



# Long Term Overview Class: Reception Teacher: Mrs Finch Date: 2015/16

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	What is on the box?	Aha! Oho! Tracks in the Snow!	Fire & Dragons!	Books! Books! Books!	Glorious Gardens	Road to Rio!
WOW	What's the Story in St Mary's movie trailer	Winter Woodland and Cave in Classroom The Gruffalo's Child	Visit of Bearded Dragons and lizards	Visit from Story teller Book Dress Up Day	Finding a beanstalk growing through the classroom roof.	Classroom role play area transformed to Travel Agents – How will we get to Rio?
Subject Focus	<p><b>Safety</b> At school, at home, Road safety, E-Safety, Fire Safety (Weeks 1&amp;2)</p> <p><b>The World</b> Autumn and Autumnal changes</p> <p><b>Technology-</b> what we use at home? What is it used for? Having a go at using different technologies, using old technology in role play.</p> <p><b>Celebrations/events</b> Harvest</p>	<p><b>Communication and Language/Literacy</b> The story of Gruffalo's child</p> <p><b>The World</b> What does it look like outside when it is winter? What changes have happened? What clothes do we wear?</p> <p><b>Music</b> Learning new songs and dances</p> <p><b>Celebrations/events</b> Diwali, Christmas</p>	<p><b>People and communities</b> What do fire fighters do? What do they wear? How do they do their job? Chinese New Year – How is Chinese New Year Celebrated?</p> <p><b>Dance</b> Dragon dances</p> <p><b>Celebrations/events –</b> Chinese new year, Shrove Tuesday (Pancake Day)</p>	<p><b>Literacy</b> Favourite story characters</p> <p><b>People and communities</b> What happens at a Library?</p> <p>Easter – What is Easter? Why do Christians celebrate Easter? How is Easter celebrated?</p> <p><b>Art</b> Creating large paintings and collages of favourite characters.</p> <p><b>Celebrations/events –</b> World Book Day, Easter</p>	<p><b>Mathematics</b> How big? When will it grow?</p> <p><b>The World</b> Jack &amp; the Beanstalk Growing plants/beans</p> <p><b>Health and Self care</b> Healthy eating What plants can we eat? Why do we need a balanced diet? How can we stay healthy?</p> <p><b>Celebrations/events –</b> May Day</p>	<p><b>PSED –</b> The journey to Year 1. What makes me unique? What are we good at? Why do we need to show endurance when things are hard?</p> <p><b>The World</b> How do we Journey? types of transport Jungle animals – similarities and differences. Which countries are they from? Journey to Rio Olympics – what is the Olympics? What will happen?</p> <p><b>Moving and Handling</b> Sports day races/games/activities</p> <p><b>Celebrations/events</b> Lead up to Rio Olympics, Sports day, Queens 90<sup>th</sup> Birthday</p>
Trip / Visitor	Walk to Canal	Pantomime	Visit from fire service Visit from bearded dragons.	Trip to library	Garden centre – sunflower seeds & plant for garden– watch them grow	Visit to St Mary's Church
Final Event	All About Me Movie Trailer	The Gruffalo's Child Christmas Production	Chinese Banquet.	Book & a Bear Picnic	Garden Party	Olympic Sports Day



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<b>Prime Areas</b>	<b>PSED</b>	New beginnings - Classroom routines and rules. Keeping safe at school. Support children in making friends.	Getting on and falling out- how to deal with anger e.g. when someone has taken a toy/not sharing	Taking turns – thinking of others and involving them. Why is it good/SMART to be kind and share/ take turns? How can we make turn taking fair?	Feelings – looking at facial expression. Looking after our friends when things go wrong.	Relationships - Being a Class/School Family, working as a team to help each other learn.	Service – How does the Queen serve?  Changes -Transition to Year 1 – getting ready. Nursery children to visit, discuss how they could help next year's new Reception class.  Endurance  Rite of Passage - Baptism
	<b>C&amp;L</b>	Throughout the year children will: • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Use appropriate story language to re-enact/re-tell simple and familiar stories • Learn new vocabulary relating to topics • Share learning from home.					
		Learning my new friend's names	Winter vocabulary Gruffalo's child story and performance	Fire station role play Chinese foods, bowls and chopsticks in home role play	Castle/ story characters role play	Garden Centre/ Doctors & Baby clinic role play	Jungle/ Travel Agent Role play
<b>PD</b>	<b>Locomotor</b> Spatial Awareness (walking/running to avoid obstacles, negotiate space and adjust speed) Spatial awareness (jumping, skipping, hopping)	<b>Locomotor</b> Movement to music (moving freely in a range of ways, bounce, skip, gallop, hop, repeating, linking movements in to a sequence) <b>Object control</b> Sending/receiving (rolling/pushing/stopping a variety of balls/objects)	<b>Locomotor</b> Exploring Apparatus (under, over, through, on, off, climb using alternate feet and jumping off and lands appropriately) <b>Stability</b> Stretching/bending/curling (weight on different body parts, balancing on 1 foot).	<b>Locomotor</b> Movement to music (moving freely in a range of ways, bounce, skip, gallop, hop, repeating, linking movements in to a sequence) <b>Stability</b> (turning, twisting, transferring weight)	<b>Object control</b> Sending/receiving (patting, catching throwing, a variety of balls/objects) <b>Locomotor</b> Spatial Awareness (outside) (walking/running to avoid obstacles, negotiate space and adjust speed)	<b>Object control</b> Sending/receiving (patting, catching throwing, rolling, pushing, stopping a variety of balls/objects) <b>Sports Day Multi skills</b> (design activities demonstrating a Fundamental movement)	
	Throughout the year children will: • Develop their fine motor control for writing through a range of manipulative activities and using a variety of hand held tools. • Develop their understanding of healthy eating and the importance and effect of exercise on their bodies • Become increasingly independent in managing their own basic hygiene and personal needs successfully including dressing and going to the toilet.						



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<b>Specific Areas</b>	<b>Literacy</b>	<b>Reading non-negotiables</b> <ul style="list-style-type: none"> <li>• Read some common irregular words.</li> <li>• Identify rhymes and alliteration.</li> <li>• Join in with rhyming patterns.</li> <li>• Read &amp; understand simple sentences.</li> <li>• Demonstrate understanding when talking with others about what they have read.</li> <li>• Make basic predictions.</li> <li>• Identify start &amp; end of a sentence.</li> </ul>		<b>Writing non-negotiables</b> <ul style="list-style-type: none"> <li>• Write simple sentences which can be read by themselves &amp; others.</li> <li>• Write name (correct upper &amp; lower case).</li> <li>• Use capital letters and full stops to demarcate sentences.</li> <li>• Write clearly demarcated sentences.</li> <li>• Correct pencil grip.</li> <li>• Correct letter formation for familiar words</li> </ul>			
		<b>Fiction Text:</b> The Gingerbread Man <b>Non-Fiction text:</b> Instructions – How to make Gingerbread (cooking activity)	<b>Fiction Text:</b> The Gruffalo's Child <b>Non-Fiction text:</b> How to find the big bad mouse Letter – Dear Santa, I've been good this year because...	<b>Fiction Text:</b> The crocodile who was afraid of water <b>Non-Fiction text:</b> Information – Report on Dragons Menu – Chinese Banquet	<b>Fiction Text:</b> Once upon a time... <b>Non-Fiction text:</b> Recount – What happened at school on World book day	<b>Fiction Text:</b> Jack and the Beanstalk <b>Non-Fiction text:</b> Instructions – How to grow a Sunflower	<b>Fiction Text:</b> Rumble in the Jungle The Champion Hare <b>Non-Fiction text:</b> Recount/Report – School Olympic sports day Fact files Letter/cards to the Queen wishing her happy birthday
		Recognising/writing own name. Drawing story maps. Individual readers how to hold a book, telling stories through pictures  1:1 Guided reading- beginning with wordless books.  RWI – Band A	Recognising/writing own name. Drawing story maps adding key words and captions. Difference between fiction and non-fiction Making our own class books linked to celebrations/story. Writing labels and captions. Sequencing pictures from familiar stories Christmas cards/letters to Santa.  1:1 Guided Reading – words and simple caption books.  RWI – Band A & B	Recognising/writing own name. Drawing story maps adding phrases and simple sentences. Non-fiction: look at a contents/ index page  Ordering stories/Story mapping/Storyboards Sales/Event posters  Writing simple reports about dragons  1:1 Guided Reading – simple sentence books  RWI – Band B & C	Share a range of traditional stories – Little Red Riding Hood, Peter Pan, Goldilocks and the three Bears etc. What's your favourite character? Etc.  Writing stories – making a class story book using traditional characters  Writing recounts of what happened on world book day  1:1 Guided Reading – simple sentence books  RWI - Band C	Use non-fiction books to find answers to our questions about growing plants.  Writing stories & instructions  1:1 Guided Reading – beginning complex sentence books  RWI - Band C & D	Use non-fiction books and iPads to find answers to our questions  Writing captions, labels and making own information books.  Writing a report about St Mary's Olympics  Create passport for next teacher  1:1 Guided Reading – complex sentence books  RWI - Band D(+)
<b>Maths</b>	<b>Maths Non-negotiables</b> <ul style="list-style-type: none"> <li>• Count reliably to 20.</li> </ul>						



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	<ul style="list-style-type: none"> <li>Order numbers 1 – 20.</li> <li>Say 1 more/1 less to 20.</li> <li>Add &amp; subtract two single digit numbers.</li> </ul>					
	<p>Counting rhymes Sorting activities Counting aloud 0-10 and back Number recognition 1-1 correspondence when counting objects Repeating patterns</p>	<p>Addition using fingers Find one more/one less than Counting to 20 and back Positional language. Describing position. Ordering numbers 0-10</p>	<p>Teen numbers Addition and Subtraction using fingers/objects and number line Count to 30 Counting in 10s Missing numbers 2D shapes</p>	<p>Number bonds for five. Capacity and weighing Addition and Subtraction using number line and counting in head 3D shapes Count to 30 and back.</p>	<p>Count to 30 Counting in 10s Counting in 2s Odd/Even numbers Measuring height &amp; length. Money – coin recognition Symmetry</p>	<p>Number bonds for ten. Counting in 2s, 5,s 10s Money – simple additions and subtraction Measures – links with sports/Olympics Time – Olympics and familiar times in the day</p>
<b>UW</b>	<p>Introduction to I-pads. Taking pictures/selfies. Making short trailers.</p> <p>Using small world toys to show what they have experienced. Many everyday things work by using electricity Electricity can be Dangerous. Remembering significant events that are special to them.</p> <p>Know some of the things that make them unique i.e. eye colour, hair colour, gender, skin colour etc.</p>	<p>Woodland animals Animal tracks</p> <p>Using i-pads Diwali Christmas</p> <p>Investigating shadows – Light and Dark</p>	<p>Observations of Bearded Dragons and lizards</p> <p>Exploring how things move – pushes and pulls</p> <p>Pancake day-make pancakes. What is pancake day? Why do we celebrate pancake day?</p> <p>People who help us – different occupations and ways of life</p>	<p>Mothering Sunday</p> <p>Easter – Learning the Easter story</p> <p>Make an Easter garden</p>	<p>Watch a time lapse video of a seed germinating Planting vegetables and flowers, looking after them and watching them grow.</p> <p>Make comparisons of different kinds of plants Many plants have roots, a stem, leaves and flowers Plants are living and eventually die</p> <p>Jesus' Parable of the mustard seed</p>	<p>How will we get to Rio – What transport will be best to get there?</p> <p>Where in the world? Looking at Banbury and Rio on maps – the journey between</p> <p>What animals live in the amazon rainforest?</p> <p>Queen's birthday celebrations – who is the queen?</p> <p>Rites of Passage - Baptism</p>
	<p>Outdoor area- growing and observing changes. (trees/plants tec) Mini beast homes outside Bird house and bird feeders. Exploring the weather (making kites/wind makers) Seasons- collecting autumn leaves/spring flowers etc</p>					
<b>EAD</b>	<p><u>Art&amp; DT/media &amp; materials:</u> Drawing – self-portraits, favourite things etc. Creating collage pictures of self from photographs. Harvest – printing</p>	<p><u>Art&amp; DT/media &amp; materials:</u> Colour mixing/painting – poster paint: fireworks painting on black paper Christmas cards &amp; calendar.</p>	<p><u>Art&amp; DT/media &amp; materials:</u> Making 3D models using 'junk' – cardboard boxes, bottle tops etc. Printing – Chinese</p>	<p><u>Art&amp; DT/media &amp; materials:</u> Colour mixing/painting – Water colour paintings 3D/collage – selecting resources Making Easter Cards.</p>	<p><u>Art&amp; DT/media &amp; materials:</u> Printing – using different materials – what material looks most effective etc. Textiles – Weaving Drawing</p>	<p><u>Art&amp; DT/media &amp; materials:</u> Painting Collage Drawing 3D Modelling Textiles</p>



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	<p>vegetables etc.</p> <p><u>Role Play/being imaginative:</u> TV – role play, interviews with favourite characters, interviewing each other etc. &amp; Home role play &amp; small world. Exploring musical instruments/ creating music on ipads. Singing topic based songs &amp; rhymes.</p>	<p>Nativity &amp; Advent</p> <p><u>Role Play/being imaginative:</u> Post office &amp; Gruffalo Cave role play. Dramatisation of stories (Rama &amp; Sita/Gruffalo's Child) Singing topic based songs &amp; rhymes. Dance – animal movements.</p>	<p>lanterns/banners</p> <p><u>Role Play/being imaginative:</u> Role Play – Fire service Dance/Music – exploring fast and slow, high and low rhythms/sounds/movements etc. Singing topic based songs &amp; rhymes.</p>	<p><u>Role Play/being imaginative:</u> small world. Dramatisation of story Singing topic based songs &amp; rhymes. Exploring different sounds or instruments</p>	<p><u>Role Play/being imaginative:</u> role play. small world. Singing topic based songs &amp; rhymes. Dance/Music – movements &amp; sounds, exploring a variety of instruments.</p>	<p>Printing</p> <p><u>Role Play/being imaginative:</u> Singing topic based songs &amp; rhymes. Small world Role Play – travel agent Dance/Music</p>
<p>On-going access to the Creative area</p> <p>- Resources used throughout year: watercolour, ready mixed paints, oil/pastels, pencils, felts, charcoal, collage, wax resist, printing. - Different types of dough/malleable materials each week for children to explore.</p>						

Our Long term planning indicates themes and focus throughout the year. We use observations of children’s play/learning and an assessment of their needs to inform weekly/ daily planning. The content of planned themes will be modified according to children’s interests.