

Reception Long Term Overview: Objectives 2018-19

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		Autumn Term	Spring Term 1	Spring Term 2	Summer Term 1	Summer 2	
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	The Hungry Caterpillar What the Ladybird Saw. The Tiny Seed. Eddie's Garden Jack and the Beanstalk. The Enormous Turnip		The Night Pirates Commotion in the Ocean The Rainbow Fish Sharing a Shell	
Possible trips?		Egg theatre	Outside visitor	Carymoor Environmental Centre		Bristol Aquarium/Sea Life Centre	
3 Prime Areas	Personal, Social, Emotional Development	<ul style="list-style-type: none"> • New Beginnings. • Talk about ourselves and our families. How are we all different? • Introduce simple routines and boundaries. • Create a class charter. • Build friendships with adults and peers. • Label different emotions. 	<ul style="list-style-type: none"> • Getting on and Falling Out. • Explore ways of solving conflict. • Become more confident at attending to personal needs. • Develop skills of independence. • Take turns and share equipment with reduced adult assistance. 	<ul style="list-style-type: none"> • Going For Goals. • Resilience. Keep on going/ don't give up. • Develop self- confidence to share ideas in whole class time. • Attempt new activities and approach new challenges with a positive attitude. • Express needs and feelings in an appropriate way. 	<ul style="list-style-type: none"> • 'Good to Be Me' • What makes us proud? • Look at and identify a range of feelings through facial expressions. • How are we unique? Discuss similarities and differences. 	<ul style="list-style-type: none"> • Relationships • Discuss fair and unfair situations. • Learn strategies to become more assertive. • Examine conflict resolutions. • Working together. • Showing care and concern in the context of the environment and living things. 	<ul style="list-style-type: none"> • Changes • Talk about changes that happen in our lives. Engage in circle time and simple games to prepare for the transition to year 1. • Talk about milestones in family life. • What is the role of money in our lives?
	Physical Development	<ul style="list-style-type: none"> • Gain confidence to attend to personal needs such as dressing and undressing. • Begin to manage personal hygiene. • Begin to develop spatial awareness in P.E. • Handle different classroom equipment such as pencils, scissors and simple tools. • Develop a secure pencil grip. • Notice changes that happen to our bodies when active. • Explore different ways of travelling. • Handle a range of classroom equipment with increased skill, e.g. scissors, paintbrushes and pencils. • Manipulate play dough/ clay to achieve a planned effect. 	<ul style="list-style-type: none"> • Become more confident at forming families of letters with accuracy, e.g. 'curly caterpillars': c a g d o and e. 	<ul style="list-style-type: none"> • Form letters correctly in independent writing. • Use simple tools to effect changes to materials. • Identify changes that occur in our bodies when we are active. Why do these changes happen? • Continue to talk about healthy living. What makes us grow? • Continue to form letters correctly in adult led and child initiated writing. • Dress and attend to personal needs independently. • Number formation 	<ul style="list-style-type: none"> • P.E: Team and relay games. • Athletics. • Begin to write capital letters. • Manipulate materials such as clay and play dough to create different sea creatures • How to stay safe during the summer months. • Number formation 		

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	Communication and Language.	<ul style="list-style-type: none"> • Ask simple questions. • Use language to explain ideas and make comments. • Recite familiar traditional tales/take part in active story making, incorporating learned actions and repetitive refrains. • Learn about effective speaking and listening. • Use language (wow words) to describe different characters. • Work more effectively with a talk partner. • Promote curiosity through extended questioning. • Use hot seating to develop questioning. • Describe story settings. 	<ul style="list-style-type: none"> • Listen and focus for a more sustained period. • Begin to use more complex sentences and descriptive language when talking. For e.g. describe a Chinese dragon. • Work in small groups or a talk partner to develop ideas. • Promote questioning to find out information. Begin to answer how and why questions. • Expand vocabulary and use new words in context. • Learn about the Chinese language. 	<ul style="list-style-type: none"> • Use language to generate facts about a range of mini beasts and plants. • Use images to encourage the use of descriptive language. Create simple class poems about mini beasts. • Talk about relationships in circle time. Use puppets and props to explore fair and unfair situations. • Talk about the environment, identifying patterns and differences. • Promote questioning to find out information. Begin to answer how and why questions with more detail and accuracy. 	<ul style="list-style-type: none"> • Promote questioning to find out information. Answer how and why questions with more detail and accuracy. • Use seascapes to inspire talk for writing. • Use language to generate facts about a range of sea creatures. • Create a mythical sea creature and use a range of adjectives to describe it. • Give instructions to find hidden treasure. • Use language to describe a fictional pirate such as Captain Buckleboots.
4 Specific Areas	Literacy Reading	<ul style="list-style-type: none"> • Recognise letters in first name. • Jolly phonic sound recognition. • Initial sound recognition. • Develop oral blending and segmenting skills. • Begin to blend with letters. • Retell familiar stories using props and puppets. • Hear, blend, segment in order to read simple words. • Look at text features such as speech bubbles, capital letters, full stops and speech marks. • Innovate and change familiar tales 	<ul style="list-style-type: none"> • Continue to hear, blend and segment sounds in simple words in order to read them. Apply when reading captions/sentences and school reading books. • Recognise a growing bank of high frequency and tricky words on sight. Use this skill to improve fluency. • Begin to use phonic knowledge to read words containing digraphs. • Make simple comments about what has been read. 	<ul style="list-style-type: none"> • Identify and read an increasing amount of high frequency words on sight. Recognise these in the environment. • Continue to examine text features. • Display comprehension skills, answering questions about what has been read. • Use a range of strategies when reading, e.g. Context cues, prediction and phonic knowledge and sight skills. • Identify features of a non-fiction text. • Learn how to use a contents page. • Continue to develop phonic knowledge to read words with alternative sounds in. 	<ul style="list-style-type: none"> • Consistently apply knowledge of key words, context cues and phonic strategies when reading. • Begin to show an awareness of how different book characters might feel. • Display comprehension skills, answering questions about what has been read. • Continue to use a range of strategies when reading, e.g. Context cues, prediction and phonic knowledge and sight skills. • Innovate own narratives based on familiar tales.
	Literacy Writing	<ul style="list-style-type: none"> • Develop pencil grip. • Begin to form recognisable letters. • Practise letter formation in sand, paint and other mixed media. • Experiment with writing in purposeful contexts. • Write cvc words (more able) • (Letters and sounds phase 2) 	<ul style="list-style-type: none"> • Become more confident at handling a range of writing tools. • Form letters with greater accuracy. • Begin to write simple lists and captions, e.g. a list for santa. • Make and write Xmas cards. • (Letters and sounds phase 2/3) 	<ul style="list-style-type: none"> • Confidently write first name using the correct formation. • Write a simple dictated sentence using 'sound awareness' (HA) • Simple cvc words and basic captions based on pictures taken from stories.(LA) • Write simple character profiles. • Display a firm and confident pencil grip. (Letters and sounds phase 3) 	<ul style="list-style-type: none"> • Create simple poems based on living things, such as snails, lady birds, butterflies and other insects. • Label a range of insects and plants. • Write more complex captions for pictures and dictated sentences. • Use phoneme frames for LA children to help with complex words with digraphs in them. • (Letters and sounds phase 3) • Build up sentence skills in adult led and independent writing, e.g. show some awareness of punctuation, finger spaces etc. • (Letters and Sounds phase 3/4) • Write more complex words and sentences. Build and consolidate sentence skills.

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Maths	<ul style="list-style-type: none"> Practise 1-1 counting skills (up to 5, up to 10 and beyond). Use the vocabulary of more and less. Recognise numbers (1-5 for LA) (1-10 for MA) and (1-15 for HA) Match numbers to sets. Use everyday language to describe shapes. Copy and create repeating patterns using a variety of resources. Separate/ partition a set of objects in different ways. Addition by combining. 	<ul style="list-style-type: none"> Extend counting skills and consolidate 1-1 strategies. Recognise numbers up to 10 (LA) up to 20 (HA). Learn the days of the week. Recognise and sort coins/use in role play. Use non-standard units to measure the length and height of different objects. Compare and order according to size. Recognise, label and sort 3D shapes. Positional language Use the vocabulary of addition and subtraction. 	<ul style="list-style-type: none"> Accurately count up to 20 objects. Talk about and use ordinal numbers, e.g. 1st, 2nd, 3rd etc. Begin to make simple estimations of quantity. Sort and describe 2D shapes and begin to learn the names and properties of those in the 3d range. Continue and make more complex repeating patterns. Add 1 and 2 more to a given number. Explore simple symmetry. Separate/ partition a set of objects in different ways. Look at pairs of numbers that total 10. Order numbers to 10 and higher. 	<ul style="list-style-type: none"> Find pairs that total a given number. Count in multiples of twos, fives and tens. Find 1,2,3 more by counting on a number line. Compare weights and measure using non-standard units. Count back from 20. Recognise and order consecutive numbers to 20. Order a given set of numbers <i>within</i> 10/ 20 and higher. Collect data to make simple comparisons. Begin to measure short periods of time using appropriate vocabulary. Positional language. 	<ul style="list-style-type: none"> Learn key times of the day/months of the year. Continue to count in multiples, e.g. 2s, 5s and 10s. Work out simple addition and subtraction problems by counting on and back using a number line. Learn how to form numerals. Sort a range of coins and label accordingly. Sort, describe and name 2 and 3D shapes. Continue to count, read and compare numbers to 20 and beyond. Explore halves and doubles in context. Follow simple directions. (make simple maps) Measurement of capacity. 	<ul style="list-style-type: none"> Recite days of the week in correct order. Subtract 2 by counting back. Work out simple addition problems by counting on in steps of 2 and 3.(use a number line effectively) Form numerals up to 20. Partition 10 confidently and record the corresponding number sentences. Label coins and choose coins to pay for items. Make totals in a variety of ways. Sort, describe and name 3D shapes. Use comparative terms of measurement and apply when measuring height, length, weight and capacity. Order numbers to 100.
	Expressive Arts and Design	<ul style="list-style-type: none"> Create self- portraits. Experiment with malleable materials. Hold a paint brush with control. Story character paintings. Explore a range of percussion instruments. Build up a bank of familiar rhymes. Explore and mix colours to create patterns and prints. Tap out a steady beat. Engage in imaginative play in a range of contexts. Clay /salt dough paw prints. Make simple Christmas decorations. 	<ul style="list-style-type: none"> Develop an awareness of long and short sounds and keeping a steady rhythm. Explore different musical effects to add atmosphere (in the context of Chinese music). Create images of Chinese Dragons. Make masks to celebrate Chinese New Year 	<ul style="list-style-type: none"> Use a range of junk to make and construct a variety of models. Explore colour mixing to create landscapes and gardens based on the work of famous artists such as Monet and Van gough. Explore the theme of tempo in music. Make a range of observational drawings of insects and plants. Use clay and playdough to make a range of mini-beasts. 	<ul style="list-style-type: none"> Draw pictures of mythical sea creatures. Construct a pirate ship. Learn traditional songs and rhymes relating to the topic. Explore pitch. Draw treasure maps. Make pirate hats and flags. Wax relief sea paintings. 	
Understanding The World	<ul style="list-style-type: none"> Look at similarities between ourselves and others. Look at seasonal changes happening in the environment. Harvest festival. Recognise that a range of technology is used in places such as homes and schools. Select and use technology for a particular purpose. Sort and identify different materials. Diwali 	<ul style="list-style-type: none"> Learn about the festival of Chinese New Year. Explore and taste a variety of different food. Compare similarities and differences between countries. Where are they located on the world map? Practice logging on and begin to realise that passwords need to be kept safe. Become familiar with programmable toys such as the Beebots 	<ul style="list-style-type: none"> Learn about growth and lifecycles through the context of insects, plants and humans. How is technology used around us? Use a simple drawing programme on the computer to create images of minibeasts/plants. How can we keep our planet beautiful? Where do we live? How can we improve our local environment? 	<ul style="list-style-type: none"> Engage in simple experiments, exploring floating and sinking. Make simple predictions. Explore simple maps/create our own. Use the beebots to experiment with direction. Can you direct the beebot to a specified area on the map? Learn about a range of sea creatures. What different things affect their environment? How has the seaside changed over time 		