

# RECEPTION LONG TERM CURRICULUM OVERVIEW

As children settle into Autumn 1 a recap on Three to Four will happen however those from Autumn 2 can begin earlier if appropriate. The CIR statements have been split for a deeper focus but will apply across the year. The ELG are a focus for Summer.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible themes arising from calendar events</b>	All about Me My Family Autumn Halloween	Autumn Bonfire Night Diwali Christmas	Winter Chinese New Year Valentines	Pancake Day Easter Spring New Life	Life Cycles Seaside	Summer Holidays Change
<b>Personal, Social and Emotional Development</b>	<p><b>Three to Four year olds</b></p> <p>3. Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>4. Show more confidence in new social situations.</p> <p>5. Play with one or more other children, extending and elaborating play ideas.</p> <p>7. Increasingly follow rules, understanding why they are important.</p> <p>8. Do not always need an adult to remind them of a rule.</p> <p>11. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p><b>Children in Reception</b></p> <p>13. See themselves as a valuable individual.</p> <p>14. Build constructive and respectful relationships.</p> <p>15. Express their feelings and consider the feelings of others.</p>	<p><b>Children in Reception</b></p> <p>16. Show resilience and perseverance in the face of challenge.</p> <p>17. Identify and moderate their own feelings socially and emotionally.</p>	<p><b>Children in Reception</b></p> <p>18. Think about the perspective of others.</p> <p>19. Manage their own needs.</p>	<p><b>ELG - SR</b></p> <p>1. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>2. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p><b>ELG - MS</b></p> <p>4. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p><b>ELG - BR</b></p> <p>7. Work and play cooperatively and take turns with others.</p> <p>8. Form positive attachments to adults and friendships with peers.</p>	<p><b>ELG - SR</b></p> <p>3. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG - MS</b></p> <p>5. Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>6. Manage their own basic personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG - BR</b></p> <p>9. Show sensitivity to their own and to others' needs.</p>
<b>Communication and Language</b>	<p><b>Three to Four year olds</b></p> <p>11. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>12. Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>13. Use Talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><b>Children in Reception</b></p> <p>23. Engage in story times.</p>	<p><b>Children in Reception</b></p> <p>14. Understand how to listen carefully and why listening is important.</p> <p>17. Ask questions to find out more and understand what has been said to them.</p> <p>24. Listen to and talk about stories to build familiarity and understanding.</p> <p>29. Engage in non-fiction books.</p>	<p><b>Children in Reception</b></p> <p>18. Articulate their ideas and thoughts in well formed sentences.</p> <p>19. Connect one idea or action to another using a range of connectives.</p> <p>20 Describe events in some detail.</p> <p>21. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>22. Develop social phrases.</p>	<p><b>Children in Reception</b></p> <p>25. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>30. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>ELG - LAU</b></p> <p>1. 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.</p> <p>2. Make comments about what they have heard and ask questions to clarify their understanding.</p> <p><b>ELG - S</b></p> <p>4. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p><b>ELG - LAU</b></p> <p>3. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG - S</b></p> <p>5. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>6. 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.</p>
	<p><b>Children in Reception</b></p> <p>15. Learn new vocabulary.</p> <p>16. Use new vocabulary through the day.</p> <p>26. Use new vocabulary.</p> <p>27. Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>28. Learn rhymes, poems and songs.</p>					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development	<p><b>Three to Four year olds</b></p> <p>10. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>11. Use a comfortable grip with good control when holding pens and pencils.</p> <p>13. Show a preference for a dominant hand.</p> <p>14. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>15. Be increasingly independent in meeting their own needs, e.g.. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p><b>Children in Reception</b></p> <p>17. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>18. Progress towards a more fluent style of moving, with developing control and grace.</p>	<p><b>Children in Reception</b></p> <p>22. Combine different movements with ease and fluency.</p> <p>23. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>25. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming.</p>	<p><b>Children in Reception</b></p> <p>26. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>28. Know and talk about the different factors that support their overall health and well-being: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' having a good sleep routine and being a safe pedestrian.</p>	<p><b>Children in Reception</b></p> <p>27. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><b>ELG - GMS</b></p> <p>1. Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>2. Demonstrate strength, balance and coordination when playing.</p> <p><b>ELG - FMS</b></p> <p>5. Use a range of small tools, including scissors, paintbrushes and cutlery.</p>	<p><b>ELG - SR</b></p> <p>3. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG - FMS</b></p> <p>4. Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>6. Begin to show accuracy and care when drawing.</p>
	<p style="text-align: center;"><b>Children in Reception</b></p> <p>19. Develop their 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.</p> <p>20. 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.</p> <p>21. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>24. Develop overall body-strength, balance, co-ordination and agility.</p> <p>29. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes and personal hygiene.</p>					
Literacy	<p><b>Three to Four year olds</b></p> <p>4. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy</p> <p>5. Write some or all of their name</p> <p>6. Write some letters accurately</p> <p><b>Children in Reception</b></p> <p>7. Read individual letters by saying the sounds for them.</p>	<p><b>Children in Reception</b></p> <p>8. Blend sounds into words, so they can read short words with known-letter-sound correspondences.</p>	<p><b>Children in Reception</b></p> <p>9. Read some letter groups that each represent one sound and say sounds for them.</p> <p>10. Read a few common exception words matched to the school's phonic programme.</p> <p>11. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p><b>Children in Reception</b></p> <p>12. Re-read these books to build up their confidence in word reading, their fluency and their understanding and their enjoyment.</p> <p>13. Form lower-case and capital letters correctly.</p> <p>14. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>15. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>16. Re-read what they have written to check that it makes sense.</p>	<p><b>ELG - C</b></p> <p>1. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>2. Anticipate (where appropriate) key events in stories.</p> <p><b>ELG - R</b></p> <p>4. Say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>5. Read words consistent with their phonic knowledge by sound-blending.</p> <p><b>ELG - W</b></p> <p>7. Write recognisable letters, most of which are correctly formed.</p>	<p><b>ELG - C</b></p> <p>3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b>ELG - R</b></p> <p>6. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG - W</b></p> <p>8. Spell words by identifying sounds in them and representing the sound with a letter or letters.</p> <p>9. Write simple phrases and sentences that can be read by others.</p>
Phonics	<p><b>RWI Set 1 Group A &amp; B</b> m a s d t i n g o c k u b f e h r j v w x y z</p> <p>- Focus on recognising sounds at speed</p> <p>- Focus on formation of letters</p> <p>- Focus on oral blending</p>	<p><b>RWI Set 1 Group A &amp; B</b> Recap any single sounds from previous half term that evidence gaps in learning</p> <p>Blending using single letter sounds from Set 1</p> <p><b>Recap Set 1 RWI Set 1 Special Friends</b> sh th ch qu ng nk</p>	<p><b>Recap Set 1 sounds and special friends</b></p> <p>Blending of words using these sounds</p> <p>Secure blending of words containing these</p> <p>Teach blending of words containing consonant blends</p>	<p><b>RWI Set 2</b></p> <p>Teach set 2 sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>Teach reading of words containing these sounds</p> <p>Build speed of reading words containing Set 1 sounds</p>	<p><b>RWI Set 3</b></p> <p>Teach set 3 sounds: ea oi a-e i-e o-e u-e aw are ur</p> <p>Teach reading of words containing these sounds</p> <p><b>Pirate Pete Spelling</b></p> <p>Read and write words from the list of 12 words</p>	<p><b>RWI Set 3</b></p> <p>Teach set 2 sounds: er ow ai oa ew ire ear ure</p> <p>Teach reading of words containing these sounds</p> <p><b>Pirate Pete Spelling</b></p> <p>Read and write words from the list of 12 words</p>

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Mathematics</b>	<p><b>Three to Four year olds</b></p> <p>2. Recite numbers past 5.</p> <p>3. Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>4. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle')</p> <p>5. Show 'finger numbers' up to 5</p> <p>6. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>7. Experiment with their own symbols and marks as well as numerals.</p> <p>8. Solve real world mathematical problems with numbers up to 5.</p>	<p><b>Children in Reception</b></p> <p>21. Count objects, actions and sounds.</p> <p>23. Link the number symbol (numeral) with its cardinal number value.</p> <p>24. Count beyond 10.</p> <p>27. Explore the composition of numbers to 10.</p> <p>31. Continue, copy and create repeating patterns.</p>	<p><b>Children in Reception</b></p> <p>22. Subitise.</p> <p>25. Compare numbers.</p> <p>26. Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>32. Compare length, weight and capacity.</p>	<p><b>Children in Reception</b></p> <p>28. Automatically recall number bonds for numbers 0-10.</p> <p>29. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>30. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>	<p><b>ELG - N</b></p> <p>1. Have a deep understanding of number to 10, including the composition of each number.</p> <p>2. Subitise (recognise quantities without counting up to 5).</p> <p><b>ELG - NP</b></p> <p>4. Verbally count beyond 20, recognising the pattern of the counting system.</p>	<p><b>ELG - N</b></p> <p>3. Automatically recall (without references to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts).</p> <p><b>ELG - NP</b></p> <p>5. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>6. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<b>MASTERING NUMBER Maths guidance</b>	<ul style="list-style-type: none"> <li>To match, sort and compare amounts</li> <li>To compare size, mass and capacity <ul style="list-style-type: none"> <li>To explore pattern</li> <li>To represent 1, 2 and 3</li> <li>To compare 1, 2 and 3</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To explore the composition of 1, 2 and 3</li> <li>To explore circles and triangles</li> <li>To explore positional language</li> <li>To represent numbers to 5 <ul style="list-style-type: none"> <li>To understand one more and one less</li> </ul> </li> <li>To investigate shapes with 4 sides</li> <li>To know about time</li> </ul>	<ul style="list-style-type: none"> <li>To introduce zero</li> <li>To compare numbers to 5</li> <li>To explore the composition of 4 and 5</li> <li>To compare mass</li> <li>To compare capacity</li> <li>To explore 6, 7 and 8</li> <li>To make pairs</li> </ul>	<ul style="list-style-type: none"> <li>To combine two groups</li> <li>To explore length and height</li> <li>To further explore time</li> <li>To explore 9 and 10</li> <li>To compare numbers to 10 <ul style="list-style-type: none"> <li>To develop an understanding of number bonds to 10</li> </ul> </li> <li>To explore 3D shape</li> <li>To explore pattern</li> </ul>	<ul style="list-style-type: none"> <li>To build knowledge of numbers beyond 10</li> <li>To count patterns beyond 10</li> <li>To explore spatial reasoning</li> <li>To explore adding more</li> <li>To explore taking away <ul style="list-style-type: none"> <li>To compose and decompose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To double numbers</li> <li>To share and group numbers</li> <li>To explore odd and even</li> <li>To visualise and build</li> <li>To develop a deeper understanding of patterns and relationships</li> <li>To explore mapping</li> </ul>
<b>Understanding the World</b>	<p><b>3-4 year olds</b></p> <p>3. Talk about what they see, using a wide vocabulary.</p> <p>4. Begin to make sense of their own life story.</p> <p>9. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>12. Continue to develop positive attitudes about the differences between people.</p> <p><b>Children in Reception</b></p> <p>14. Talk about members of their immediate family and community.</p> <p>15. Name and describe people who are familiar to them.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>	<p><b>Children in Reception</b></p> <p>20. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><b>Children in Reception</b></p> <p>16. Comment on images of familiar situations in the past.</p> <p>18. Draw information from a simple map.</p> <p>19. Understand that some places are special to members of their communities.</p>	<p><b>Children in Reception</b></p> <p>21. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>24. Recognise some environments that are different to the one in which they live.</p>	<p><b>Children in Reception</b></p> <p>17. Compare and contrast characters from stories, including figures from the past.</p> <p><b>ELG - PP</b></p> <p>1. Talk about the lives of the people around them and their roles in society.</p> <p>2. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>ELG - TNW</b></p> <p>7. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p><b>ELG - TNW</b></p> <p>8. 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.</p> <p><b>ELG - PCC</b></p> <p>4. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>5. 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.</p>
<p><b>Children in Reception</b></p> <p>22. Explore the natural world around them.</p> <p>23. Describe what they see, hear and feel whilst outside.</p> <p>25. Understand the effect of changing seasons on the natural world around them.</p>						

# EYFS EXPRESSIVE ARTS and DESIGN

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p><b>Birth to Three</b></p> <p>11. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>12. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>13. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'</p> <p>17. Make simple models which express their ideas.</p>	<p><b>Three and Four year olds</b></p> <p>4. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>5. Develop their own ideas and then decide which materials to use to represent them.</p> <p>10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc..</p>	<p><b>Three and Four year olds</b></p> <p>6. Join different materials and explore different textures.</p> <p>7. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>9. Use drawing to represent ideas like movement and loud noise.</p>	<p><b>Three and Four year olds</b></p> <p>8. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Three and Four year olds</b></p> <p>13. Respond to what they have heard, expressing their thoughts and feelings.</p> <p>15. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><b>Three and Four year olds</b></p> <p>17. Create their own songs, or improvise a song around one they know.</p> <p>18. Play instruments with increasing control to express their feelings and ideas.</p> <p><b>Children in Reception</b></p> <p>20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them.</p> <p>21. Explore and engage in music making and dance, performing solo or in groups.</p>
	<p><b>Three and Four year olds</b></p> <p>1. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>2. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses.</p> <p>3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>11. Explore colour and colour mixing.</p> <p>12. Listen with increased attention to sounds.</p> <p>14. Remember and sing entire songs.</p>					

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	<p><b>Three to Four year olds</b></p> <p>3. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>4. Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>5. Develop their own ideas and then decide which materials to use to represent them.</p> <p>10. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc..</p>	<p><b>Children in Reception</b></p> <p>24. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p><b>Children in Reception</b></p> <p>25. Develop storylines in their pretend play.</p> <p>26. Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>Children in Reception</b></p> <p>22. Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>23. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p><b>ELG - CWM</b></p> <p>1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>3. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG - BI and E</b></p> <p>4. Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>5. Sing a range of well-known nursery rhymes and song.</p>	<p><b>ELG - CWM</b></p> <p>2. Share their creations, explaining the process they have used.</p> <p><b>ELG - BI and E</b></p> <p>6. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	<p><b>Children in Reception</b></p> <p>19. Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>20. Return to and build on their previous learning. Refining ideas and developing their ability to represent them.</p> <p>21. Explore and engage in music making and dance, performing solo or in groups.</p>					