

# 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	<b>Ourselves and My Family</b> Our community Relationships – making friends People who help us Autumn	<b>Autumn</b> Halloween, Diwali, Remembrance Day, Bonfire Night St Andrew’s Day Christmas/Father Christmas story Christmas around the world	<b>Winter/Polar regions/ Space</b> Chinese New Year, Valentine’s Day	<b>Spring/ Animals</b> Pancake Day Easter St David’s Day St Patrick’s Day Mother’s Day Growing up – generations Planting/Gardening	<b>Superhero’s/ The Ocean</b> St George’s Day	<b>Summer/Fairy Tales</b> Weather Father’s Day
Trips/Visitors/ Experiences	People in school who help us Fire fighters Nurse Community police officers Visit from a baby	Woodland visit – Borsdane Woods to look for signs of Autumn Making smores Nativity for parents	Chill Factore trip to experience the cold and ice	Plant seeds World Book Day Curious Critters	Watch caterpillars grow Superhero Day	Fairy tale themed day
Class readers	The Day the Crayons Quit- Oliver Jeffers What We’ll Build- Oliver Jeffers The Koala Who Could-Rachel Bright Rumble in the Jungle- Giles Andreae	A Little Stuck- Oliver Jeffers The Pumpkin Who Was Afraid Of The Dark- Michelle Robinson Farmer Duck- Martin Waddell Fix It Duck- Jez Alborough Little Acorn Winnie and Wilbur- The Broomstick Ride- Valerie Thomas	How to Catch a Star- Oliver Jeffers The Way Back Home- Oliver Jeffers Penguin Huddle- Ross Montgomery Albie and the Space Rocket- Andy Cutbill Harry and the Snow King-Ian Whybrow Polar White- Stuart Trotter	Little Caterpillar Little Chick The Woolly Bear Caterpillar- Julia Donaldson Spring Stinks- Ryan T. Higgins Meerkat Mail- Emily Gravett Oliver’s Vegetables- Vivan French Non- fiction texts	Sharing a Shell- Julia Donaldson Tiddler- Julia Donaldson Barry the Fish with Fingers- Sue Hendra Super Kid- Claire Freedman	Jack and The Beanstalk Hansel and Gretel Cinderella Rapunzel The Ugly Duckling Three Billy Goats Gruff Little Red Riding Hood
Communication and Language	<p>Throughout the reception year children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn and use new vocabulary.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities.</li> </ul>					
	<p style="text-align: center;"><u>Listening, Attention and Understanding</u></p> <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 conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>			<p style="text-align: center;"><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		
Personal, Social and Emotional Development	<p>Throughout the reception year children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> </ul>					
	<u>Self-Regulation</u>		<u>Managing Self</u>		<u>Building Relationships</u>	
	<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 to 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.</li> <li>• Show an ability to follow instructions involving several ideas or actions.</li> </ul>		<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>		<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 to others' needs.</li> </ul>	
Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	<p>Throughout the reception year children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: Rolling, Crawling, Walking, Jumping, Running, Hopping, Skipping, Climbing. Progress towards a more fluent style of moving, with developing control and grace.</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 including dance, gymnastics, sport and swimming. 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.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</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: lining up and queuing, mealtimes.</li> </ul>					
	<u>Gross Motor Skills</u>			<u>Fine Motor Skills</u>		
	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>			<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>		
PE	Introduction to PE- Unit 1 Outdoor Provision	Fundamentals- Unit 1 Outdoor Provision	Gymnastics Unit 1 Outdoor Provision	Dance Unit 1 Outdoor Provision	Games Unit 1 Outdoor Provision	Ball Skills Unit 1 Outdoor Provision
Literacy	<p>Throughout the year children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can 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 Essential Letters and Sounds 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> </ul>					

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Phonics Read Write Inc	<ul style="list-style-type: none"> <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 sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Write for a variety of purposes; labels, lists, descriptions, stories, poetry, recounts, letters, speech, instructions.</li> </ul>					
	<u>Comprehension</u>		<u>Word Reading</u>		<u>Writing</u>	
	<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;                             <ul style="list-style-type: none"> <li>• Anticipate – where appropriate – key events in stories;</li> </ul> </li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>		<ul style="list-style-type: none"> <li>• Say a sound for each letter in 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 words.</li> </ul>		<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>	
	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 Texts	The Colour Monster- Anna Llenas Percy the Park Keeper- Nick Butterworth Huey's New Jumper- Oliver Jeffers	Squirrel's Busy Day- Lucy Barnard Rosie's Walk- Pat Hutchins Stick Man- Julia Donaldson The Jolly Christmas Post Man- Allan Ahlberg and Janet Ahlberg	Lost and Found- Oliver Jeffers Whatever Next- Jill Murphy	Handa's Surprise – Eileen Browne Bee and Me- Alison Jay Very Hungry Caterpillar- Eric Carle	Super Tato- Sue Hendra Commotion in the Ocean- Giles Andreae	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man
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	Baseline Match, sort and compare  <b>Number</b> Subitise within 3 Counting skills Explore how all numbers are made of 1s Focus on the composition f3 and 4 Subitise objects and sounds Comparison of sets- more than/ fewer than  <b>Shape, space and measure</b> Compare size, mass and capacity	<b>Number</b> Counting skills The 'five-ness' of five. Comparison of sets- by matching More than, fewer than, equal to Composition of 3,4,5 Match numerals to quantities within 10 Verbally counting beyond 20  <b>Shape, space and measure</b> Patterns Circles and triangles Shapes with 4 sides Shapes in the environment Position	<b>Number</b> Subitise within 5 Match numerals to quantities within 5 Counting- ordinality and knowing that each number is one more than the previous Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets Make equal and unequal sets  <b>Shape, space and measure</b> Compare mass Find a balance Explore capacity Compare capacity	<b>Number</b> Ordering numbers to 8 Focus on 7 Doubles Sorting numbers into odd and even  <b>Shape, space and measure</b> Explore height Compare height Time Ordering and sequencing time Explore, recognise and name 3D shapes Find 2D shapes within 3D shapes	<b>Number</b> Counting larger sets Subitising to 6 Composition of '5 and a bit' Composition of 10 Comparison- linked to ordinality Add and subtract  <b>Shape, space and measure</b> Select shapes	<b>Number</b> Subitise to 5 Introduce the rekenrek Recall number bonds to 5 Composition of numbers to 10 Comparison Number patterns  <b>Shape, space and measure</b> Rotate shapes Manipulate shapes Explain shape arrangements Compose and decompose shapes Find 2D shapes within 3D shapes Instructions Maps

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			Explore length Compare length			
Aspects of Mathematics taught and key mathematical vocabulary will be consolidated and kept bubbling throughout the year.						
<b>Understanding the World</b>	<p><b>Ourselves-</b></p> <ul style="list-style-type: none"> <li>How am I unique?</li> <li>Who is in my family?</li> <li>What communities am I part of?</li> <li>Who is in my community?</li> </ul> <p><b>Autumn-</b></p> <ul style="list-style-type: none"> <li>What is in my local area?</li> <li>What can we find in the park at Autumn time?</li> <li>Who keeps the park tidy in the Autumn time?</li> <li>What colours can we see?</li> <li>How is Autumn different to the other seasons?</li> </ul>	<p><b>Celebrating-</b></p> <ul style="list-style-type: none"> <li>How does your family celebrate?</li> <li>How do we get ready to celebrate?</li> <li>How do we stay safe during celebrations?</li> <li>How can we keep animals safe?</li> <li>Why do people wear poppies?</li> </ul> <p><b>Christmas-</b></p> <ul style="list-style-type: none"> <li>Why do we celebrate Christmas?</li> <li>What is the nativity?</li> <li>What messages can we take away from the story?</li> </ul>	<p><b>Winter-</b></p> <ul style="list-style-type: none"> <li>Why do some animals prefer to live in the polar regions?</li> <li>What will happen to all the animals if all the ice melts?</li> <li>How does our local area change in the winter?</li> </ul> <p><b>Space-</b></p> <ul style="list-style-type: none"> <li>What can we see in the Sky at night?</li> <li>What would we use to find our way on a journey?</li> </ul> <p><b>Chinese New Year-</b></p> <ul style="list-style-type: none"> <li>Do we all eat the same food?</li> <li>What special symbols do we see during Chinese New Year?</li> </ul> <p><b>Valentine's Day-</b></p> <ul style="list-style-type: none"> <li>How can you show your love for others?</li> </ul>	<p><b>Spring-</b></p> <ul style="list-style-type: none"> <li>How is Spring different to Autumn and Winter?</li> <li>How does our local area change throughout the seasons?</li> </ul> <p><b>Plants-</b></p> <ul style="list-style-type: none"> <li>Where does our food come from?</li> <li>What do plants need to grow?</li> <li>Why is it important to eat vegetables?</li> <li>What countries do different vegetables come from?</li> <li>How can we grow our own food?</li> </ul> <p><b>Animals -</b></p> <ul style="list-style-type: none"> <li>How do animals/insects change over time?</li> <li>What does an animal or insect need to live?</li> </ul>	<p><b>Superheroes-</b></p> <ul style="list-style-type: none"> <li>What makes a superhero super?</li> <li>What is your gift?</li> <li>How are you going to use it to make things better?</li> </ul> <p><b>The ocean-</b></p> <ul style="list-style-type: none"> <li>What is within our oceans?</li> <li>What is special about the sea?</li> <li>What jobs do people do at sea?</li> </ul>	<p><b>Summer-</b></p> <ul style="list-style-type: none"> <li>How is Summer different to the other seasons?</li> </ul> <p><b>Fairy tales and traditional tales-</b></p> <ul style="list-style-type: none"> <li>Who are your favourite characters?</li> <li>What fairy tale is your favourite?</li> <li>Are all characters well behaved?</li> </ul>
	<p><u>Past and Present</u></p> <ul style="list-style-type: none"> <li>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 storytelling.</li> </ul>		<p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.                             <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious 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> </li> </ul>		<p><u>The Natural World</u></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.                             <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> </li> </ul>	
RE (Wigan Syllabus)	<p><u>Special times</u></p> <p>How and why do we celebrate? What times are special to different people and why?</p>		<p><u>Special stories</u></p> <p>Why are some stories special? What special messages can we learn from stories?</p>		<p><u>Special places</u></p> <p>What buildings and places are special to different people? What is special about our world?</p>	

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Expressive Arts and Design	Throughout the year children in reception will be learning to:					
	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
<p style="text-align: center;"><u>Creating with Materials</u></p> <ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.                             <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> </ul> </li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>			<p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.                             <ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> </ul> </li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>			
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay