

## Reception Long term Overview 2024 - 2025

|   | <b>Autumn 1<br/>Half term 1<br/>Ourselves and Autumn</b>   | <b>Autumn 2<br/>Half term 2<br/>Celebrations</b>   | <b>Spring 1<br/>Half term 3<br/>Winter and Homes</b>   | <b>Spring 2<br/>Half term 4<br/>Journeys</b>  | <b>Summer 1<br/>Half term 5<br/>Nature and Growing</b>   | <b>Summer 2<br/>Half term 6<br/>Animals and<br/>Adventures</b>   |
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| <b>Parental engagement</b>  | Welcome to F2 (Summer 2)   | 50 things workshop<br>Nativity performances  | Story Worlds workshop  | Count me in workshop  | Family Fit workshop  | Summer Fayre<br>Sports Day   |
| <b>Online safety</b>  | A parent's guide to screen time from Tiny Happy People (sent to parents)   | Ways devices can help pre-schoolers' learning from Tiny Happy People (sent to parents)   | How to deal with a rise in screen time from Tiny Happy People (sent to parents)  | Using video calls to stay in touch and bond with grandchildren from Tiny Happy People (sent to parents)   | Ask the Expects: should I stop using my phone around my baby? from Tiny Happy People (sent to parents)   | Online Safety support leaflet for parents over the summer holidays   |
| <b>Educational Visit and Link to curriculum area</b>  | Longshaw Christmas trees   |  | Graves park signs of spring  |   | Meet the creature visitor<br>Butterfly house   |  |
| <b>PSED</b><br>Highlighted-<br>online safety covered and throughout using responsive teaching | Introduce Zones of Regulation<br>5Ks<br>Helping others<br>Staying safe<br>Sharing<br>Turn taking   | Revisit Zones of Regulation<br>Feelings<br>Playing with others, solving conflicts and making friends<br>Being special + unique | Revisit Zones of Regulation<br>Sharing<br>Turn taking<br>Helping others<br>Being kind / unkind<br>Appropriate use of screen time- link to Christmas gifts  | Being healthy (link to PD)<br>Resilience<br>Achieving a goal<br>Revisit Zones of Regulation – introduce 2 <sup>nd</sup> emotion for each colour | Revisit Zones of Regulation – 2 <sup>nd</sup> emotion for each colour<br>Revisit 5Ks<br>Revisit being healthy<br>Revisit solving conflicts and playing with others | Revisit Zones of Regulation – 2 <sup>nd</sup> emotion for each colour<br>Revisit solving conflicts<br>Transition |
| <b>Communication &amp; Language</b>   | ESCAL screenings of all new Sept starters<br>NELI screening<br>NELI intervention<br>Targeted 1:1 support for children with Communication Plans from S&L<br><br>Opportunities to listen to stories, comment on these, answer questions (focus on 'how' and 'why') |  | NELI intervention<br>Targeted 1:1 support for children with Communication Plans from S&L<br>Adults to model and extend language and introduce new vocabulary<br>Opportunities to listen carefully and understand why listening is important.<br>Learn and use new vocabulary through the day.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Articulate their ideas and thoughts in well-formed sentences, connecting one idea or action to another using a range of connectives. |   |  |  |

### Reception Long term Overview 2024 - 2025

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|                      | <p>questions), hear and use new vocabulary, retell familiar stories using puppets<br/>Opportunities to listen to and join in with Nursery rhymes / songs</p> <p>Floor books small group discussions<br/>Adults to model and extend language and introduce new vocabulary</p> | <p>Describe events in some detail, using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.<br/>Develop social phrases.<br/>Engage in story times, listening to and talking about stories to build familiarity and understanding.<br/>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br/>Listen carefully and learn rhymes, poems and songs, paying attention to how they sound.<br/>Engage in non-fiction books, listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>NELI intervention and final screenings<br/>Targeted 1:1 support for children with Communication Plans from S&amp;L<br/>Floor books small group discussions</p> <p>Adults to model and extend language and introduce new vocabulary</p> |  |  |   |  |
| <b>Focus Stories</b> | <p>Baseline<br/>Familiar stories taught in nursery<br/>Bear hunt (oral retell)<br/>Where the wild things are. <b>LTT</b><br/>Little red hen (oral retell)</p> <p><b>Non-fiction</b> texts<br/>autumn</p>   | <p>Pumpkin soup<br/>Bringing the rain to Kapiti plain <b>LTT</b><br/>I am Henry Finch <b>LTT</b><br/>Haliburt Jackson <b>LTT</b><br/>Gingerbread man (oral retell)<br/>Christmas story</p> <p><b>Non-fiction</b> texts<br/>celebrations</p>   | <p>One snowy night<br/>So much <b>LTT</b><br/>The magic paintbrush <b>LTT</b><br/>Peepo<br/>The tiger who came to tea<br/>penguin <b>LTT</b><br/>The three little pigs (oral retell)<br/>Goldilocks and the Three Bears</p> <p><b>Non-fiction</b> texts<br/>relating to homes in the past<br/>And winter</p> | <p>Little red riding hood (oral retell)<br/>Little red <b>LTT</b><br/>Hairy Maclary<br/>The night Pirates <b>LTT</b><br/>Whatever Next (link to landing on the moon Neil Armstrong)</p> <p><b>Non-fiction</b> texts relating to transport<br/>History of transport</p> | <p>The tiny seed/ hungry caterpillar<br/>The extraordinary gardener <b>LTT</b><br/>I will not ever never eat a tomato <b>LTT</b><br/>Jack and the beanstalk (oral retell)<br/>Jaspers beanstalk</p> <p><b>Non-fiction</b> texts relating to jobs<br/>And plants</p> | <p>Oi frog <b>LTT</b><br/>What the ladybird heard<br/>Pig in the pond<br/>Farmer duck<br/>Hairy Maclary <b>LTT</b></p> <p><b>Non-fiction</b> texts<br/>relating to animals</p> |
| <b>Literacy</b>      | <b>Comprehension</b>   |   | <b>Comprehension</b>   |  | <b>Comprehension</b>  |  |
|                      | Opportunities to listen to stories, comment on these, answer questions (focus on 'how' and 'why')  |   | Opportunities to listen to stories, comment on these, answer questions (focus on 'how' and 'why')  |  | Opportunities to listen to stories, comment on these, answer questions (focus on 'how' and 'why' questions),  |  |

**Reception Long term Overview 2024 - 2025**

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|  | <p>Opportunities to listen to stories, comment on these, answer questions (focus on ‘how’ and ‘why’ questions), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next, retell familiar stories using puppets</p> <p>Stories - title, author, illustrator<br/>Fact books – contents page, purpose to tell you information<br/>Words have meaning, read from L-R</p> <p>Adults to model and extend language and introduce new vocabulary</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Adults model writing in continuous provision and during carpet sessions<br/>Daily name writing for children going to Reception in September<br/>RWI. Handwriting<br/>sounds displayed in continuous provision<br/>Guided writing sessions linked to text, applying phonic knowledge taught in RWInc.</p> | <p>questions), hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next,<br/>retell familiar stories using puppets and small world sequence images from stories to aid oral retelling<br/>story maps<br/>make relevant comments about books<br/>give preferences and explain why<br/>Stories - title, author, illustrator<br/>Fact books – contents page, purpose to tell you information<br/>Words have meaning, read from L-R</p> <p>Adults to model and extend language and introduce new vocabulary<br/>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Adults model writing in continuous provision and during carpet sessions<br/>Daily name writing including surname<br/>RWI Handwriting<br/>sounds displayed in continuous provision<br/>Guided writing sessions linked to text, applying phonic knowledge taught in RWInc.<br/>Hold a sentence daily</p> | <p>hear and use new vocabulary, join in with repeated phrases, make predictions about what will happen next, retell familiar stories using puppets and small world sequence images from stories to aid oral retelling<br/>story maps<br/>make relevant comments about books<br/>give preferences and explain why<br/>Stories - title, author, illustrator<br/>Fact books – contents page, purpose to tell you information<br/>Words have meaning, read from L-R</p> <p>Adults to model and extend language and introduce new vocabulary<br/>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p><b>Writing</b><br/>Opportunities for drawing and mark making using different media, access to a wide selection of fine and gross motor activities (threading, shaving foam etc.)<br/>Adults model and encourage writing in continuous provision and during carpet sessions<br/>Daily name writing including surname<br/>RWI Handwriting<br/>Correct formation of capital letters.<br/>sounds displayed in continuous provision<br/>Guided writing sessions linked to text, applying phonic knowledge taught in RWInc.<br/>Hold a sentence daily<br/>Independent writing following literacy input in preparation for key stage on literacy lessons.</p> |
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### Reception Long term Overview 2024 - 2025

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| <p><b>Phonics</b></p>   | <p><b>Begin RWI.</b> – teach set 1 sounds and oral blending<br/>Magnetic boards, sound blending books<br/>Syllable clapping<br/>Initial sound games<br/>Rhyme</p>   | <p><b>RWinc</b><br/>Seed sound 1 lessons, special friends, Red level texts,<br/>Hold a sentence.<br/>Syllable clapping<br/>Rhyme</p>  | <p><b>RWinc</b><br/>Speeds sound set and 2 lessons, special friends, red and green level texts and above, hold a sentence.<br/>Syllable clapping<br/>Rhyme</p>   |
| <p><b>Maths</b><br/>(weekly planned timescale subject to change- see weekly planning)</p> | <p>Pattern and Early number-</p> <ul style="list-style-type: none"> <li>• recognise, create and describe patterns</li> <li>• describe and create patterns that are the same and different</li> <li>• count 1, 2 or 3 objects reliably</li> <li>• recognise if a number of objects is the same or different (working with numbers 1, 2 and 3)</li> <li>• count one, two or three objects, images or sounds reliably</li> <li>• recognise the numerals 1, 2 and 3</li> <li>• create representations for numbers 1, 2 and 3</li> </ul> <p>Numbers within 6-</p> <ul style="list-style-type: none"> <li>• say which number is one more or one less than a given number</li> <li>• estimate a number of objects and check by counting</li> <li>• count reliably with numbers from 1 to 6</li> <li>• Create representations for numbers 1- 6</li> <li>• place numbers 1-6 in order</li> <li>• say which number from 1-6 is one more or one less than a given number</li> <li>• recognise the numerals 1-6</li> <li>• understand the conservation of number</li> </ul> <p>Addition and subtraction within 6-</p> <ul style="list-style-type: none"> <li>• add and subtract two single-digit numbers</li> <li>• estimate a number of objects and check by counting up to 6</li> </ul> | <p>Numbers within 10-</p> <ul style="list-style-type: none"> <li>• say which number is one more or one less than a given number</li> <li>• estimate a number of objects and check by counting</li> <li>• count reliably with numbers from 1 to 10</li> <li>• develop an understanding of zero</li> <li>• create representations for numbers 0-10</li> <li>• place numbers 0-10 in order</li> <li>• recognise the numerals 0-10</li> <li>• use ordinal numbers: 1st, 2nd...last</li> <li>• understand the conservation of numbers</li> </ul> <p>Addition and subtraction within 10-</p> <ul style="list-style-type: none"> <li>• estimate a number of objects and check by counting up to 10</li> <li>• add and subtract two single-digit numbers and count on or back to find the answer</li> <li>• use quantities and objects to add and subtract two single-digit numbers</li> </ul> <p>Grouping and sharing-</p> <ul style="list-style-type: none"> <li>• solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</li> <li>• solve practical problems that involve grouping and sharing</li> <li>• explore counting on in steps of 2 from zero</li> </ul> | <p>Securing addition and subtraction facts-</p> <ul style="list-style-type: none"> <li>• estimate a number of objects and check by counting up to 20</li> <li>• add and subtract two single-digit numbers and count on or back to find the answer</li> <li>• explore the relationship between addition and subtraction</li> <li>• compare quantities and objects to solve problems</li> <li>• solve problems, including doubling, halving and sharing</li> <li>• say which number is one more or one less than a given number</li> <li>• use quantities and objects to add and subtract two single-digit numbers</li> </ul> <p>Number patterns within 20-</p> <ul style="list-style-type: none"> <li>• count reliably with numbers from one to 20</li> <li>• place numbers from 0-20 in order</li> <li>• say which number is one more or one less than a given number</li> <li>• solve practical problems that involve grouping and sharing</li> <li>• Create representations for numbers 0-20</li> <li>• estimate a number of objects and check by counting, considering equal and unequal groups</li> </ul> <p>Number patterns beyond 20-</p> <ul style="list-style-type: none"> <li>• say which number is one more or one less than a given number</li> </ul> |








### Reception Long term Overview 2024 - 2025

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|  | <ul style="list-style-type: none"> <li>• introduce the concept of 0 as the empty set</li> <li>• subitise within 5</li> <li>• represent and use number bonds within 5</li> <li>• use quantities and objects to add and subtract two single-digit numbers</li> </ul> <p>Measure-</p> <ul style="list-style-type: none"> <li>• use everyday language to talk about size, weight, capacity</li> <li>• estimate, measure, weigh and compare and order objects</li> <li>• compare objects and quantities</li> <li>• solve size problems related to measures</li> </ul> <p>Shape and sorting-</p> <ul style="list-style-type: none"> <li>• explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>• shows an interest in shape and space by playing with shapes by sustained construction activity</li> <li>• explore characteristics of everyday objects and shapes (focusing on 3-D shapes)</li> <li>• use positional language</li> <li>• use mathematical language associated with shape</li> <li>• classify and sort everyday objects</li> </ul> | <p>Introduction to number patterns within 15-</p> <ul style="list-style-type: none"> <li>• say which number is one more or one less than a given number</li> <li>• estimate a number of objects and check by counting</li> <li>• count reliably with numbers from 0 to 15</li> <li>• Create representations for numbers 0-15</li> <li>• place numbers from 0-15 in order</li> <li>• considering equal and unequal groups</li> </ul> <p>Number patterns within 15-</p> <ul style="list-style-type: none"> <li>• say which number is one more or one less than a given number</li> <li>• estimate a number of objects and check by counting</li> <li>• count reliably with numbers from 0 to 15</li> <li>• Create representations for numbers 0-15</li> <li>• place numbers from 0-15 in order</li> <li>• considering equal and unequal groups</li> </ul> <p>Doubling and halving-</p> <ul style="list-style-type: none"> <li>• solve problems, including doubling, halving and sharing</li> <li>• Explore the relationship between doubling and halving</li> </ul> <p>Shape and pattern-</p> <ul style="list-style-type: none"> <li>• talk about properties of shapes</li> <li>• explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> <li>• explore characteristics of everyday objects and shapes (focusing on 2-D shapes)</li> <li>• use mathematical language associated with shape</li> <li>• classify and sort shapes</li> </ul> | <ul style="list-style-type: none"> <li>• solve problems including grouping and sharing</li> <li>• estimate a number of objects and check by counting</li> <li>• count reliably to 50</li> <li>• explore counting on and back from any number within 50</li> <li>• place numbers from 0-50 in order</li> <li>• estimate a number of objects and check by counting</li> <li>• solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups</li> </ul> <p>Money-</p> <ul style="list-style-type: none"> <li>• compare quantities and objects to solve problems</li> <li>• use everyday language to talk about money, recognise coins up to 50p and their values</li> <li>• compare the value of coins</li> <li>• use quantities and objects to count on and back to add and subtract</li> </ul> <p>Measures-</p> <ul style="list-style-type: none"> <li>• use everyday language to talk about size, weight, capacity</li> <li>• estimate, measure, weigh and compare and order objects</li> <li>• compare objects and quantities</li> <li>• solve size problems involving measures</li> <li>• explore measuring objects using non-standard units</li> </ul> <p>Exploration of patterns within number-</p> <ul style="list-style-type: none"> <li>• solve problems including grouping, sharing, doubling and halving</li> <li>• Records using marks that they can interpret and explain</li> <li>• Begins to identify own mathematical problems based on own interests</li> </ul> |
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### Reception Long term Overview 2024 - 2025

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|   |   |  | <ul style="list-style-type: none"> <li>recognise, create and describe patterns with shapes</li> <li>use mathematical language to describe size and position</li> </ul>   |  | and fascinations  |   |
| <b>Understanding The World</b>            | <p>Families<br/>My Body (NELI)<br/>Animals (Pets + Farm)<br/>Changes (making bread)<br/>Exploring natural materials (linked to Autumn)<br/>Autumn</p>   | <p>Halloween, Bonfire night, Christmas celebrations<br/>Changes (making gingerbread men)<br/>Differences between people<br/>Differences in life in this country and life in other countries<br/>Stories from the past<br/>Materials (texture, shining light through objects)<br/>Decay<br/>Things we wear (NELI)</p> | <p>Materials -Changes (ice / snow freezing and melting experiment)<br/>Materials for a purpose (DT)<br/>Materials (link to forces – stretchy)<br/>Chinese New Year<br/>Different countries<br/>Being different / unique<br/>Jobs / occupations<br/>Winter<br/>People who help us (NELI)</p>  | <p>Being different / unique<br/>Jobs / occupations (Jobs for Everyone Scheme)<br/>Stories from the past<br/>History of Transport<br/>Forces (magnets, link to train track)<br/>Spring<br/>Map skills<br/>People who help us (NELI)</p> | <p>Life cycles- humans, plants and animals<br/>Planting seeds / bulbs and looking after these (life cycle)<br/>Animals (looking at a range of Minibeasts including unusual minibeasts found on trip)<br/>Live cycle of butterfly, live caterpillars<br/>Materials for a purpose<br/>Eid celebration<br/>Healthy eating Being different / unique<br/>Jobs / occupations<br/>Teeth<br/>Growing (NELI)</p> | <p>Animals and their young<br/>Animal habitats (hot, cold, land, sea)<br/>Shadows<br/>Summer<br/>Stories from the past<br/>Being different / unique<br/>Jobs / occupations<br/>Growing up moving on</p> |
| <b>Expressive Arts and Design</b>         | Opportunities and resources in continuous provision for children to take part in, creative, small world play, role play, block and construction play, observational drawing, painting and colour mixing, dough modelling and junk modelling   |  |  |  |   |   |
| <b>Expressive Arts and Design - Music</b> | <p>Singing Nursery rhymes + learning new topic specific songs<br/>Experimenting playing instruments<br/>Pitch match<br/>Change words to familiar rhymes<br/>Listening to different instruments, music from other countries / cultures, different genres – expressing their feelings</p> |  | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them. <ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> </ul> </li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> </li> </ul> |  |   |   |

**Reception Long term Overview 2024 - 2025**

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| <b>Expressive Arts and Design – Focus piece of art</b>   | Andy Goldsworthy transient art<br> | Yayoi Kusama dotted Pumpkins (reception)<br><br>African art<br> | The Magpie Claude Monet<br> | Starry night Vincent van Gogh<br> | Claude Monet water lilies<br> | Georgia O'keefe<br> |
| <b>Music</b><br>Charanga scheme  | Me<br>Singing familiar nursery rhymes   | My stories<br>Singing nativity songs  | Everyone<br>Enhance core songs with winter and topic songs  | Our world<br>Enhance core songs with spring and topic songs  | Big bear Plunk<br>Enhance core songs with spring and topic songs   | Reflect, rewind, replay<br>Enhance core songs with Summer and topic songs                              |
| <b>R.E</b><br>NATRE scheme   | Why is the word 'God' so important to Christians?   | Why is Christmas special for Christians?  | Being special: where do we belong?  | Why is Easter special for Christians?  | Which places are special and why?  | Which stories are special and why?   |
| <b>PD – indoor hall session</b><br><b>Dance- taught weekly</b><br><b>Ball skills/Game unit 1/2- outdoors</b> | Routine/ rules/ appropriate use of the hall/ shoes and socks<br><br>Introduction to PE- Unit 2                      | Fundamentals- Unit 1  | Fundamentals- Unit 2  | Gymnastics- Unit 1   | Gymnastics- Unit 2   | Games- Unit 1/2  |

**Reception Long term Overview 2024 - 2025**

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| <b>PD – outdoor activities / skills</b> | Opportunities and resources in continuous provision for children to take part in kicking, throwing, catching and hitting balls, climbing, making obstacle courses, digging, sweeping, large mark making and dancing<br>See separate plan for weekly skill focus |
|   |   |