



Crumpsall Lane Primary School

Reception Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic question/ Possible Key Texts <small>NB: These texts are subject to change with children's interests</small>	Settling in Transition- Harry and the dinosaurs got to school- Ian Whybrow Families- So Much- Trish Cooke <u>What is Awesome about Autumn?</u> Leaf-Man- Lois Ehlert Owl Babies- Martin Waddell The Very Helpful Hedgehog The Little Red Hen The Leaf Thief- Alice Hemming	Firework night- factual text Rosie's Walk- Pat Hutchins Local area walk Diwali- factual text Farmer Duck- Martin Waddell What the Ladybird Heard- Julia Donaldson The Nativity Story Christmas- Stickman- Julia Donaldson	<u>Does the whole world have a winter wonderland?</u> Lost and found -Oliver Jeffers Snow bears -Martin Waddell The Polar Bear and the Snow Cloud- Jane Cabrera The Gruffalos Child- Julia Donaldson All about Animals in Winter Winter Seasons fact book	<u>What happened Once upon a Time?</u> The Gingerbread Man Three Billy Goats Gruff The Enormous Turnip Goldilocks and the Three Bears Little Red Riding Hood Mothers Day- Superhero mum- Timothy Knapman The Easter Story	<u>What's the world like outside our window?</u> Handa's Surprise- Eileen Browne Pretty Salma- Niki Daly A is for Africa fact book Giraffes Can't Dance -Giles Andreae Superworm- Julia Donaldson Heaton park visit		
	Fathers day- My Dad is Awesome- Nick Butterworth Supertato- Sue Hendra The Snail and the Whale- Julia Donaldson Sharing a Shell –Julia Donaldson The Rainbow Fish- March Pfister The Singing Mermaid- Julia Donaldson Whole school beach trip Beach themed text- past and present beaches?						
Possible WOW experiences/ Enrichment Opportunities	Visit different parts of our local area- Tesco, park, mosque Autumn walk Making bread for The Little Red Hen -Little Red Hen Tea Party Sparklers for Firework night Black History Month Remembrance Day Sports Relief Christmas tree Christmas Party		Visit and explore the school pond A winters walk Local park visits to plant seeds Chinese New Year Valentine's day Easter egg hunt Eid party Traditional tales day International Language Day World Book Day		Tasting African fruits- Handas Surprise Party African drumming and dancing Heaton Park Visit Virtual Aquarium visit Whole school beach trip Map work- find the treasure in the park Sea songs Pirate day		
	Communication and Language		Communication and Language		Communication and Language		
To be able to use Colourful Semantics 'Who, What doing? What? Where? to answer comprehension style questions based around an oral sentence or familiar text. Understand how to listen carefully and why listening is important. Engage in story times.		To be able to use Colourful Semantics 'Who, What doing? What? Where? to answer comprehension style questions based around an oral sentence or familiar text. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.		To start to consistently orally construct a sentence using the sentence components of 'Who? What doing? Where?' Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		To start to consistently orally construct a sentence using the sentence components of 'Who? What doing? Where?' Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.	
To orally construct a sentence in the Colourful Semantics using the sentence components 'Who? What doing? What? Where?' Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		To orally construct a sentence in the Colourful Semantics using the sentence components 'Who? What doing? What? Where?' Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Articulate their ideas and thoughts in well-formed sentences.		Learn new vocabulary		Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day	
Learn new vocabulary		Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day		Use new vocabulary in different contexts			
Personal, Social and Emotional Development	Settle in and become a confident learner Learn and follow the rules and routines of the setting Identify and moderate their own feelings socially and emotionally. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		To become a resilient and determined learner. Show resilience and perseverance in the face of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others		To maintain focus and build resilience in preparation for transition to Key Stage 1 Think about the perspectives of others. Manage their own needs. Explain the reasons for rules, know right from wrong and try to behave accordingly.		
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>						
Physical Development	To have pincer grip in order to use one handed tools and equipment, for example, making snips in paper and scissors. Develop their small motor skills so they can use a range of tools competently, safely and confidently. Further develop the skills		To have pincer grip in order to use one handed tools and equipment, for example, making snips in paper and scissors. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking,		To begin to establish the tripod grip whilst using 'chunkier' mark making materials such as chalks, thick crayons/ whiteboard pens/ pencils. Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.		
	To begin to establish the tripod grip whilst using 'chunkier' mark making materials such as chalks, thick crayons/ whiteboard pens/ pencils. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,		To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Combine different movements with ease and fluency Begin to show accuracy and care when drawing.		To hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.		

<p>they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Show a preference for a dominant hand Use a comfortable grip with good control when holding pens and pencils.</p>	<p>jumping, running, hopping, skipping, climbing. Use one handed tools and equipment, for example, making snips in paper and scissors.</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>Demonstrate strength, balance and coordination when playing.</p>						
<table border="1"> <thead> <tr> <th data-bbox="243 331 1136 394"> <p align="center">PE Gymnastics</p> </th> <th data-bbox="1136 331 2033 394"> <p align="center">PE Games</p> </th> <th data-bbox="2033 331 2932 394"> <p align="center">PE Athletics</p> </th> </tr> </thead> <tbody> <tr> <td data-bbox="243 394 1136 1350"> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> </td> <td data-bbox="1136 394 2033 1350"> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: - Throwing - Catching - Kicking - Passing - Batting -Aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> </td> <td data-bbox="2033 394 2932 1350"> <p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> </td> </tr> </tbody> </table>						<p align="center">PE Gymnastics</p>	<p align="center">PE Games</p>	<p align="center">PE Athletics</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: - Throwing - Catching - Kicking - Passing - Batting -Aiming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p>	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling Crawling Walking Jumping Running Hopping Skipping Climbing</p> <p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>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.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
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<p align="center">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 and athletics. . 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 of different sizes, tweezers, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>											

Literacy	<p>Children have the blending skills to independently read CVC words, using their established single sound phonic knowledge. Children have the segmenting skills to independently write CVC words, using their established single sound phonic knowledge.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known-letter sound correspondences.</p> <p>Write some or all of their name.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Begin to record initial sounds with good GPC.</p>	<p>Children have the blending skills to independently read CVC words, using their established single sound phonic knowledge. Children have the segmenting skills to independently write CVC words, using their established single sound phonic knowledge.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Form lower-case correctly.</p> <p>Spell words by identifying the sounds and then writing the grapheme.</p> <p>Read simple phrases and captions made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to the school's phonic programme.</p>	<p>To be secure in set 1 single sounds and beginning to develop digraph phonic skills. To become more consistent with their phonic knowledge by sound-blending. To begin to use finger spaces and break the flow of speech into words.</p> <p>Write captions with words with known sound-letter correspondences.</p> <p>Learning how to break the flow of speech down into words and use finger spaces correctly.</p>	<p>To be secure in set 1 single sounds and beginning to develop digraph phonic skills. To become more consistent with their phonic knowledge by sound-blending. To begin to use finger spaces and break the flow of speech into words.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some digraphs and trigraphs and some tricky words.</p> <p>Write simple phrases and sentences that can be read by others including some digraphs and trigraphs and tricky words.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some digraphs and trigraphs and some tricky words.</p> <p>Write simple phrases and sentences that can be read by others including some digraphs and trigraphs and tricky words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
Phonics	Set 1 single sounds	Set 1 single sounds	Set 1 special friend sounds	Set 1 special friends sounds	Set 2 special friend sounds	Set 2 special friend sounds
<p><i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year taking individual children's abilities and next steps into consideration.</i></p>						
Mathematics	<p>White Rose: Patterns Matching. Sorting & Comparing Numbers 1, 2, 3, 4, 5 (Counting, recognising groups, numicon, tens frame, partitioning)</p> <p>Continue, copy and create repeating patterns.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>	<p>White Rose: The same/ equal to Compare more of fewer Weight and capacity Numbers in order Find 1 more/1 less Adding/ subtracting numbers to 5</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>White Rose: Numbers 5,6,7,8,9,10 (Counting, recognising groups, numicon, tens frame, partitioning) Order numbers</p> <p>Automatically recall number bonds for numbers 0-10.</p>	<p>White Rose: Find one more/one less Add two single digits Subtract two single digits Counting teen numbers</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p>	<p>White Rose: Ordering numbers beyond 10 Bridging 10 Halving and doubling odd and even numbers Sharing Find one more</p> <p>Count beyond 10</p>	<p>White Rose: Adding a single digit to any given number Finding 1 less Subtracting a single digit from any given number Properties of shapes Measures</p> <p>Compose and decompose shapes so that children recognise that a shape can have other shapes within it, just as numbers can</p>
<p>Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value.</p> <p>Compare numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Compare length, weight and capacity.</p>						

Understanding the World	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Explore the natural world around them. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. Describe what they see, hear and feel whilst outside.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Compare and contrast characters from stories, including figures from the past</p>	<p>Recognise some environments that are different to the one in which they live. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Understand that some places are special to members of their community. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Compare and contrast characters from stories, including figures from the past</p>	<p>Explore the natural world around them. Draw information from a simple map. Recognise similarities and differences between life in this country and life in other countries.</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside.</p>
	<p>Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants. Describe what they see, hear, and feel whilst outside.</p>					
Expressive Arts and Design	<p>Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p>	<p>Create collaboratively sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</p>	<p>Create collaboratively sharing ideas, resources and skills. Develop storylines in their pretend play.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively sharing ideas, resources and skills.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>
	<p>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.</p>					