

# Reception (Upper Foundation Stage) Long term overview

Key:						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Wonderful me	Celebrations	Wild things	Wild things	Tell me a story	Tell me a story
Theme Books	<p><b>Main read:</b> Funnybones by Janet and Allan and Ahlberg</p> <p><b>We will also be reading:</b> The Little Red Hen Harvest Time Leaf Man Signs of Autumn Wonderful Me Different Families Our family, then and now My senses Freddie the fox feels frightened</p>	<p><b>Main read:</b> The Gruffalo by Julia Donaldson</p> <p><b>We will also be reading:</b> Kippers Birthday Autumn celebration Happy Diwali Winter Time Christmas in the past.</p>	<p><b>Main read:</b> Lost and Found by Oliver Jeffers</p> <p><b>We will also be reading:</b> Walking through the jungle Where the wild things are Harry and his bucket full of dinosaurs Chinese New Year - celebrations We're going on a bear hunt</p>	<p><b>Main read:</b> The Tiger Who Came To Tea by Judith Kerr</p> <p><b>We will also be reading:</b> Can't you sleep little bear Elmer series of books Alan's big scary teeth</p>	<p><b>Main read:</b> Prince Cinders by Babette Cole</p> <p><b>We will also be reading:</b> Cinderella The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood</p>	<p><b>Main read:</b> Dogger by Shirley Hughes</p> <p><b>We will also be reading:</b> Hansel and Gretel Jack and the Beanstalk Summer time Spot goes to the seaside</p>
Rhymes and Poetry	We will be learning one new poem and one new nursery rhyme every half term in Reception					
	<p><b>Poem:</b> All of me by Jessica McDonald</p> <p><b>Nursery Rhyme:</b> 12345 Once I caught a fish alive</p>	<p><b>Poem:</b> Dust of snow by Robert Frost</p> <p><b>Nursery Rhyme:</b> The Grand Old Duke of York</p>	<p><b>Poem:</b> Wet by Shirley Hughes</p> <p><b>Nursery Rhyme:</b> Five little monkeys</p>	<p><b>Poem:</b> The Purple Cow by Gelett Burgess</p> <p><b>Nursery Rhyme:</b> Incy Wincy Spider</p>	<p><b>Poem:</b> Crabby by Barbara Vance</p> <p><b>Nursery Rhyme:</b> There was a Princess Long ago</p>	<p><b>Poem:</b> There was an Old Man with a Beard by Edward Lear</p> <p><b>Nursery Rhyme:</b> Row, row, row your boat</p>
Links to EYFS Charter and 50 Things	<p>Take Part in a Public Performance Jump in Autumn Leaves Build a Den Play in snow and catch snowflakes #2 Where Am I? #4 Make Your Mark #6 Rhyme Time #12 Brrrr...Explore the Cold #15 Dressing Up #16 Whee, Bang, Whizz #17 Hocus Pocus Potions #23 See it Live! #33 Home from Home #34 Woodland Wondering #36 Ready, Steady, Blow #37 Show and Tell</p>		<p>Play in snow and catch snowflakes #35 Trip Trap, Trip Trap...</p>	<p>Play in snow and catch snowflakes #28 The Wheels on the Bus</p>	<p>Go on a Bug Hunt Grow tend and nurture a plant Watch a life cycle #9 Minibeasts and Bug Hunting #19 Growing, Little People, Plants and Things #27 Little People Park Keeper #30 Yummy Picnic</p>	

<b>Personal Social Emotional Development</b>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Manage their own needs</li> <li>• Build constructive and respectful relationships</li> <li>• Express their feelings</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual</li> <li>• Show resilience and perseverance in the face of challenge</li> <li>• Think about the feelings of others</li> <li>• Think about the perspectives of others</li> <li>• Identify and moderate their own feelings socially and emotionally</li> </ul>	<b>Early Learning Goal</b> <b>Self-Regulation</b> <ul style="list-style-type: none"> <li>• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>• Set and work towards simple goals, being able wait for what they want and control their immediate impulses when appropriate</li> <li>• 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</li> </ul> <b>Managing Self</b> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <b>Building Relationships</b> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others</li> <li>• Form positive attachments to adults and friendships with peers</li> <li>• Show sensitivity to their own and others needs</li> </ul>
<b>Communication and Language</b>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Begin to retell stories</li> <li>• Use new vocabulary in different context</li> <li>• Engage in story times</li> <li>• Listen carefully to rhymes and songs</li> <li>• Begin to learn rhymes, poems and songs</li> <li>• Begin to learn new vocabulary and use it through the day</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Describe events in some details</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</li> <li>• Develop social phrases</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>• Use new vocabulary in different contexts</li> <li>• Engage in non-fiction books</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>• Articulate ideas and thoughts in well-formed sentences</li> </ul>	<b>Early Learning Goal</b> <b>Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversations when engaged in back and forth exchanges with their teacher and peers</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>• Participate in small groups, class and one to one discussion, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul>
<b>Physical Development</b>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired</li> <li>• Know and talk about the different factors that support their overall health and wellbeing</li> <li>• Develop the skills they need to manage the school day successfully</li> <li>• Begin to develop the overall body strength, coordination, balance and agility</li> <li>• Combine different movements with ease and fluency</li> </ul>	<b>Reception</b> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing grace and control</li> <li>• Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Develop overall body-strength, balance, co-ordination and agility</li> <li>• Further develop and refine a range of ball skills</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient</li> <li>• Further develop the skills they need to manage the school day successfully</li> </ul>	<b>Early Learning Goal</b> <b>Gross Motor Skills</b> <ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others</li> <li>• Demonstrates strength, balance and coordination when playing</li> <li>• Move energetically, such as running, jumping, dancing, skipping and climbing</li> </ul> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery</li> <li>• Begin to show accuracy and care when drawing</li> </ul>

Literacy	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them</li> <li>• Begin to blend sounds into words</li> <li>• Begin to form lower case letters</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Read short words made up of known letter-sound correspondences</li> <li>• Read some letter groups that each represent one sound and say sounds for them</li> <li>• Read a few common exception words matched to the school's phonic programme</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</li> <li>• Form lower case and capital letters correctly</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</li> <li>• Re-read what they have written to check it makes sense</li> </ul>	<p><b>Early Learning Goal</b></p> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives, using their own words and recently introduced vocabulary</li> <li>• Anticipate (where appropriate) key events in stories</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>• Read words consistent with their phonic knowledge by sound blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others</li> </ul>
Maths	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds</li> <li>• Count beyond 10</li> <li>• Continue, copy and create repeating patterns</li> <li>• Begin to compare length, weight and capacity</li> <li>• Begin to understand one more and one less than between consecutive numbers</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Subitise</li> <li>• Link the number symbol (numeral) with its cardinal number value</li> <li>• Compare numbers</li> <li>• Explore the composition of numbers to 10</li> <li>• Recall number bonds for numbers 0–10</li> <li>• Select, rotate and manipulate shapes in order to develop spatial reasoning skills</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can</li> <li>• Compare length, weight and capacity</li> <li>• Continue, copy and create repeating patterns</li> </ul>	<p><b>Early Learning Goal</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Have a deep understanding of number to 10, including the composition of each number</li> <li>• Subitise (recognise quantities without counting) up to 5</li> <li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>• Verbally count beyond 20, recognising the pattern of the counting system</li> <li>• Compare quantities up to 10, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>• Explore and represent patterns, within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul>
Understanding the world	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community</li> <li>• Name and describe people who are familiar to them</li> <li>• Comment on images of familiar situations in the past</li> <li>• Begin to draw information from a simple map</li> <li>• Recognise that people have different beliefs and celebrate special times</li> <li>• Understand the effect of changing seasons on the world around them</li> </ul>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise some similarities and differences between life in this country and life in other countries</li> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside</li> <li>• Recognise some environments that are different to the one in which they live</li> <li>• Understand the effect of changing seasons on the natural world around them</li> </ul>	<p><b>Early Learning Goal</b></p> <ul style="list-style-type: none"> <li>• <b>Past and Present</b> Talk about the lives of the people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read, in class and story telling</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment, using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>

**Reception**

- Begin to develop storylines in their pretend play
- Begin to explore and engage in music making and dance
- Create collaboratively sharing ideas, resources and skills
- Watch and talk about dance and performing arts

**Reception**

- Explore, use and refine a variety of artistic effects to express their ideas and feelings
- Return to and build on their previous learning, refining ideas and developing their ability to represent them
- 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
- Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups

**Early Learning Goal****Creating with Materials**

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials, when role playing characters, in narratives and stories

**Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to music