

Long Term Overview- Reception



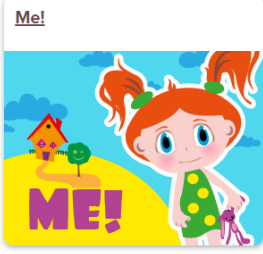
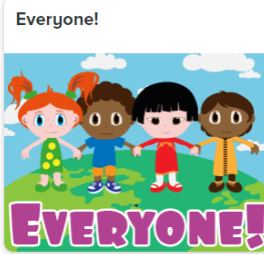

NORTH WINGFIELD PRIMARY & NURSERY ACADEMY.

Communication End of Year Aim	I can hold a conversation with my teacher, family and friends, using full sentences.	PRIDE	P	I can keep trying even when things don't go my way.			
			R	I am kind to others.			
			I	I always have a go before asking for help.			
			D	I can receive a certificate in 'special assembly'			
			E	I can talk about my learning.			
Core Theme	Autumn Term Wonderful Me		Spring Term What's outside?		Summer Term Where in the world?		
Core Text	What makes me a me? By Ben Faulks Elenors Eyebrows by Timothy Knapman Ruby's Worry- Tom Percival	The Busy Little Squirrel- Nancy Tafuri Can't you sleep little bear? By Martin Waddell Owl Babies by Martin Waddell	One Snowy Night by Nick Butterworth Where the Wild things are by Maurice Sendak Click Clack Moo by Doreen Cronin		The Rainbow fish by Marcus Pfister The Snail and the whale by Julia Donaldson	If Sharks disappeared by Lily Willaims Pigs Might Fly by Jonathan Emmet	
Poetry/ Rhyme	 Mo's in a muddle- Michael Rosen Lunchtime- Michael Rosen Today I saw a little worm- Spike Milligan	Twinkle, Twinkle Little bat- By Lewis Carroll Owl by Spike Milligan Ya-Rumba- Michael Rosen	Snowman by Shel Silverstein Winter By Michael Rosen	Living on the farm by Helen Moore The Cow by Robert Louis Stevenson	Float by Albert Crawford Ten Fat Sausages	Braving the Sea by Phillip Waddell I recycle (tune of Frere Jacque	
Reading Spine Key Text							
Communication Progression/ Focus	I can follow instruction. I can speak to familiar peers and adults.	I can listen in small group. I can perform a class rhyme or story to another class.	I can initiate a conversation.	I can share my own ideas in class discussions.	I can present my ideas using full sentences.	I can hold a conversation with my teacher, family and friends, using full sentences.	
PRIDE Progression/ Focus	I can talk about our class rules and explain why they are important.	I can work and play cooperatively and take turn with others.	I can be polite and sensitive to other people's feelings.	I can dress myself and look after my body.	I can show resilience and perseverance when faced with a challenge.	I can take a risk and try something new.	

PSED	Self-Regulation	<p>I see myself as a valuable individual.</p> <p>I can express my feelings and consider the feelings of others.</p> <p>I can try again with encouragement.</p> <p>I can manage my emotions when given a strategy with support e.g. Can we try...</p> <p>I can use a timer to support sharing and turn taking.</p> <p>I can seek a grown up to help sort out problems and not use actions.</p>	<p>I show resilience and perseverance in the face of challenge.</p> <p>I can identify and moderate my own feelings socially and emotionally.</p> <p>I show confidence in my abilities, and I am proud of myself when I achieve a goal.</p> <p>I can remove myself from a situation I do not like and seek a grown up.</p> <p>I can start to negotiate and solve a minor problem without aggression e.g not sharing a toy.</p>	<p>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
	Managing Self	<p>I can manage my own needs.</p> <ul style="list-style-type: none"> Personal hygiene <p>I know and talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> regular physical activity healthy eating toothbrushing <p>I can line up, wash my hand and eat snack independently.</p> <p>I can put a straw into the milk carton.</p> <p>I can peel my own fruit snack. (an adult may need to start this off)</p> <p>I can eat my dinner by sitting at a table and using a fork/ spoon.</p> <p>I can talk about and follow the key school rules.</p>	<p>I know and talk about the different factors that support my overall health and wellbeing:</p> <ul style="list-style-type: none"> sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian <p>I am aware of the boundaries set and of behavioural expectations in the class</p> <p>I can use a knife and fork to cut soft items.</p> <p>I can remember to follow the school rules.</p> <p>I can talk about consequences when we forget the school rules.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>I can suggest ways to solve a problem, and which rule I have forgot' during reflection.</p>
	Building Relationships	<p>I can build constructive and respectful relationships.</p> <p>I can speak in a small familiar group about my interests, ideas and experiences.</p> <p>I can confidently talk freely about home and community.</p>	<p>I can think about the perspectives of others.</p> <p>I consider the feelings of others.</p> <p>I can talk about rules and routines.</p>	<p>Work and play cooperatively and take turns with others;</p> <p>Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
Literacy	Comprehension	<p>C-I can talk about stories that are familiar to me and show my understanding.</p>	<p>I can re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>I can use full sentence to talk about events/characters in texts.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>- Anticipate – where appropriate key events in stories;</p> <p>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	Word Reading	<p>WR-I can read individual letters by saying the sound for them (in line with our SSP)</p> <p>I can blend sounds into words, so that I can read short words made up of known letter- sound correspondences.</p>	<p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read a few common exception words matched to the school's phonic programme.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>- Read words consistent with their phonic knowledge by sound-blending;</p>

				Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	Writing	W- I can spell words by identifying the sounds and then writing the sounds with letter/s (oral segmenting). I can write my first name using good letter formation.	I can form lower-case and capital letters correctly. I can write short sentences (3- 4 words) with words with known sound-letter correspondences and beginning to use capital letter and full stop. I can re-read what I have written to check that it makes sense. <i>I make phonetically plausible attempts when writing polysyllabic words.</i> <i>I am beginning to sit my writing on the line.</i>	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
	Mathematics	White Rose Mastery Maths Getting to know you (2 weeks) Match Sort and Compare Talk about measure and pattern. It's me 1,2,3 - Early Number sense: Subitising quantities to 3. Circles and Triangles 1,2,3,4,5 Early Number sense: Subitising quantities to 5 Shapes with 4 side	White Rose Mastery Maths Alive in 5 - Early Number sense: Subitising quantities to 5 (ten frames). Mass and capacity Growing 6,7,8- Early Number sense: Enumerating between 6-10 items Length, height and time Building 9 and 10 Early Number sense: Partitioning 2, 3, 4,5 and 10 and number bonds for these numbers Explore 2D shapes	White Rose Mastery Maths To 20 and beyond How many now? Manipulate, compose, and decompose. Early Number Sense- Composition of 6-9 and comparison to 10 Sharing and grouping Visualise, build, and map. Make connections Early Number Sense- Patterns in numbers to 10.
Physical	Gross Motor	REAL PE I am developing my overall body strength, balance , co-ordination, and agility. I am confidently and safely using a range of large and small apparatus indoors and outdoors, alone and in a group.	REAL PE I can combine different movements with ease and fluency. I am developing my 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. I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. I am developing and refining a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. I am developing confidence, competence, precision and accuracy when engaging in activities that involve a ball.	REAL PE Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
	Fine Motor	I am developing my small motor skills so that I can use a range of tools competently, safely, and confidently.	I am developing the skills I need to manage the school day successfully: • lining up and queuing • mealtimes I am developing the foundations of a handwriting style which is fast, accurate and efficient. <i>I can use a tripod grasp</i>	Hold a pencil effectively in preparation for fluent writing. – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

Understanding the World	The Natural World	I understand the effect of changing seasons on the natural world around me. (Autumn and Winter)		I recognise some environments that are different from the one in which I live. I can safely explore the natural world around them. I can confidently describe what they see, hear and feel whilst outside. I understand the effect of changing seasons on the natural world around them. (Spring)		Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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. - Understand some important processes and changes in the natural world.	
	People and Communities	I can talk about members of their immediate family and community. E.g. occupation, appearance, likes and dislikes. I can name and describe people who are familiar to them. e.g. wider family, friends, and teachers. I recognise that people have different beliefs and celebrate special times in different ways		I understand that some places are special to members of their community. I recognise some similarities and differences between life in this country and life in other countries. I can draw information from a simple map. I can talk about members of my community. I recognise some environments are different to the ones where I live.		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. - 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. - 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.	
	Past and Present	I can talk about my own family history. I can identify from the past and how I have grown,		I can compare and contrast characters from stories, including figures from the past. I can comment on images of familiar situations in the past.		Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;	
	RE Derbyshire & Derby City Agreed Syllabus for Religious Education	Where do we belong?	Which times are special and why?	What is special about our world?	Which people are special and why?	Which places are special and why?	Which stories are special and why?
Exploring Art and Design	Creating with materials	I can explore, use and refine a variety of artistic effects to express their ideas and feelings,		I can return to and build on their previous learning, refining ideas and developing their ability to represent them. I can make models which represent my planned intentions.		Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.	
	Being Imaginative	I can listen attentively, move to and talk about music, expressing their feelings and responses. I can sing in a group or on their own, increasingly matching the pitch and following the melody. I can introduce storyline in pretend play. I can watch and talk about dancing. I can explore and engage in music making.		I can develop storylines in their pretend play. I can explore and engage in music making and dance, performing solo or in groups. I can watch and talk about dance and performance art, expressing their feelings and responses. I can respond to different forms of dance. I can create collaboratively, sharing ideas, resources and skills.		Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	

	Chranga Music						
Visitors and Trips	African Drumming Workshop Road Safety Workshop	Pantomime Diwali Christmas/ Performances	Local Faith group to share a Creation story linked to RE	World Book Day			
Whole School							
Charitable events	Yellow day	Children In Need Anti-Bullying Week Christmas Jumper Day		Red Nose Day			