



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|---|---|--|
| Personal, Social, Emotional Development | Self-Regulation | All about me | Valuing Differences | Keeping Myself Safe | Rights and Responsibilities | Being My Best | Growing and Changing |
| | Managing Self | All about me. My family. Name special people in our lives. | Be sensitive towards others and celebrate what makes each person unique. Understand that everyone is different. Celebrate differences and recognise things we have in common. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others. | People who help us and keep us safe. How to contact emergency services. Dentist – toothbrushing | Understand good practises with regard to exercise, healthy eating, sleeping, screen time, hygiene. Name and recognise how healthy choices can keep us well. Talk about how to keep their bodies healthy and safe. | Working hard to achieve their own goals. Feel resilient and confident in their learning. Learn and use strategies in approaching challenges. | Understand that there are changes in nature and humans. Talk about how we have grown and changed since we were a baby, |
| | Building Relationships | Handwashing. Settling into Reception. Learn about classroom routines & rules. Supporting children to build relationships. Identify who can help if they are sad/worried. Help others feel welcome. Can I learn when to ask, is it ok? Begin to identify and recognise their own feelings and different emotions. | Describe different feelings and emotions. Consider the feelings of others. Learn a range of strategies to control emotions. Develop friendships. Begin to think about the perspectives of others. Know how to help peers if they are upset. Road Safety | Know how to stay safe in their home, classroom and outside. Know age-appropriate ways to stay safe online. PANTS rule Use taught strategies to support turn taking. | Understand that they can make a difference. Looking after our planet, our local area and classroom. Talk about how they can make an impact on the natural world. Listen and think about the perspectives of others. Build constructive and respectful relationships. Show sensitivity to others needs and feelings. See themselves as a valuable individual. | Play cooperatively and take turns. Try to solve friendship problems if they occur. Help others to feel part of a group. Show respect to others. Ask children to explain to others how they dealt with a problem or an emotion. | Transition, changes, celebrating how far we have come. Discuss what have we enjoyed in Reception and what are we looking forward to next year. Express how we feel when change happens. Know who to ask for help if we are worried about change. |
| | Potential books | Harry and the Dinosaurs Go To School The Colour Monster Starts School Owl Babies Germs are Not For Sharing Hair Love Only One You Two Homes Daddy, Pappa and Me Heather Has Two Mummies All About Families | The Same but Different Too Elmer Marvellous Me Super Duper you! The Colour Monster Barbra Throws a Wobbler Hank Goes Hink | A Superhero Like You The Jolly Postman Emergency Ambulance Smartie the Penguin The Hospital Dog Fire Fighter Flo | Oliver's Vegetables Oliver's Fruit Enormous Turnip Jasper's Beanstalk Somebody Swallowed Stanley A Planet full of plastic | The Dot Beautiful Oops? I can't do that yet How to Catch a Star Colour Monster | Ruby's Worry My Monster and Me Where going on a bear hunt Bitbbit Jumps The Greatest Show Penguin The Growing Story Coming to England |
| | Ongoing | Handwashing, building relationships, children talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Identify and moderate their own feelings socially and emotionally. Manage their own needs. PANTS rule. | | | | | |
| Physical Development | Gross Motor Encourage children to be highly active throughout the year. Climbing equipment outside (crates, balancing beam, tyres). Digging equipment. | Real Gymnastics Social: I can play with others. Shape and Travel: I can explore shapes and travelling movements using the floor, low and high apparatus. Move safely in a space. | Real PE Personal: I enjoy working on simple tasks with help. Coordination: Footwork (10): I can begin to side-step, gallop, hop and skip. Static Balance: One Leg(1): I can begin to stand still for 10 seconds on one leg. | Real Gymnastics Health and Fitness: I am aware of the changes to the way I feel when I exercise. Flight and Rotation: I can learn the correct technique for jumps. I can explore rolls and spins. | Real PE Social: I can play with others, take turns and share with help. Jumping and Landing (6): I can begin to jump in different directions. | Real PE Creative: I can observe and copy others. Coordination: Ball Skills (9): I can roll a ball along the floor. Counter Balance: With a partner (7): I can begin to balance with a partner. | Athletics Cognitive: I can follow simple instructions. Throw Roll equipment in different ways. Throw underarm. Throw an object at a target. Jump Jump in a range of ways, landing Safely. |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | | |
|--------------------------|--|---|---|--|--|---|---|
| | | Balance on a variety of equipment. | | Jump and land safely from height. | Static Balance: Seated (2): I can begin to balance using hands and feet. | | <p>Run Run in different ways for a variety of purposes.</p> <p>Compete and Perform Control their body when performing a sequence of movements Participate in simple games.</p> <p>Evaluate Talk about what they and others have done.</p> <p>Sports Day</p> <p>Dance Multi-ability (Social): I can work sensibly with others to creative a dance.</p> <p>Dance Skill Practising Tricky 1</p> <p>Compete and Perform Control my body when performing a sequence of movements.</p> <p>Evaluate Talk about what they have done. Talk about what others have done</p> |
| | <p>Fine Motor</p> <p>Continuously check the progress of children's handwriting (pencil grip, letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for fine motor activities.</p> | <p>Fine motor activities e.g threading, cutting, weaving, playdough (ongoing over the year)</p> <p>Manipulate objects with good fine motor skills.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Show preference for dominant hand.</p> <p>Use a tripod grip.</p> <p>Develop muscle tone to put pencil pressure on the paper.</p> | <p>Use tools to effect changes to materials.</p> <p>Cut along a straight line with improving in accuracy</p> <p>Draw lines, circles and shapes when drawing pictures.</p> <p>Teach and model correct letter formation, Begin to form letters correctly.</p> | <p>Continue to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Holding small items/ button clothing.</p> <p>Cut along a curved line.</p> | <p>Form recognisable letters most correctly formed.</p> <p>Use cutlery effectively.</p> <p>Cut simple shapes like circles, triangles and squares</p> | <p>Develop correct letter formation continually.</p> <p>Use one hand consistently for fine motor tasks.</p> | <p>Form letters correctly using a tripod grip.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Cut around more complex shapes like people</p> |
| Communication & Language | <p>Listening & Attention and understanding</p> <p>Speaking</p> | <p>Being to understand how to listen carefully and know why listening is important.</p> | <p>Explore the meaning of new vocabulary in language rich stories.</p> | <p>Ask questions to find out more. Make comments on what they have heard.</p> | <p>Retell story without pictures or prompts.</p> | <p>Answer a range of questions.</p> | <p>Hold conversations with adults and peers with back and forth exchanges.</p> |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | | |
|----------|--|---|---|---|---|---|---|
| | | Use language to imagine and recreate roles and experiences in play. Answering simple questions (who, what, where) Children talking about experiences that are familiar to them. Children sharing facts about them. Children to talk in small groups and in front of adults offering their own ideas. | Understand how to listen and why it is important. Begin to understand how and why questions. Be able to use new vocabulary throughout the day. Learn to retell the story. Begin to understand 'how' and 'why' questions. | Talk in sentences using conjunctions e.g 'and' 'because'. To retell a story and begin to use story language. | Use new vocabulary in different contexts. Creating their own version of the story. Answer how and why questions. Describe events in detail using time connectives. | Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Retell a story with story language. | Listen, and respond to stories. Talk in full sentences using a range of tenses. Retell their own version of the story using vocabulary from stories. Use detail and descriptive language. |
| Literacy | Comprehension Children will visit the library weekly. | Join in with rhymes and showing an interest in stories and repeated refrains. Having a favourite story or rhyme. Understand the 5 concepts of print. Sequencing familiar stories through the use of pictures. Engage conversations about stories, learning new vocabulary. Independently look at books holding it the correct way and turning pages. | Retell stories related to events through acting/ role play/ images. Sequence stories – use vocabulary of beginning, middle and end. Enjoy an increasing range of books. Point to front cover, back cover, blurb, illustration, author and title Begin to answer questions about the stories read to them. | Make up stories with themselves as main character. Encourage children to record stories through pictures/ mark making. Act out stories using recently introduced vocabulary. Record stories through pictures/ mark making. Begin to predict what may happen in the story. Suggest how a story might end. | Re-read books to build up children's confidence in word reading, their fluency and their enjoyment. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Be able to talk about the characters and setting in the books they are reading. | Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Use vocabulary influenced by their book. Explain the main events of a story. Draw pictures of characters/ event/ setting in the story. Begin to answer questions about what they have read. | Listen to stories, accurately anticipating key events and respond to what they hear with relevant questions, comments and reactions Answer questions about what they have read. Know that information can be retrieved from books. |
| | Word Reading | Recognise their name. Recognise taught phase 2 sounds and phase 2 tricky words. Begin to blend sounds together to read words CVC words using the taught sounds. Continue a rhyming string. | Recognise taught phase 2 sounds and phase 2 tricky words. Blend sounds to read words using taught sounds. Read words ending in s. Begin reading captions and sentences using taught sounds. | Recognise taught Phase 2 and 3 Tricky words and sounds. Read words with double letters. Read longer words. Recognise taught digraphs in words and blend the sounds together. Read sentences containing tricky words and digraphs. Read books matching their phonics ability. | Read words with two or more digraphs. Read longer words ending in -ing. Read compound words. Read longer words with double letters. Read words with s/z/ in the middle. Read words with -es/z/ at the end. Read words with s and s/z/ at the end. Read books matching their phonics ability. | Read longer words. Read compound words. Read words ending in suffixes (-ing, -ed /t/, -ed /id/, -est). Read longer sentences containing Phase 4 words and Tricky Words. Name letters of the alphabet, distinguishing lowercase and capital letters, | Read longer sentences containing Phase 4 words and Tricky Words. Read books matching their phonics ability. Read root words ending in: -er, -est longer words. Read root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/. Read books matching their phonics ability. |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | | |
|----------------------|---|--|--|--|--|--|---|
| | Writing | Name writing. Pre-Writing Patterns | As children secure their understanding of letter formation, they follow our schools progression map which includes the formation of single letters, words, tricky words, captions and sentences. When developmentally ready children are taught to spell words by identifying the sounds and then writing the sound with letter/s. When ready children are taught to write short sentences with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. | | | | |
| Mathematics | Number | Match and Sort | Circles and Triangles | Introducing zero | Making pairs | Building numbers beyond 10 | Doubling, sharing, grouping |
| | Numerical Patterns | Comparing amounts Comparing size, mass, capacity Making Simple Patterns Representing and comparing 1, 2, 3 Composition of Numbers 1, 2, 3 | Spatial awareness Numbers 4 and 5 One more and one less Shapes with 4 sides Time | Comparing numbers to 5 Composition of 4 and 5 Comparing mass and capacity Numbers 6, 7, 8 | Combining 2 groups Length, height Time Building 9 and 10 Comparing numbers to 10 Number bonds 3D shape and pattern | Counting patterns beyond 10 Spatial reasoning Adding more Taking away | Even and odd Spatial reasoning Patterns and relationships |
| Potential Books | | Duck in the truck Naughty Bus Dear Zoo Peace at Last 1, 2, 3, at the Zoo | Rosie's Walk The Perfect Fit Mr Men stories The Very Hungry Caterpillar Funny bones Fox in the Dark Kippers Birthday | The Blue Balloon The Ugly Five A Squash and a Squeeze Room on the Broom I-spy numbers Zero is the leaves on the tree Six Dinner Sid What the ladybird Heard | Superworm How Long is that Dog? 5 minutes Peace Titch Jack and the Beanstalk Jaspers Beanstalk Ten black dots Ten Fat Sausages | One to ten and back again Snail Trail: A Journey through modern art 20 Big Trucks in the Middle of the street Which is round? Which is bigger? Mr Grumpy's Outing Grandpa's Quilt | Mr Grumpy's Motor Car Rosie's Walk What the Ladybird Heard The Gingerbread Man Little Red Riding Hood |
| Understand the World | People, Culture and Communities | Our Family Our School Harvest festival | Bonfire Night, Diwali, Christmas, Remembrance Day | People who live in cold places. People who help us. Lunar New Year. Learn about China. Discuss some similarities and differences. | Mothers Day, Shrove Tuesday, Easter, Ramadan | Past/present events in the lives of family members | Father's Day, Moving on |
| | Potential Books | Two Homes Daddy, Pappa and Me My Dad is a Grizzly Bear Heather Has Two Mummies | Christmas Story Welcome to Our World Amma Ask Me About Diwali | Zodiac Story The Magic Paintbrush Busy Chinese New Year Ice Race | Mr Wolf's Pancakes Easter Story The Most Exciting Eid Ramadan and Eid al Fitr Rashad's Ramadan | Peepo Memory Bottles Dogger Titch | Daddy, Pappa and Me My Daddies |
| | The Natural World Seasonal changes (ongoing) | Learn about woodland creatures and begin to learn about their habitats. Learn about hibernation and nocturnal animals. Learn about Autumn and observe and describe seasonal changes. Seasonal Changes | Observe seasonal changes. Observe how water changes. Polar regions. Begin to learn about animals that live in cold places. Difference and similarities between Shelf and cold places. Floating/ sinking | Spring. Planting different seeds, observe and describe the changes. After observation draw pictures of the natural world. Introduce the children to recycling and how to take care of our world. Create opportunities to discuss how we care for the natural world around us. | Growing in the garden. Lifecycle of a butterfly. Observe, describe and draw mini beasts. Farm animals. Animals and their young. Explore shadows | Space. Introduce the children to NASA Environments – Looking at places using google maps. Children to differentiate between land and water. Sea creatures. Compare animal's different habitats including the woods, cold places and the sea. | |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | |
|---|---|---|---|---|---|--|
| Potential Books Tree: Seasons come, Seasons Go | What did the tree see? Owl Babies Pumpkin Soup Leafman Little Red Riding Hood Learn about Bears A book of bears | Gruffalo Stick Man The Very Long Sleep The Fox in the Dark | Lost and Found One Snowy Night The Emperors Egg Snowflakes – Carrier Burnell Secrets of Winter | Somebody Swallowed Stanley What did the tree see? Jaspers Beanstalk Jack and the Beanstalk Oliver's Vegetables Enormous Turnip Lifecycle of a sunflower The Tiny Seed | Spider Sandwiches Norman the Slug What the ladybird heard Yucky Worms The Very Hungry Caterpillar Farmer Duck Clack Clack Moo The Woolly Bear Caterpillar The Beeman | The Night Pirates Tiddler Sharing a Shell Look Up! Mae Jemison: Little People Big Dreams |
| Past and Present | Navigate around our classroom and outdoor areas. Create simple maps and treasure hunts to find objects/ places in our environment. Look at an aerial photo of school, encourage children to comment on what they can see. Discuss their family and places they have been together. Begin to draw similarities and comparisons between other families. Name and describe people who are familiar to them. Discussion the children's experiences of past birthday celebrations. | Discuss children's past experiences of Christmas. How Christmas was celebrated in the past. How Christmas is celebrated around the world. Use world maps to support. Use the Jolly postman to draw information from a map and begin to understand why maps are so important. Discuss how children get to school. Introduce children to a range of transport in this country and compare to other countries. Transport in the past and how it has changed. Learn about Amelia Earhart, Karl Benz. Remembrance Day | People who help us and how they are different to today e.g transport Stranger danger. Talking about occupations and how to people who can help us. | Listen to stories and place events in chronological order Understand that dinosaurs were around a long time ago. Learn about what a palaeontologist is. Mary Anning. | Past/present events in the lives of family members | Introduce the children to significant figures who have been to space. Understand that some of these events happened before they were born. Transition, changes, celebrating how far we have come. What have we enjoyed in Reception? Similarities and differences between old and new ships. |
| Potential Books | | Jolly Christmas Postman Mr Gumpy's Motor Car Amelia Earhart (Little People Big dreams) Last Stop on Market Street The Hundred Decker bus | In Every House, In Every Street The House That Once was Our World Cave Baby Stories with Castles in Three Little Pigs Rapunzel Major Glad, Major Dizzy Peepo | Mary Anning Little People Big Dreams Dear Dinosaur The Dinosaur That Pooped the Past Harry and the Bucketful of Dinosaurs Dinosaur Bones Prehistoric: Actual Size Dinosaurs Roar | Memory Bottles Mr Gumpy's Motor Car Last Stop on Market Street Peepo Dogger Once We Were Giants My Great Grandpa Grandma's story | Aliens Love Underpants Curiosity: The Story of a Mars Rover The Darkest Dark A Journey Through Space You can't eat a Princess Mae Jemison (Little People Big dreams) |
| Technology | Follow an instruction. | Match a command to an outcome. Run a command on a device. Programme a bee-bot. Recall words that can be acted out. Access and use simple activities using touch | Begin to understand and recognise what being safe online is according to the SMART rules. Discuss how we benefit from these rules. Give examples of some of these rules. Identify rules to keep us safe and healthy when we are using | Compare forwards and backwards movements. Give directions. Programme a bee-bot to move forwards and backwards. | Use beebots on simple maps. Encourage children to use navigational language. Programme a bee-bot to get to a given point. Draw lines and marks on a screen and explain which tools I used. | Programme a bee-bot to get to a given point. Predict the outcome of a command on a device. Predict the route first. Switch on and log into a computer. Type my name on a computer. Identify tools I used. |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | | |
|--------------------------|---|---|--|---|--|---|--|
| | | | technology with increasing control. | technology in and beyond the home. Describe objects using labels. Identify the label for a group of objects. | | | and find keys on a keyboard. |
| RE | | BB Expressing Beliefs E.2 Why are some objects special? | F2. Incarnation Why do Christians perform nativity plays at Christmas? | BB A Good Life E.3 Who cares for me and how do I help others? | F3. Salvation Why do Christians put a cross in an Easter garden? | BB The Nature of Religion and Belief E.1 Which places are special to members of our community? | F1. Creation Why is the word 'God' so important to Christians? |
| Expressive Arts & Design | Creating with materials Being Imaginative and expressive | Music Topic: I've got a grumpy face and The sorcerer's apprentice Beginning to develop more complex storylines using my own experiences and known stories. Hold scissors correctly. Mixes primary colours (red, yellow and blue) to appropriate consistency. Paints enclosed spaces using lines and gives meaning. Paint faces with basic features. Self-portraits, family, friends, our homes Uses glue spatulas and PVA glue to join pieces Print simple shapes with adult e.g pumpkins Collage includes all one texture, with larger pieces and smaller gaps between. Experiment with different textures. Owl, Autumn Art Provide opportunities for children to work together to develop creative ideas. Manipulate the dough / clay | Music Topic: Witch, witch and Row, row, row your boat Enhance my role play by adding my own resources and constructions. Cut along a straight line with improving in accuracy. Independently print simple shapes e.g poppies Collage – bonfire, poppies, Rangoli patterns Kandinsky. , Bonfire/ firework pictures, making poppies, Christmas cards, Rangoli patterns. Make marks in the clay. Diva lamps, hedgehogs Salt dough decorations | Music Topic: Cuckoo polka and Shake my sillies out Adding own resources and constructions to role play. Use own experiences and imagination. Cut a curved line. Uses primary colours to make secondary colours, e.g. green, orange and purple. Uses thin brushes to add detail. Monet – Winter pictures Joins items in a variety of ways, sellotape, hole punches, string, glue, masking tape and ribbon. E.g Making lanterns, dragons, masks, puppet making. Collage - Tears media into smaller pieces,. Arctic animals. | Music Topic: Up and down and Five fine bumble bees Develop complex storylines using own experiences and known stories.. Cut simple shapes like circles, triangles and squares Adds white or black to alter a shade or tint of paint. Blossom tree Choose brush size appropriately for the task. Paints potato people with no body or missing arms/legs. Mother's Day Pictures. Independently print clear representations to create pictures without support. Spring Flowers Collage - Layering of smaller pieces is evident, so there are fewer gaps. Spring art, flowers Begin to incorporate moving parts into models. Select additional materials to incorporate and enhance my model. Spring art, dinosaurs, Mothers Day, salt dough fossils | Music Topic: Down there under the sea and It's oh so quiet Explore and engage in music making and dance, performing solo and in groups. Take part in group role play to retell a known story. Develop storylines and characters into pretend play. Cut around more complex shapes like people. Mixes and matches to a specific colour or shade needed. Paints with detail. Paint/ Draw from observation. Mini-beasts, Van Gough Sunflowers, family Uses techniques such as slots, tabs and ties, with some support. Symmetrical paintings. Butterflies Henri Matisse - spirals art Shadow puppets Use a variety of techniques to sculpt. Select additional materials – Mini-beasts, farm animals | Music Topic: Slap clap, clap Invent, adapt and recount narratives and stories with my peers and my teacher Printing – adding details and using space. Under the sea, sand, space Van Gough Starry Night Makes collages/mosaics adding details with a wide range of textures Under the sea, Rainbow Fish, Space Uses techniques such as slots, tabs and ties. Design and make a spaceship and pirate ship, thinking about form and function. |



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Reception Long Term Overview

| | | | | | | |
|------------------|--------------------------------------|--------|-----------------------------------|------------------|------------------|------------------|
| Enterprise Event | | | | | Plant Sale | |
| Visits | Shelf Woods | Church | | | Farm Trip | |
| Visitors | | | Visit from the emergency services | Grown up Readers | Grown up Readers | Grown up Readers |
| Parent Workshop | Curriculum night Phonics Training | | | | | |