

# Hindley Junior and Infant School Reception Long Term Overview



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Ourselves and My Family Our community Relationships – making friends People who help us/Superheroes Autumn	Autumn Halloween, Diwali, Remembrance Day, Bonfire Night Christmas/Father Christmas story Christmas around the world	Winter/Polar regions Weather Traditional Tales Chinese New Year, Valentine's Day, Mother's Day	Spring Pancake Day Easter Growing up – generations Planting/Gardening	Life cycles – minibeasts/butterfly/plants Animals and their young and importance of caring for animals	Summer/Travel & Transport (past and present) Weather Father's Day
Trips/Visitors/Experiences	People in school who help us Fire fighters Nurse Community police officers Superhero Day	Woodland visit – Borsdane Woods to look for signs of Autumn Gruffalo Day Nativity for parents	Chill Factor trip to experience the cold and ice Story Character Day	Trip to local Tesco to look at healthy foods and where food comes from 'Farm to Fork' Teddy Bear's Healthy Picnic Plant seeds	Farm visit – Smithills Open Farm Curious Critters visit to school Ugly Bug/Minibeast Ball Day OR Eric Carle Day Watch caterpillars grow	Ice-cream van visit 'Going on Holiday' Day Fantasy Day – pirates, mermaids, space etc
Key Texts	Supertato books by Sue Hendra Lost and Found - Oliver Jeffers Enemy Pie – Derek Munson Have You Filled a Bucket Today? – Carol McCloud	Bear Snores On – Karma Wilson Squirrel's Busy Day – Lucy Barnard The Busy Little Squirrel – Nancy Tafuri Dog's Don't Do Ballet – Anna Kemp	Jack and the Beanstalk Goldilocks, The Three Bears The Enormous Turnip and other traditional tales Frog in Winter – Max Velthuis Elmer in the Snow – David McKee	Handa's Surprise – Eileen Browne Pass the Jam, Jim – Kaye Umansky Oliver's Vegetables, Oliver's Fruit Salad & Oliver's Milkshake – Vivian French Too Many Carrots – Katy Hudson	Muddle Farm – Alex Sheffler Farmyard Hullabaloo – Giles Andrea Pig Gets Lost – Heather Amery The Cow That Laid an Egg – Andy Cutbill Farmer Duck – Martin Waddell	Q Pootle 5 – Nick Butterworth The Train Ride – June Crebbin Oomph – Colin McNaughton The Hundred Decker Bus – Mike Smith Emma Jane's Aeroplane – Katie Haworth Rosie's Walk – Pat Hutchins
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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.	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.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs.						
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year.</i>						
Jigsaw	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	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.	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.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
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. Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, 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						
PE	Swimming Dance/Ball Skills	Swimming Gymnastics	Swimming Fitness/Movement	Swimming Large Ball	Swimming Athletics	Swimming Athletics
Literacy	Read individual letters by saying the sounds for them and begin to write these sounds using the RWI formation phrases. Write name.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Write known sounds and begin to write CVC words. Practise forming lower-case letters correctly.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words (red words) matched to the RWI phonic programme. Form lower-case letters correctly. Write simple words and introduce captions.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Form lower-case and capital letters correctly.

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Phonics Read Write Inc	Set 1 sounds Read: sounds taught so far Develop love of reading through sharing library books	Set 1 sounds including 'special friends' and green words Read: set 1 sounds and green word cards	All Set 1 sounds and introduce Set 2 sounds and green words Read: Ditty cards and Red books	Consolidate Set 1 sounds and green words. Continue with Set 2 sounds. Read: Red books and Green books	Consolidate Set 1 sounds and green words and Set 2 sounds and green words Read: Green books	Set 2 sounds and green words Read: Green and Purple books
Writing Focus	Name writing Letter formation Practising correct pencil grip Hold a sentence strategy introduced	Name writing Letter formation CVC words Simple captions Writing cards, labels and letters	Name writing Letter formation CVC words Captions and labels Sentence structure, writing simple sentences, common exception words	Letter formation CVC, CCVC, CVCC words Sentence structure, writing simple sentences, common exception words	Sentence structure Writing simple sentences in sequence Common exception words/red words Capital letters and full stops	Sentence structure Writing several simple sentences in sequence Common exception words/red words Capital letters and full stops
Mathematics	Matching. Sorting & Comparing Amounts. Representing, Comparing & Composition of numbers. Compare Size, Mass & Capacity. Exploring Patterns. Subitise.	Representing, Comparing & Composition of numbers. Number bonds. One More and Less. Adding and Taking Away. Shape. Positional Language. Time. Subitise.	Representing, Comparing & Composition of numbers. Combining Groups. Adding and Taking Away. Making Pairs. Comparing Mass & Capacity. Length & Height. Subitise.	Representing, Comparing & Composition of numbers. Number bonds. Adding and Taking Away. Time. Shape. Patterns. Subitise.	Representing, Comparing & Composition of numbers. Number bonds. Adding and Taking Away. Spatial Reasoning Match, Rotate, Manipulate. Adding and Taking Away. Subitise.	Number bonds. Doubling. Sharing & Grouping. Even and Odd. Spatial Reasoning. Deepening understanding of numbers. Patterns and Relationships.
Aspects of Mathematics taught and key mathematical vocabulary will be consolidated and kept bubbling throughout the year.						
Understanding the World	Talk about members of immediate family and community. Name and describe people who are familiar to them.	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.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Past and present – Reception Year timeline of key events displayed in class and added to throughout the year thus enabling discussions as the year progresses.						
RE (Wigan Syllabus)	Being Special	Special Times (Christmas)	Special Stories	Special Times (Easter)	Special Places	Special People
Expressive Arts and Design	Develop storylines in their pretend play. Sing well known nursery rhymes.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them	Create collaboratively sharing ideas, resources, and skills.	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
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.						
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay