss Muffet</i> <i>BINGO</i> - Drawing club - High quality interactions with adults - High level vocabulary	- Nursery rhymes <i>My Bonnie lies over the ocean</i> <i>Mary, Mary Quite Contrary</i> <i>The Muffin Man</i> <i>Bobby Shaftoe</i> <i>Down in the Jungle</i> <i>London Bridge</i> - Drawing club - High quality interactions with adults - High level vocabulary



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Physical development	Fine Motor - Daily Peg talk - Continuous provision opportunities: <i>mark making tools, play dough sand and water with tools mud kitchen with tools, scissors tweezers, tongs, threading, hand puppets</i> Gross Motor - Weekly PE lesson - Weekly Yoga - Weekly Movement session - Continuous provision opportunities: <i>equipment to crawl, balance, jump, use equipment e.g. sweeping brushes, ride balance bikes and trikes, create obstacle courses with big loose parts play e.g. tyres, planks etc, opportunities to move in different ways e.g. running, skipping, crawling</i>	Fine Motor - Daily Peg talk - Continuous provision opportunities: <i>mark making tools, play dough sand and water with tools mud kitchen with tools, scissors tweezers, tongs, threading, hand puppets</i> Gross Motor - Weekly PE lesson - Weekly Yoga - Weekly Movement session - Continuous provision opportunities: <i>equipment to crawl, balance, jump, use equipment e.g. sweeping brushes, ride balance bikes and trikes, create obstacle courses with big loose parts play e.g. tyres, planks etc,</i>	Fine Motor - Daily Peg talk - Continuous provision (in addition to autumn): <i>bead threading, finger puppets, small construction resources, Staff encourage children to-use correct pincer grip, scissor grip to snip and cut straight lines, to use a fork and spoon independently</i> Gross Motor - Weekly PE lesson - Weekly Yoga - Weekly Movement session - In addition to all Autumn activities. Continuous provision opportunities to explore: <i>Large scale painting, Ribbon dancing, Parachute play, digging, staff encourage pupils to:</i>	Fine Motor - Daily Peg talk - Continuous provision (in addition to autumn): <i>bead threading, finger puppets, small construction resources, Staff encourage children to-use correct pincer grip, scissor grip to snip and cut straight lines, to use a fork and spoon independently</i> Gross Motor - Weekly PE lesson - Weekly Yoga - Weekly Movement session - In addition to all Autumn activities. Continuous provision	Fine Motor - Daily Peg talk - Continuous provision (in addition to Spring): <i>Pipettes Hole punches Tweezers in sensory trays e.g. picking up rice rather than pom poms Staff encourage pupils to: Use a tripod grip Draw lines, circles and shapes accurately Use scissors with correct grip Cut a variety of shapes accurately (with smooth cuts) Encouraged to use dominant hand Complete building structures wit interlocking cubes and blocks</i>	Fine Motor - Daily Peg talk - Continuous provision (in addition to Spring): <i>Pipettes Hole punches Tweezers in sensory trays e.g. picking up rice rather than pom poms Staff encourage pupils to: Use a tripod grip Draw lines, circles and shapes accurately Use scissors with correct grip Cut a variety of shapes accurately (with smooth cuts) Encouraged to use dominant hand Complete building structures wit interlocking cubes and blocks</i>



		opportunities to move in different ways e.g. running, skipping, crawling	use large movements with control and strength to build upper body stability Jump in different directions, different distance and with increased balance and control Catch large balls Ride a tricycle using pedals, to run, jump, climb & skip	opportunities to explore: Large scale painting, Ribbon dancing, Parachute play, digging, staff encourage pupils to: use large movements with control and strength to build upper body stability Jump in different directions, different distance and with increased balance and control Catch large balls Ride a tricycle using pedals, to run, jump, climb & skip	Complete jigsaws and puzzles independently Put on and zip up coats independently Remove and put on shoes independently Gross Motor • Weekly PE lesson • Weekly Yoga • Weekly Movement session • Continuous provision (in addition to Spring): Throwing and catching activities, dance games, staff encourage children to maintain an upright sitting posture, use both sides of the body together, Cross the midline naturally Throw, catch and bounce a ball with ease, skip with alternate feet, climb, use bikes and trikes with increasing	Complete jigsaws and puzzles independently Put on and zip up coats independently Remove and put on shoes independently Gross Motor • Weekly PE lesson • Weekly Yoga • Weekly Movement session • Continuous provision (in addition to Spring): Throwing and catching activities, dance games, staff encourage children to maintain an upright sitting posture, use both sides of the body together, Cross the midline naturally Throw, catch and bounce a ball with ease, skip with alternate feet, climb, use bikes and trikes with increasing
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					<i>control and balance, negotiate space with ease</i>	<i>control and balance, negotiate space with ease</i>
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