

+Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Autumn Family	Autumn Stick Man Bonfire Night Diwali Christmas/Father Christmas story Christmas around the world St Andrews Day Hanukkah	Winter Chinese New Year St Patricks Day St David's Day	Pancake Day Easter Planting/Gardening/Spring St Georges Day	Life cycles – Frog/butterfly/plant Local Area	Summer holidays (past and present) Hot places
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.  Learn new vocabulary Use new vocabulary through the day	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.  Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.  Use new vocabulary in different contexts	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.  <i>SCRAF – Autumn A - Me &amp; My Relationships (6 lessons)</i> <i>SCRAF – Autumn B – Valuing Difference (6 lessons)</i>	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.  <i>SCRAF – Spring A – Keeping Myself Safe (6 lessons)</i> <i>SCRAF – Spring B – Rights and Responsibilities (6 lessons)</i>	Think about the perspectives of others. Manage their own needs.  <i>SCRAF Summer A – Being my Best (6 lessons)</i> <i>SCRAF Summer B – Growing and Changing (6 lessons)</i>	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>		
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  Gymnastics Multi-skills  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 spoon. 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	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  First PE Multi-skills	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Tennis Dodgeball	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.  Ball Games Fairy Tale	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Multi-skills Ball games	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Athletics Ball games  Sports Day
Literacy	<b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.	<b>Comprehension:</b> Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences.	<b>Comprehension:</b> Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).	<b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events, or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.	<b>Comprehension:</b> Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts (fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	<b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.

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	<b>Word Reading:</b> Hear general sound discrimination and be able to orally blend and segment.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	<b>Word Reading:</b> Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Talk 4 Writing Texts	Mr Wiggle & Mr Waggle The Little Red Hen	Poetry - Oi Frog How to Catch a Star The Jolly Christmas Postman (letter/list) The Nativity	Pirates love underpants (instructions) Commotion in the Ocean Poetry – love valentines day	The 3 Little Pigs We're Going to Find the Monster The Easter story	Goldilocks (recipe) Poetry - Michael Rosen Kings Coronation - ???? Little Red Riding Hood	Mad About mini beasts Jack & the beanstalk
Weekly Texts	The Gruffalo On the Way Home Owl Babies What the ladybird heard Farmer Duck Oh the places you'll go	Goodnight Moon Whatever Next The dinosaur that popped a planet The Jolly Postman The Nativity	How many legs? Alien's love underpants Pants The Runaway Wok (Chinese New Year) Tiddler Guess how much I love you?	Mr Wolf's pancakes Rosie's walk You Choose Not Now Bernard Shhhh Peace at last	Six Dinner Sid Burglar Bill Alligator Pie This is London Mr Gumpy's Outing Handa's surprise	Spinderella The Something Elmer Sheep in a shop Squirrels who squabbled The Lion inside Zog
	<b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.  <b>Transitional:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.  <b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.  <b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	<b>Emergent writing:</b> Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.  <b>Transitional:</b> Orally compose a sentence and hold it in memory before attempting to write it.  <b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.  <b>Handwriting:</b> Form letters from their name correctly. Recognise that after a word there is a space.	<b>Emergent writing:</b> Use appropriate letters for initial sounds.  <b>Transitional:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.  <b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes  <b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	<b>Emergent writing:</b> Build words using letter sounds in writing.  <b>Transitional:</b> Use talk to organise describe events and experiences. Begin to write a simple sentence with support.  <b>Spelling:</b> Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.  <b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	<b>Transitional writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.  <b>Fluent:</b> Write a simple sentence with a full stop.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.  <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	<b>Transitional writing:</b> Show awareness of the different audience for writing.  Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  <b>Fluent:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions). Begin to discuss features of their own writing e.g., what kind of story have they written.  <b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.  <b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
Phonics	<i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly)</i>		<b>Focus Group</b> Set 1 sounds & Word Time 1,2,3 (emerging or below expected level)  <b>Steady Group</b>	<b>Focus Group</b> Set 1 sounds & Word Time 1,2,3,4,5 (emerging or below expected level)  <b>Steady Group</b>	<b>Focus Group</b> Set 1 sounds & blending and ditties (emerging or below expected level)  <b>Steady Group</b>	

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	Set 1 sounds & Word Time 1,2,3,4,5 (expected level)		Set 1 sounds & Word Time 6,7 ditties (expected level)		Set 2 sounds & green/purple books (expected level)	
	Speedy Group Set 1 and Word Time 6 & 7, ditties and green books (exceeding level)		Speedy Group Set 2 green and purple books (exceeding level)		Speedy Group Set 2 pink/orange books (exceeding level)	
<b>Mathematics</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Match and sort (wk 4-6)</li> <li>Compare amounts (wk4-6)</li> <li>Representing 1,2,3 (wk 7-9)</li> <li>Comparing 1,2,3 (wk 7-9)</li> <li>Composition of 1,2,3 (wk 7-9)</li> <li>Representing numbers to 5 (wk 10-12)</li> <li>One more one less (wk 10-12)</li> </ul> <p><b>Measure, shape, and spatial thinking</b></p> <ul style="list-style-type: none"> <li>Compare size, mass and capacity (wk 4-6)</li> <li>Exploring pattern (wk 4-6)</li> <li>Circles and triangles (wk 7-9)</li> <li>Positional language (wk 7-9)</li> <li>Shapes with 4 sides (wk 10-12)</li> <li>Time (wk 10-12)</li> </ul> <p><b>Mastering Number – NCETM Project</b></p>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>Alive in 5 (wk 1-3)</li> <li>Introducing zero (wk1-3)</li> <li>Comparing numbers to 5 (wk 1-3)</li> <li>Composition of 4&amp;5 (wk1-3)</li> <li>6,7,&amp;8 (wk4-6)</li> <li>Making pairs (wk4-6)</li> <li>Combining two groups (wk4-6)</li> <li>9&amp;10 (wk 7-9)</li> <li>Comparing Numbers to 10 (wk 7-9)</li> <li>Number bonds to 10 (wk7-9)</li> </ul> <p><b>Measure, shape and spatial thinking</b></p> <ul style="list-style-type: none"> <li>Compare mass (wk1-3)</li> <li>Compare capacity (wk1-3)</li> <li>Length &amp; height (wk4-6)</li> <li>Time (wk4-6)</li> <li>3D-shape (wk7-9)</li> <li>Pattern (wk 7-9)</li> </ul> <p><b>Mastering Number – NCETM Project</b></p>		<p><b>Number</b></p> <ul style="list-style-type: none"> <li>To 20 and beyond (wk1-3)</li> <li>Building Numbers beyond 10 (wk1-3)</li> <li>Counting patterns beyond 10 (wk1-3)</li> <li>Adding more (wk4-6)</li> <li>Taking away (wk4-6)</li> <li>Doubling (wk7-9)</li> <li>Sharing and grouping (wk7-9)</li> <li>Even and odd(wk7-9)</li> <li>Deeping understanding (wk10-12)</li> <li>Patterns and relationships (wk10-12)</li> </ul> <p><b>Measure, shape and spatial thinking</b></p> <ul style="list-style-type: none"> <li>Spatial reasoning (wk1-3)</li> <li>Match, rotate and manipulate (wk1-3)</li> <li>Spatial reasoning 2 (wk 4-6)</li> <li>Compose and decompose (wk 4-6)</li> <li>Spatial reasoning 3 (wk 7-9)</li> <li>Visualise and build (wk 7-9)</li> <li>Spatial reasoning 4 (wk 10-12)</li> <li>Mapping (wk10-12)</li> </ul> <p><b>Mastering Number – NCETM Project</b></p>	
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						
<b>Expressive Arts and Design</b>	<p>Drawing</p> <p>Develop storylines in their pretend play.</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p>Printing</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Performing to an audience (Christmas Sing-along).</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p>Painting</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p>Collage</p> <p>Create collaboratively sharing ideas, resources, and skills.</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p>Sculpting</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p>Textiles</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <ul style="list-style-type: none"> <li>Creative Art Activities</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						