

Reception Long Term Overview: Objectives 2018-19

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| | | Autumn Term | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer 2 | |
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| Topics | | Heroes and Villains | China | The Great Outdoors | | I Do Like to be Beside the Seaside | |
| Possible Texts. | | The Three Little Pigs The Gingerbread Man Red Riding Hood The Three Billy Goats Gruff The story of Rama and Sita | The Magic Paint Brush The Great Race The Emperor's New Clothes (non-fiction books relating to China) | The Hungry Caterpillar What the Ladybird Saw. The Tiny Seed. Eddie's Garden Jack and the Beanstalk. The Enormous Turnip (non-fiction books about a range of insects and mini-beasts) | | Pirate Pete The Night Pirates Commotion in the Ocean The Pirate Cruncher The Pirates Next Door (non-fiction books about a range of sea creatures) | |
| 3 Prime Areas | Personal, Social, Emotional Development | <ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. | <ul style="list-style-type: none"> Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Aware of the boundaries set, and of behavioural expectations in the setting | <ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Explains own knowledge and understanding, and asks appropriate questions of others. Aware of the boundaries set, and of behavioural expectations in the setting. | <ul style="list-style-type: none"> Confident to speak to others about own needs, wants, interests and opinions. Explains own knowledge and understanding, and asks appropriate questions of others. Can describe self in positive terms and talk about abilities. Aware of the boundaries set, and of behavioural expectations in the setting. | <ul style="list-style-type: none"> Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Beginning to be able to negotiate and solve problems without aggression. Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. | <ul style="list-style-type: none"> Children play co-operatively. They show sensitivity to others' needs and feelings, and form positive relationships. Children are confident to try new activities, They are confident to speak in a familiar group and will choose the resources they need for their chosen activities. They say when they do or don't need help. Children talk about how they and others show feelings. |
| | Physical Development | <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. | <ul style="list-style-type: none"> Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Holds pencil near point between first two fingers and thumb and uses it with good control. Shows a preference for a dominant hand. Eats a healthy range of foodstuffs and understands need for variety in food. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. | <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. | <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. |

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| | Communication and Language. | <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Listens and responds to ideas expressed by others in conversation or discussion. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Able to follow a story without pictures or props. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. | <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention - can listen and do for short span. • Listens and responds to ideas expressed by others in conversation or discussion. • Links statements and sticks to a main theme or intention. | <ul style="list-style-type: none"> • Uses language to imagine and recreate roles and experiences in play situations. • Listens and responds to ideas expressed by others in conversation or discussion. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. | <ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. | <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. • Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. • Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. |
| 4 Specific Areas | Literacy Reading | <ul style="list-style-type: none"> • Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. | <ul style="list-style-type: none"> • Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. | <ul style="list-style-type: none"> • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. • Begins to read words and simple sentences. | <ul style="list-style-type: none"> • Begins to read words and simple sentences. • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | <ul style="list-style-type: none"> • Knows that information can be retrieved from books and computers. • Begins to read words and simple sentences. (LA) • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | <ul style="list-style-type: none"> • Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. |

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| Literacy Writing | <ul style="list-style-type: none"> • Sometimes gives meaning to marks as they draw and paint. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together. | <ul style="list-style-type: none"> • Gives meaning to marks they make as they draw, write and paint. • Uses some clearly identifiable letters to communicate meaning, • Can segment the sounds in simple words | <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | <ul style="list-style-type: none"> • Links sounds to letters, naming and sounding the letters of the alphabet. • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Attempts to write short sentences in meaningful contexts. | <ul style="list-style-type: none"> • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. • Writes things such as labels and captions. • Attempts to write short sentences in meaningful contexts. | <ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| Maths | <ul style="list-style-type: none"> • Uses some number names accurately in play. • Recites numbers in order to 10. • Knows that numbers identify how many objects are in a set. • Recognise some numerals of personal significance. • Recognises numerals 1 to 5. • Counts objects to 10, and beginning to count beyond 10. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. • Shows awareness of similarities of shapes in the environment. • Selects a particular named shape. | <ul style="list-style-type: none"> • Counts objects to 10, and beginning to count beyond 10. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Uses familiar objects and common shapes to create and recreate patterns and build models. • Beginning to use everyday language related to money. • Orders two or three items by length or height. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. | <ul style="list-style-type: none"> • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Estimates how many objects they can see and checks by counting them. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Children count reliably with numbers from one to 20, • Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. • Selects a particular named shape. • Recognise, create and describe patterns | <ul style="list-style-type: none"> • Orders and sequences familiar events. • Children count reliably with numbers from one to 20. • Finds one more or one less from a group of up to five objects, then ten objects (up to 20 for more able) • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Can describe their relative position such as '<i>behind</i>' or '<i>next to</i>'. • Orders items by weight or capacity. | <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • (LA may be following these skills but working within a lower range) • Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. • Uses everyday language related to time. • Beginning to use everyday language related to money. | <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. • Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. |

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| | Expressive Arts and Design | <ul style="list-style-type: none"> • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. | <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Manipulates materials to achieve a planned effect. • Chooses particular colours to use for a purpose. • Plays alongside other children who are engaged in the same theme. | <ul style="list-style-type: none"> • Uses simple tools and techniques competently and appropriately. • Understands that different media can be combined to create new effects. • Create simple representations of events, people and objects. | <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Plays cooperatively as part of a group to develop and act out a narrative. • Manipulates materials to achieve a planned effect. • Create simple representations of events, people and objects. | <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Selects tools and techniques needed to shape, assemble and join materials they are using. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Explores what happens when they mix colours. | <ul style="list-style-type: none"> • Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. |
| | Understanding The World | <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Remembers and talks about significant events in their own experience. • Enjoys joining in with family customs and routines. | <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. • Recognises and describes special times or events for family or friends. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. • Completes a simple program on a computer. • Talks about why things happen and how things work. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. | <ul style="list-style-type: none"> • Uses ICT hardware to interact with age-appropriate computer software. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Select and use technology for particular purposes. | <ul style="list-style-type: none"> • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. • Looks closely at similarities, differences, patterns and change. | <ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. • Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |