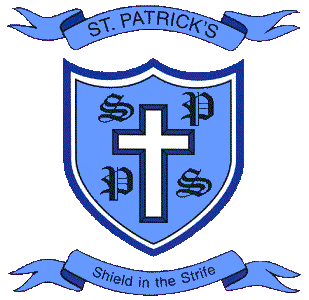
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**Reception Long Term Overview**

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| Area of Learning | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| RELIGIOUS EDUCATION | CREATION AND CONVENANT | PROPHECY AND PROMISE | GALILEE TO JERUSALEM | DESERT TO GARDEN | TO THE ENDS OF THE EARTH | DIALOGUE AND ENCOUNTER |
| Possible Themes and Interests | MYSELF  (Dignity)  AUTUMN  (Creation and Environment, Option for the Poor) | REMEMBRANCE DAY  (Peace)  ADVENT  (The dignity of work and participation) ANTI-BULLYING WEEK  (Solidarity) | TRADITIONAL TALES  (The Common Good)  CHINESE NEW YEAR  (Option for the Poor)  SHROVE TUESDAY  (The dignity of work and participation) | LENT  (Solidarity)  MINIBEASTS  (Creation and Environment) | PENTECOST  (Solidarity)  GROWING  (Creation and Enviroment)  FRIENDS  (Solidarity) | JUDAISM  (Dignity)  ISLAM  (Dignity)  THE WORLD  (Creation and Environment) |
| Key Texts | Hairy Maclary and other stories  Percy the Park Keeper  The Gruffalo  Stickman  The Gruffalo’s Child  Superworm  Sharing a shell  Tabby McTat  A treasury of songs  You Choose | The Tiger who came to Tea  Mog the Forgetful Cat  Mog and the Baby  Mog’s Christmas  The Family Book  The Christmas Story | Goldilocks and the Three Bears  We’re going on a Bear Hunt  A chair for Baby Bear  There’s a Bear in my chair  Peace at Last  Whatever Next  Little Red Riding Hood  The Three Little Pigs  The Magic Paintbrush  Red Rockets and Rainbow Jelly | Mr Wolf’s Pancakes  The Very Hungry Caterpillar  Blue Chameleon  The Bad-Tempered Ladybird  Eric Carle’s Amazing Animals | The Rainbow Fish  The Jolly Postman  Each Peach Pear Plum  Burglar Bill  Cops and Robbers  Peepo  Funnybones  The Naughty Bus  Supertato  The Family Book | The Lighthouse Keepers Lunch  The Lion Inside  The Squirrels who Squabbled  The Koala who could  Slug in love  Elmer  This Little Puffin  Mommy, Mama and Me |
| Author Focus | Julia Donaldson | Judith Kerr | Traditional Tales | Eric Carle | Janet and Allan Ahlberg | Rachel Bright |
| COMMUNIATION AND LANGUAGE  ELG1 Listening, attention and understanding  ELG2 Speaking | Understand how to listen carefully and why listening is important. (DM 1)  Engage with story times. (DM 1)  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. (ELG 1)  Learn new vocabulary (DM 1&2)  Use new vocabulary through the day. (DM 2) | Ask questions to find out more and to check they understand what has been said to them.  (DM 2)  Develop social phrases. (DM 2)  Engage in story times. (DM 1)  Make comments about what they have heard and ask questions to clarify their understanding. (ELG 1)  Hold conversation when engaged in back-and- forth exchanges with their teacher and peers. (ELG 1)  Learn new vocabulary (DM 1&2)  Use new vocabulary through the day. (DM 2)  Listen carefully to rhymes and songs, paying attention to how they sound. (DM 1)  Learn rhymes, poems and songs. (DM 1&2) | Articulate their ideas and thoughts in well-formed sentences. (DM 2)  Connect one idea or action to another using a range of connectives. (DM 2)  Engage in non-fiction books. (DM 1)  Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG 2)  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  (ELG 2) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (DM 1&2)  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate. (ELG 2)  Listen carefully to rhymes and songs, paying attention to how they sound. (DM 1)  Learn rhymes, poems and songs. (DM 1&2) | Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (DM 1&2)  Describe events in some detail. (DM 2)  Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  (DM 2)  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (DM 1&2)  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate. (ELG 2) | Listen to and talk about stories to build familiarity and understanding. (DM 1&2)  Engage in non-fiction books. (DM 1)  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. (ELG 2) | Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. (DM 2)  Use new vocabulary in different contexts. (DM 2)  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.  (ELG 2) |
| Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (DM 1&2)  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems when appropriate. (ELG 2) | |
| Learn new vocabulary (DM 1&2)  Use new vocabulary through the day. (DM 2) | | Listen carefully to rhymes and songs, paying attention to how they sound. (DM 1)  Learn rhymes, poems and songs. (DM 1&2) | | Use new vocabulary in different contexts. (2) | |
| PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT  ELG 3 Self -regulation  ELG 4 Managing self  ELG 5 Building relationships | See themselves as a valuable individual. (DM 3)  Build constructive and respectful relationships. (DM 5)  Express their feelings and consider the feelings of others, regulate behaviour accordingly. (DM 3)  Work and play co-operatively and take turns with others. (ELG 5)  Give focused attention to what the teacher says. (ELG 3) | Show resilience and perseverance in the face of challenge. (DM 4)  Identify and moderate their own feelings socially and emotionally. (DM 3)  Be confident to try new activities. (ELG 4)  Manage own basic hygiene and personal needs.  (ELG 4) | Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.  (ELG 3)  Set and work towards simple goals. (ELG 3)  Confident to try new activities. (ELG 4)  Explain the reasons for rules. (ELG 4)  Manage own basic hygiene and personal needs. | Think about the perspective of others. (DM 5)  Manage their own needs. (DM 4)  Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (DM 3 )  Set and work towards simple goals. (ELG 3)  Confident to try new activities. (ELG 4)  Explain the reasons for rules. (ELG 4) | Show sensitivity to their own and to others’ needs. (ELG 5)  Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (ELG 4)  Gives focused attention to what the teacher says, responding appropriately even when engaged in activity and show ability to follow instructions involving several ideas or actions. (ELG 3) | See themselves as a valuable individual. (DM 3)  Build constructive and respectful relationships. (DM 5)  Express their feelings and consider the feelings of others, regulate behaviour accordingly. (DM 3)  Work and play co-operatively and take turns with others. (ELG 5)  Give focused attention to what the teacher says. (ELG 3) |
| PHYSICAL DEVELOPMENT  ELG6 Gross Motor Skills  ELG7 Fine Motor Skills | Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. (DM 6&7)  Develop fine motor skills- holding pencil correctly, using scissors, etc. (DM 7) | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking  jumping, running, hopping, skipping, climbing. (DM 6)  Develop fine motor skills- holding pencil correctly, using scissors, etc. (DM 7) | Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. (DM 6)  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (DM 6)  Develop fine motor skills. (DM 7) | 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. (DM 6&7) | Combine different movements with ease and fluency. (DM 6)  Progress towards a more fluent style of moving, with developing control and grace. (DM 6)  Develop the foundations of a handwriting style, which is fast, accurate and efficient. (DM 7) | Confidently and safely use a range of large and small apparatus indoors and outside and in a group. (DM 6) |
| 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. (ELG 6)  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, scissors, knives, forks, and spoons. (ELG 7)  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. (ELG 6) | | | | | |
| LITERACY  ELG8 Comprehension  ELG9 Word Reading  ELG10 Writing | Read individual letters by saying the sounds for them (DM 9)  Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  (ELG 8)  Anticipate (where appreciate) key events in stories. (ELG 8)  Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.  (ELG 8)  Say a sound for each letter in the alphabet. (9)  Write recognisable letters in the alphabet. (ELG 10) | Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. (DM 9)  Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG 8)  Anticipate (where appropriate) key events in stories. (ELG 8)  Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. (ELG 8)  Say a sound for each letter in the alphabet.  (DM 9)  Read words consistent with their phonic knowledge by sound- blending. (ELG 9)  Write recognisable letters, most of which are correctly formed.  (ELG 10) | Read some letter groups that each represent one sound and say sounds for them. (DM 9)  Read a few common exception words matched to the school’s phonic programme. (DM 9) | Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words. (DM 9)  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (DM 8&9) | Form lower-case and capital letters correctly. (DM 10)  Spell words by identifying the sounds and then writing the sounds with letter/s.(DM 10)  Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  (ELG 8)  Anticipate (where appropriate) key events in stories. (ELG 8)  Use and understand recently introduced vocabulary during discussion about stories,  non-fiction, rhymes and poems and during role play. (ELG 8)  Read words consistent with their phonic knowledge by sound-blending. (ELG 9)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  (ELG 9)  Write simple phrases and sentences that can be read by others. (ELG 10) | Write short sentences with words with known letter- sound correspondences using a capital letter and full stop. (DM 10)  Re-read what they have written to check it makes sense. (DM 10)  Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  (ELG 8)  Anticipate (where appropriate) key events in stories. (ELG 8)  Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. (ELG 8)  Read words consistent with their phonic knowledge by sound-blending. (ELG 9)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG 9)  Write simple phrases and sentences that can be read by others. (ELG 10) |
| Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (ELG 8)  Anticipate (where appropriate) key events in stories. (ELG 8)  Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. (ELG 8)  Say a sound for each letter in the alphabet and at least 10 digraphs. (ELG 9)  Read words consistent with their phonic knowledge by sound-blending. (ELG 9)  Write recognisable letters, most of which are correctly formed. (ELG 10)  Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG 10)  Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG 9) | |
| PHONICS | **Weeks 1-4:**  Settle in & consolidate phase 1 *(focusing on any identified cohort weakness)*  **Week 5:**  Set 1: s, a, t, p  **Week 6:**  Set2: i, n, m, d  **Week 7:**  Set 3: g, o, c, k | **Week 1:**  Set 4: ck, e, u, r  **Week 2:**  Set 5: h b f  **Week 3:**  Set 5: ff l ll ss  **Week 4:**  Set 6: j v w x **Week 5:** Revisit  **Week 6:**  Set 7: y z zz qu  **Week 7:**  Revisit sets 1-7 | **Week 1:**  Revisit sets 1-7  **Week 2:**  Consonant digraphs ch sh  **Week 3:**  Consonant digraphs th ng  **Week 4:**  Consolidate sets 1-7 & consonant digraphs **Week 5:**  Begin to introduce 1 representation of each long vowel phoneme ai  **Week 6:**  ee | **Week 1:**  igh oa  **Week 2:**  oo (*as in boot & look)*  **Week 3:**  ar or  **Week 4:**  ur ow*(as in cow)*  **Week 5:** oi ear **Week 6:** air | **Week 1:**  Consolidate spring 2 graphemes  **Week 2:**  er ure  **Week 3 - 6:**  Consolidate application of phases 2-3 *(filling in gaps in GPC knowledge or skills where identified)* | **Weeks 1-6:**  Consolidate application of phases 2-3*(filling in gaps in GPC knowledge or skills where identified)*  **If secure Phase 3 -** Progress on to Phase 4, with continued consolidation of phase 2-3 graphemes *(e.g. flow, flee, clear etc.)* |
| MATHS  ELG 11 Number  ELG 12 Numerical Patterns | **WHITE ROSE MATHS & NUMBER BLOCKS**  **Baseline and Teacher assessment:**  Early number Early calculation  Mathematical language Early understanding of pattern  **Matching:**  Same/different  **Match, sort and compare: Sorting:**  Same/different, colour, size, shape.  Sorting into groups. **Comparing amounts:** Equal to.  More/less/greater/ fewer  Counting by rote, counting out loud, counting rhymes and songs.  Different representations of numbers.  **Talk about measure and patterns:**  Large/small Big/little Short/tall Tallest/shortest  **Exploring patterns:**  Simple patterns  More complex patterns.  (ELG 11&12) | **WHITE ROSE MATHS & NUMBER BLOCKS**  **It’s ME 1.2.3!**  Introducing 1 and 0.  **Representing 1,2,3.**  **Comparing 1,2,3.** Equal/not equal Circle  1p  Introduce 2  **Composition of 1,2,3**  Addition  2 step pattern  Introduce 3  **Circles & Triangles**  Spatial Awareness 3 step pattern Triangles  **Positional language**  **1, 2, 3, 4, 5**  Introduce 4  Squares and rectangles  Introduce 5 Pentagons  5 rhymes – 5 current buns, sizzling sausages.  **1 more/1 less** Subtraction symbol One more/one less on fingers, with  counters/cubes and on a number line.  **Shapes with 4 sides**  Comparing shapes **Time**  Night and Day/Time Digging Deeper Measurement  (ELG 11&12) | **WHITE ROSE MATHS & NUMBER BLOCKS**  **Alive in 5! Introducing zero**  One less  5 currant buns  How many? Representing  zero  Comparing numbers to 5 Composition of 4 & 5 Equal and unequal  **Comparing numbers to 5 - 2 groups**  **Composition of 4 & 5** How many altogether? Composition of numbers to 5 – 3 groups  How many are hiding?  **Mass and capacity:**  Measuring capacity How many fit inside? Measuring ingredients  **Growing 6,7,8**  Which show 6,7 & 8  Composition of 6, 7 & 8  Sorting 6,7 & 8 **Making pairs** Matching 6,7 & 8  **Combining 2 groups** Adding more  **Length, Height and Time** Comparing height – taller/shorter Comparing length – longer/shorter Measure length  Days of the week Measure time  (ELG 11&12) | **WHITE ROSE MATHS & NUMBER BLOCKS**  **Building 9 and 10**  Bonds to 9  Representing 9 and 10  Sorting 9 & 10  Ordering numerals to 10 Composition of 9 and 10 Number to 10 Bingo **Comparing numbers to 10**  **Bonds to 10**  Counting back from 10 –  ten in a bed Comparing numbers within 10  Making 10  **3D-shapes**  Building with 3D shapes Matching 3D shapes Printing with 3D shapes  **Pattern (2)**  Making simple patterns More complex patterns  **Consolidation**  (ELG 11,12) | **WHITE ROSE MATHS & NUMBER BLOCKS**  **To 20 and beyond:**  **Building Numbers Beyond 10**  **Counting Patterns Beyond 10**  Number patterns to 20 Matching pictures and numerals  Ten frame fill beyond 10 Estimating game  Subtraction from ten frames game  Missing numbers Ordering numbers to 20 Race to 20 game  Bingo with numerals to 20 Which holds the most?  **Manipulate, compose and decompose:** Find and match with shapes Find and match with models Match and fill  Replicate my model  Tangrams  **First then now Adding More**  Track game – counting on Adding more  Adding more – unknown then Adding more – first unknown **Taking Away**  Taking away with pebbles Taking away  Taking away – unknown then Pass it on game  **Spatial Reasoning (2) Compose and Decompose** Making new shapes with 2 right angles triangles Making new shapes with squares  Grandma’s quilt  Making new shapes with tangrams  Pattern blocks  (ELG 11&12) | **WHITE ROSE MATHS & NUMBER BLOCKS**  **Sharing and Grouping:**  Sharing  Teddy Bear Picnic The Doorbell Rang Grouping  **Even and Odd** One odd day How many cubs Barrier game  **Visualise, map and build:**  Mr Gumpy’s Outing  How many legs?  Billy’s Bucket – comparison and number stories Measure – longest and strongest  Mrs Archimedes’ bath  **Make connections:** Investigate relationships between numbers and shapes  Copy, continue and create a widening range of repeating patterns and symmetrical constructions.  ABBC patterns  Create a circular pattern  **Spatial Reasoning (4) Mapping**  Make maps and plans that represent places  (ELG 11&12) |
| Count objects, actions and sounds  Subitise | Explore the composition of numbers to 10 Subitise  Automatic recall number  bonds 0-5 | Explore the composition of numbers to 10 Subitise  Automatic recall number bonds 0-10 | | Explore the composition of numbers to 10 and beyond Subitise  Automatic recall number bonds 0-10 | |
| UNDERSTANDING THE WORLD  ELG 13 Past and present  ELG 14 People, Culture and Communities  ELG 15 Natural World | Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. (ELG 13)  Name and describe people who are familiar to them. (ELG 13)  Know some similarities and differences between in the past and now. (ELG 13)  Explore the natural world around them, making observations and drawing pictures of animals and plants. (ELG 15)  Draw information from a simple map (DM 14)  Describe their immediate environment (ELG 14) | Recognise that people have different beliefs and celebrate special times in different ways. (ELG 14)  Know some similarities/ differences from the past. (13)  Recognise some similarities and differences between life  in this country and life in other countries. (ELG 14)  Recognise some environments that are different to where they live (DM 15)  Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. (ELG 15) | Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (ELG 15)  Understand the past through settings, characters and events encountered in books read  in class and storytelling. (ELG 13)  Explore the natural world around them (materials) (DM 15)  Understand the important processes and changes in the natural world, including seasons and changing state of materials. (ELG 15) | Understand that some places are special to members of their community. (ELG 14)  Describe immediate environments. (ELG 14)  Similarities and difference between religious and cultural communities. (ELG 14) Explain similarities and  differences between life  in this country and life in other countries. (ELG 14)  Draw information from a simple map. (DM 14)  Explore the natural world around them (DM 15)  Recognise that some environments are different to the one in which they live. (DM 15)  Comment on images familiar in the past. (13) | Explore the natural world d around them, making observations and drawing pictures of animals and plants. (DM 15)  Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. (ELG 15)  Draw a simple map (DM 14)  Understand the past through events encountered in books read in class and storytelling. (ELG 13) | Comment on images of familiar situations in the past. (DM 13)  Compar and contrast characters from stories, including figures from the past. (DM 13)  Understand the past through settings, characters and events  encountered in books read in class (ELG 13)  Draw information from a simple map. (DM 14)  How things work (DM 15)  Recognise that some environments are different to the one in which they live. (DM 15)  Similarities and differences between the natural world around them and contrasting environments. (ELG 15) |
| Understand the effect of changing seasons on the natural world around them. (DM 15) Describe what they see, hear and feel whilst outside. (DM 15) | | | | | |
| EXPRESSIVE ARTS AND DESIGN  ELG16 Creating with Materials  ELG17 Being Imaginative and Expressive | Develop storylines in their pretend play. (DM 17)  Sing a range of well- known nursery rhymes and songs. (ELG 17)  Explore different materials freely, in order to develop their ideas about how to use them and what to make. (DM 16)  Join varied materials and explore different textures. (DM 16)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. ( DM16) | Sing in a group or on their own, increasingly matching the pitch and following the melody. (DM 17)  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG 16)  Develop their own ideas and then decide which materials to use to express them. (DM 16) Explore, use and refine a variety of artistic effects to express their ideas and feelings. ( DM16) | Return to and build on their previous learning, refining ideas and developing their ability to represent them. (DM 16)  Make use of props and materials when role playing characters in narratives and stories. (ELG 16) Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. (ELG 16)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. ( DM16) | Create collaboratively sharing ideas, resources and skills. (DM 16&17) Share their creations, explaining the process they have used. (ELG 16) Join varied materials and explore different textures. (DM 16)  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. (ELG 16)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. ( DM16) | Listen attentively, move to and talk about music, expressing their feelings and responses. (DM 17)  Invent, adapt and recount narratives and stories with peers and their teacher. (ELG 17)  Develop their own ideas and then decide which materials to use to express them. (DM 16)  Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM16) | Watch and talk about dance and performance art, expressing their feelings and responses. (DM 17) Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (ELG 17) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. (ELG 16)  Explore, use, and refine a variety of artistic effects to express their ideas and feelings. (DM16) |
| Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DM 16&17) Explore and engage in music making and dance, performing solo or in groups. (DM 17) | | | | | |