Reception Long Term Overview

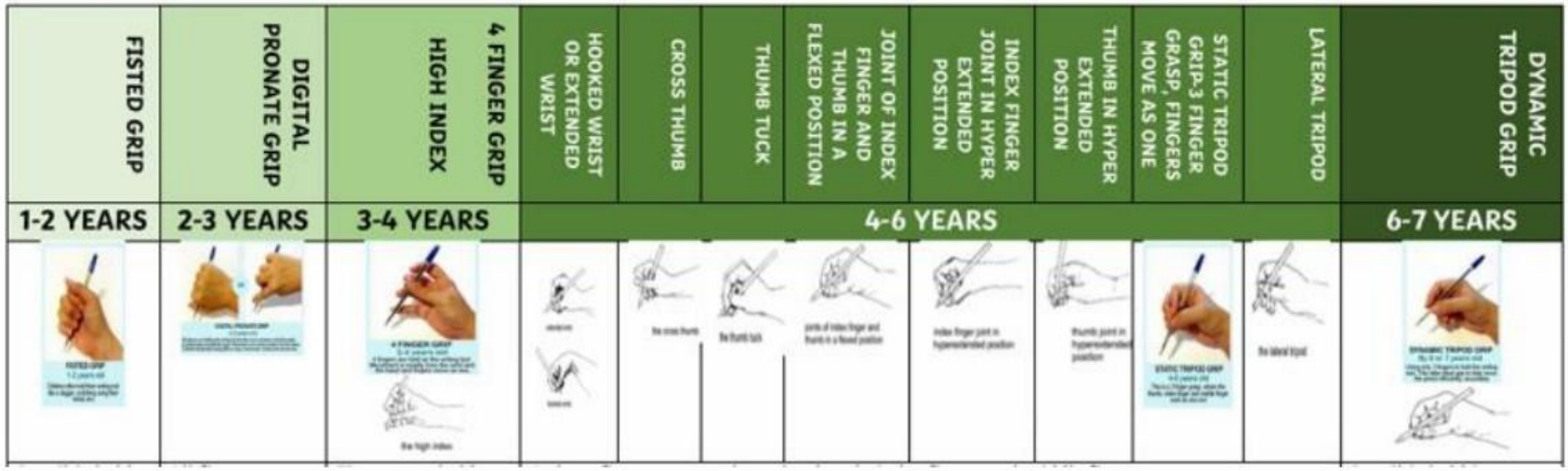
Renishaw Class

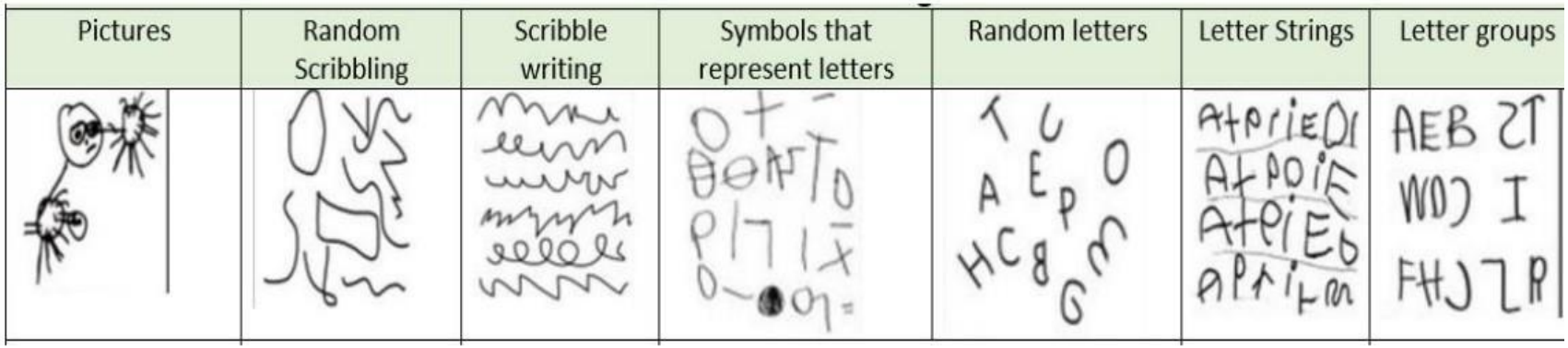
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development **Self-regulation** Express Feelings Manage Behaviour	**Express feelings:** Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. **Manage behaviour:** Can inhibit own actions, welcome distractions when upset. Understand behavioural	**Express feelings:** Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling. Beginning to express their feelings and consider the perspectives of others. **Manage behaviour:** Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.	**Express feelings:** Can show pride in achievements by showing work to others. Understand how to use the 'take 5' breathing exercise to help with big feelings. **Manage behaviour:** Understand behavioural expectations of the setting and follow them.	**Express feelings:** Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried. **Manage behaviour:** Understand why listening is important and attend to other people both familiar and unfamiliar.	**Express feelings:** Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them. **Manage behaviour:** Can follow instructions, requests, and ideas in a range of situations.	**Express feelings:** Can deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. **Manage behaviour:** Engage in challenges and take responsibility for their own learning. Plan, adapt, persist,

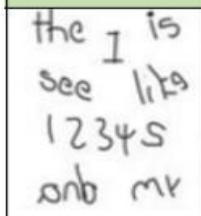
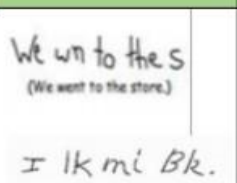
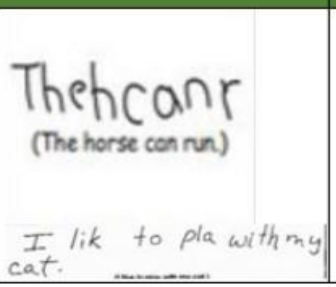
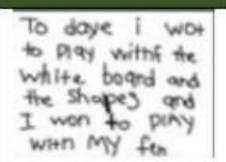
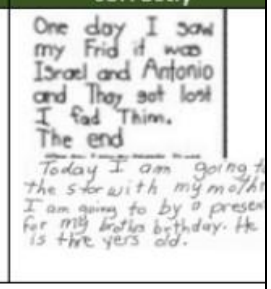
Managing Self **Self-awareness** **Independence** **Collaboration**	expectations of the setting. Increasingly follow rules understanding why they are important. **Self-awareness:** Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. **Independence:** Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.	**Self-awareness:** Can talk about what they are doing and why. **Independence:** Can independently choose areas they would like to play in or resources they would like to use. Can say when they need help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts **Collaboration:** Begin to share and take turns.	**Self-awareness:** Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly. **Independence:** Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods. **Collaboration:** Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.	**Self-awareness:** Happy to stand up in assembly or in front of the class and share achievements with others. **Independence:** Can get dressed and undressed for PE sessions. Begin to show persistence when faced with challenges. **Collaboration:** Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining.	**Self-awareness:** Can talk about their own abilities positively. **Independence:** Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.	and review own progress. **Self-awareness:** See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. **Independence:** Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy. Can follow directions with 3 parts. **Collaboration:** Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.

Building relationships Social Skills Communication	**Collaboration:** Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards. **Social skills:** Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.	**Social skills:** Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.	**Social skills**: Seek others to share activities and experiences.	Can reflect on the work of others and self-evaluate their own work. **Social skills:** Use language to negotiate.	**Collaboration:** Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources. **Social skills:** Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.	**Social skills:** Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	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					





Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling	Multiple related sentences with many words spelled correctly
						

Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **REAL PE FOCUS** **Personal Cog Focus –** following instructions, practise safely, independent work **Coordination skill:** Footwork **Static Balance skill:** One leg	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. **REAL PE FOCUS** **Social Cog Focus –** taking turns and sharing. **Dynamic balance to Agility skill:** Jumping and Landing **Static Balance skill:** Seated balance	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. **REAL PE FOCUS** **Creative Cog Focus –** Exploring and describing different movements **Coordination skill:** Ball skills **Counterbalance skill:** With a partner	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. **REAL PE FOCUS** **Cognitive Cog Focus –** understand and follow simple rules, name some things I am good at. **Dynamic balance:** On a line **Static Balance skill:** Stance	Develop the foundations of a handwriting style which is fast, accurate and efficient. Combine different movements with ease and fluency **REAL PE FOCUS** **Applying Physical Cog Focus –** Performing a single skill or movement with some control, performing a range of skills and link two movements together. **Coordination skill:** Sending and Receiving **Agility skill:** Reaction/Response	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **REAL PE FOCUS** **Health and Fitness Cog Focus –** Aware of why exercise is important for good health. **Agility skill:** Ball chasing **Static balance skill:** Floor work

PE scheme-
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

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	**Chronology:** Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.	**Chronology**: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. **Enquiry:** Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past	**Chronology:** Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)	**Chronology:** Talk about and understand changes in their own lifetime, by creating a personal timeline. **Enquiry:** Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories.	**Chronology:** Recount an event, orally, pictorial and/or with captions. **Enquiry:** Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service,	**Chronology:** Order experiences in relation to themselves and others, including stories. **Enquiry:** Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. all about what is the same and different.
	Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past. Using Little People, Big Dreams books					
	RE Special People – family and friends What makes people special?	**RE Celebrations** What is Christmas? What is Diwali? How do people celebrate?	**RE-What is special about our world?** -We will learn about what stories of creation do Christians tell?	**RE Easter** What is Easter?	**RE Stories** What can we learn from stories?	**RE Special places** What makes places special?

			-What do people say about how we should look after the world? - How do you think we should look after the world? -What are the similarities and differences between different people's ideas about the world?			
	Mapping: Talk about the features of their immediate environment with visual representations. **Nature Study:** Nature's wonders Map of our walk to school	**Mapping:** Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. **Nature Study:** Winter: noticing change	**Mapping:** Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live e.g., Antarctica. **Nature study:** Signs of spring	**Mapping:** Complete a simple BeeBot program using a grid map or carpet squares. **Nature Study:** Plants and growing	**Mapping:** Draw information from a simple map and identify landmarks of our local area walk. **Nature study:** life cycles, observing and recording change	**Mapping:** Create own maps using grid paper and symbols (x marks the spot treasure maps) **Nature study:** Growing food and looking after our world.
	Communication: Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside. **Observation:** Explore the natural world around them . Understand the need to respect and care for the natural environment and all living things.					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	**Charanga Songs:** Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks **Art:** Self Portraits **DT:** Pupils will look at cutting and joining techniques to make their own mini-me's. They will practise using glue, paper fasteners and a stapler to join materials to create their own fabric face. Pupils will explore, use and refine a variety of artistic effects to express their ideas and feelings. Create own mini fabric faces.	**Charanga Songs:** I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody. **Art:** Finger Puppets Finger palette puppets Artist - Arcimboldo	**Charanga Songs:** Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them. **Art:** To Colour Drawing spirals	**Charanga Songs:** Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills. **Art:** Feely drawing Fossils	**Charanga Songs:** Big Bear Funk Listen attentively, move to and talk about music, expressing their feelings and responses. **Art:** Primal painting Plasticine print making	**Charanga Songs** Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses **Art:** Wildflower meadow
	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. Singing – well known nursery rhymes, familiar songs and chants.					