
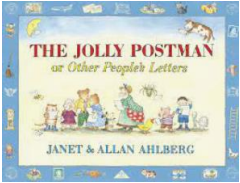
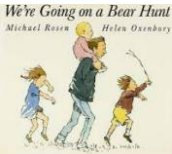
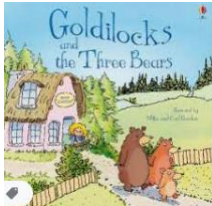

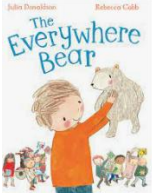
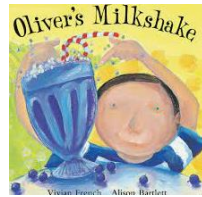


Reception Long Term Overview

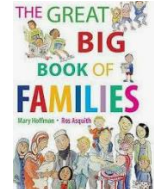
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching topic	All About Me	Celebrations	Explorers	Once Upon a Time...	The Great Outdoors	A Journey Through Time
Possible lines of enquiry	Family & homes Human body - senses Keeping healthy	Christmas Diwali Bonfire Night Harvest Birthdays Halloween Remembrance day Hanukkah	Arctic/Antarctic – Scot the Explorer, Inuits Space – Tim Peak/Neil Armstrong Pirates – Black Beard 31/1/22 Chinese New Year Shrove Tuesday	Traditional tales Easter	Growing & changing Mini beasts Life cycles Farms Eid	Dinosaurs Mary Anning Cave Men Inventors
Experiences & opportunities	Nurse/doctor visit Senses experiment Life sized skeleton Guide dogs for the blind Family tree day	Walk to post box – letter to Father Christmas Cooking linked to bonfire night Making a diva lamp Teresa Verney-Brookes bird workshop Mendhi patterns Diwali talk from parent	Launching rockets Pirate & mermaid day Ice experiments Don Rae dance workshop Pancake making	Baking gingerbread men Bridge building experiment Growing a bean Easter Egg hunt Porridge tasting Professional story teller workshop	Caterpillars & tadpoles Allotment vegetable growing Farm trip Building bug hotels Eid party Growing sunflowers Visiting a Mosque Litter picking	Class time capsule Grandparents tea Fossil hunting
Quality texts	Funny bones – Lit 	Jolly Postman – Lit  Robin red vest – Lit	We're going on a bear hunt - Lit  Whatever next	Goldilocks – Lit 	Oi frog! – Lit 	The everywhere bear – Lit 

Reception Long Term Overview

Oliver's milkshake – Lit

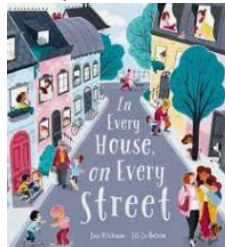


The great big book of families – Lit



NF – senses & human body

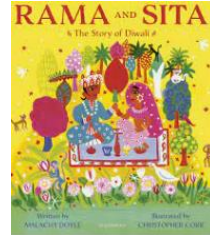
In every house, on every street – UtW



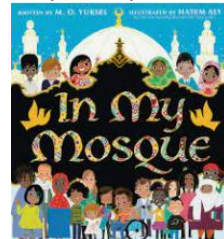
We are family – UtW



Rama & Sita – Lit

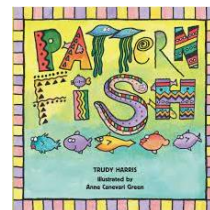


In my Mosque – UtW

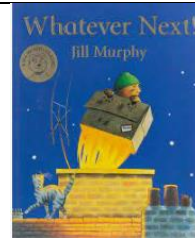
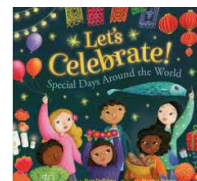


Pattern Fish – Maths

Let's celebrate!



Special days around the world – UtW



NF – Tim Peake, planets

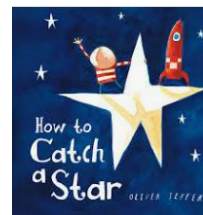
Polar bear, polar bear – Lit



Chinese new year
Pirates love underpants – Lit



How to catch a star – Lit



The night pirates

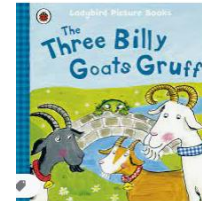
Jack and the beanstalk – Lit



The gingerbread man – Lit



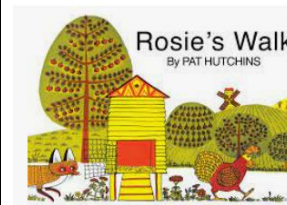
Billy Goats Gruff – Lit



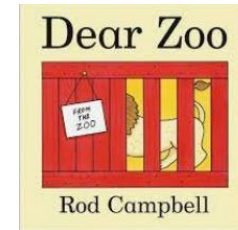
A very happy Easter – UtW



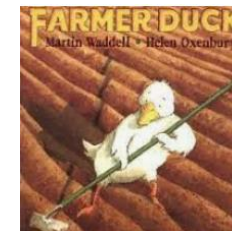
Rosie's Walk – Lit



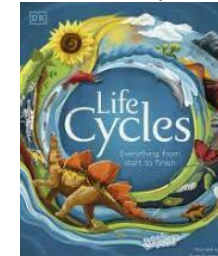
Dear Zoo – Lit



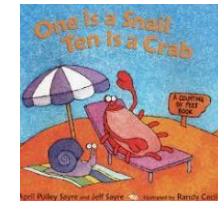
Farmer Duck



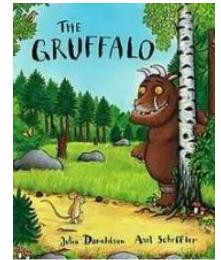
NF – life cycles



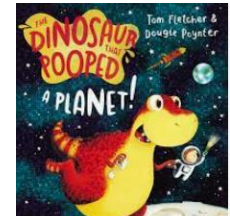
One is a snail, ten is a crab – Maths



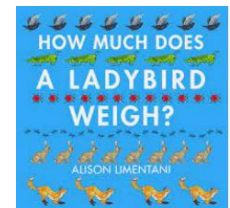
The Gruffalo – Lit



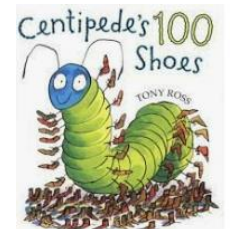
The dinosaur who pooped the planet – Lit



How much does a ladybird weigh? – Maths



Centipede's 100 shoes – Maths

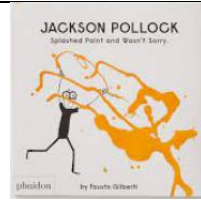


How big is a million – Maths

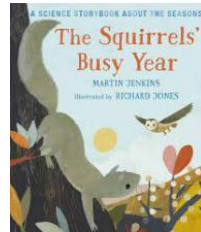
Reception Long Term Overview

		<p>Eight candles to light – UtW</p>  <p><u>Celebrations around the world – The fabulous celebrations you wont want to miss – UtW</u></p>  <p>Pick a pumpkin – UtW</p>  <p>The perfect fit – Maths (shape)</p>  <p>Jackson Pollock splashed paint and wasn't sorry (EAD)</p>	 <p>Pirates in the supermarket</p> 		<p>Look to the skies – UtW</p>  <p>Ramadan and Id-ul-Fitr – NF text, UtW</p> <p>Under the Ramadan Moon – UtW</p>  <p>We found a seed – UtW</p> 	
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Reception Long Term Overview



The squirrels busy year –UtW



Mix it up! – EAD



Ambitious vocabulary

Skeleton - skull
Body parts – ankle,
ear lobe, knuckles,
elbow...
Muscles
Joints
Organs
Veins
Blood vessels
Pulse
Relatives – aunt,
uncle, cousins, step...
Taste buds
Senses

Advent
Manager
Bethlehem
Jesus
Stable
Frankincense
Myrrh
Gold
Diva lamp
Rama & Sita & other
characters
Mendhi
Festival of lights
Rangoli

Arctic
Tundra
Climate
Inuit
Polar
Poles
Northern lights
Migration
Hibernation
Ice berg
Glacier
Planet names
Orbit
Solar system

Paramedic
Thermometer
Stethoscope
Oxygen
Emergency
Fire fighter
Fire brigade
Fire hydrant
Oxygen tank
Fire extinguisher
Breathing apparatus
Police
Emergency
Investigate









Chrysalis
Pupa
Metamorphosis
Pollinate
Dispersal
Germinate
Arachnids
Myriapods
Insect
Antennae
Thorax
Abdomen
Habitat
Micro habitat

Fossil
Carnivore
Herbivore
Omnivore
Reptile
Camouflage
Archaeologist
Predator
Prey
Palacontologist
Excavation
Extinct
Pre-historic
Skeleton

Reception Long Term Overview

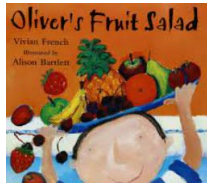
	<p>Detached Semi-detached Bungalow Flat Terraced</p>	<p>Armistice Crop Ploughed Harvest Combine harvester Wheat Sickle Grain Mosque Temple Menorah Gelt Dreidel Latkes Church – pew, alter, font, lectern</p>	<p>Satellite Asteroid Astronaut Constellation Eclipse Universe Meteor Doubloons Port Starboard Cutlass Anchor</p>	<p>Undercover Protect Constable Commander Sergeant</p>	<p>Environment Ever green Deciduous Nutrients Predators Prey Vertebrae Invertebrate Respiration</p>	<p>Names – tyrannosaurus, triceratops, stegosaurus, diplodocus... Cave men Stone age Skara Brae</p>
C&L	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Understand the importance of good listening - You choose & Dad's sandwich</p> <p>Take turns to speak - You choose & Dad's sandwich</p> <p>Articulate and speak clearly - You choose & Dad's sandwich</p> <p>Enjoy listening to stories - Dad's sandwich & story time at end of day</p>	<p>Introducing and learning new topic vocab – pre-teach</p> <p>Make comments about what they have heard – Bird Workshop</p> <p>Learn and use prepositions- Recounting making a diva lamp</p> <p>Follow 2 step instructions</p> <p>Enjoy listening to stories & remember what has happened –</p>	<p>Introducing and learning new topic vocab - pre-teach</p> <p>Understand why and how questions – ice experiment</p> <p>Predict and order everyday events</p> <p>Enjoy listening to stories & remember what has happened – story times at end of day</p> <p>Engage in NF books – planets and solar system with model</p>	<p>Introducing and learning new topic vocab - pre-teach</p> <p>Retell familiar stories – traditional tales role play</p> <p>Explain and describe how things work – linked to fire brigade visit</p> <p>Expand on the ideas of others – bridge building experiment</p> <p>Enjoy listening to stories & remember what has happened –</p>	<p>Introducing and learning new topic vocab - pre-teach</p> <p>Use talk to sequence and organise thinking - Take one picture display</p> <p>Describe events in detail – Recounting farm trip</p> <p>Use time language – first, then, last, next, before, after- Recounting farm trip</p> <p>Explain and describe why things happen – linked to caterpillar life cycle</p>	<p>Introducing and learning new topic vocab - pre-teach</p> <p>Learn and use correctly past, present and future tenses – Grandparents tea questionnaire</p> <p>Asks appropriate questions of others - Grandparents tea questionnaire</p> <p>Enjoy listening to stories & remember what has happened – story times at end of day</p>

Reception Long Term Overview

	<p>Engage in NF books – body and skeleton</p> <p>Learn poem/rhyme to perform -</p>	<p>story times at end of day</p> <p>Engage in NF books – book on celebrations and photographs enlarged to generate discussion</p> <p>Learn poem/rhyme to perform -</p>		<p>story times at end of day</p> <p>Engage in NF books – People who help us</p> <p>Learn poem/rhyme to perform -</p>	<p>Enjoy listening to stories & remember what has happened – story times at end of day</p> <p>Engage in NF books – life cycles and caterpillars</p> <p>Learn poem/rhyme to perform -</p>	<p>Engage in NF books – dinosaurs and fossils</p> <p>Learn poem/rhyme to perform -</p>
<p>PSED – key themes linked to quality texts</p>	<p>Me in my world – Here we are</p>  <p>Belonging – We all belong Our class is a family</p> 	<p>Friendship –Farmer Duck Sharing friends – That's my new friend</p>  <p>Getting on and falling out – The pirate tree</p>  <p>Strictly no elephants</p>	<p>Dreams & goals – Little people big dreams (link to NY resolutions) Dreams in a jar</p>  <p>Trying new things – Have a go Mo!</p> <p>Resilience & perseverance – The Dot</p>	<p>Keeping safe: Internet safety – Troll Stinks</p>  <p>Stranger danger – Road safety</p> <p>How to deal with anger – Angry Arthur I really want to shout!</p> 	<p>Looking after our planet – Michael recycle</p>  <p>-Somebody swallowed Stanley</p>  <p>-Dear Earth</p> 	<p>Empathy – The suitcase</p>  <p>Celebrating cultural diversity – The name jar</p>  <p>Happy in our skin</p>

Reception Long Term Overview

Being healthy (diet) –
Oliver's fruit salad



Being healthy (hand hygiene) -

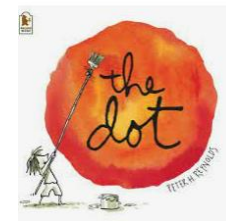


Kindness – Have you filled a bucket today?
Kindness makes us strong

Telling the truth –
The truth according to Arthur

Sharing & equality-
Fair shares

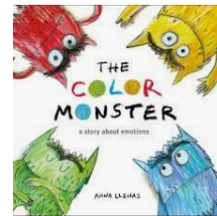
Being healthy (oral hygiene) – First time;
Dentist



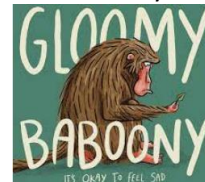
Everyone can learn to ride a bicycle



Emotions & feelings –
Colour Monster

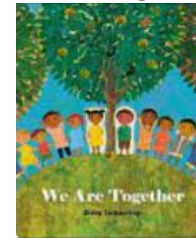


Feeling sad & mental health – Gloomy Baboony



Being healthy (regular exercise) –

Power of teamwork –
We are together

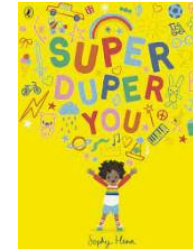


Being healthy (good sleep routine) -

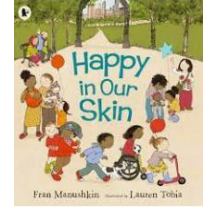
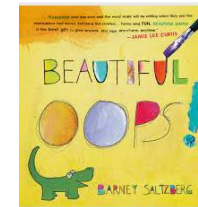
Celebrating differences/Individuality
- The same but different

Having a go and trying your best (linked to Sports Day) – Have a go, Mo!

What am I good at?
Superduper you



Making mistakes –
Beautiful opps!



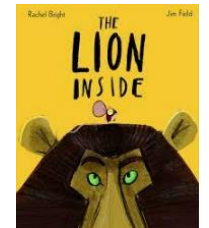
Celebrating achievements – All the ways to be smart



Changes - The growing story



Being brave (linked to moving up to Y1) –
The lion inside



Reception Long Term Overview

PD	<p style="text-align: center;">*Skills to be developed throughout the year*</p> <p style="text-align: center;">Dominant hand</p> <p style="text-align: center;">Develop posture for sitting at the table</p> <p style="text-align: center;">Develop correct tripod grip</p> <p style="text-align: center;">Develop upper arm and shoulder strength</p> <p style="text-align: center;">Develop core strength</p> <p style="text-align: center;">Begin to use anticlockwise movement</p> <p style="text-align: center;">Begin to trace vertical lines</p> <p style="text-align: center;">Use basic tools safely</p> <p style="text-align: center;">Use scissors accurately to cut around and along shapes</p> <p style="text-align: center;">With support use cutlery correctly</p> <p style="text-align: center;">Develop fine motor skills through: threading, digging, scooping, pouring, sewing...</p> <p style="text-align: center;">Developing skills to manage the school day: lining up, sitting on the carpet...</p>					
PE	<p><u>Gymnastics - mats</u></p> <p>Begin to negotiate space safely and effectively (spatial awareness games)</p> <p>Choose to move in a variety of ways – body shape, position, height & pace (crawling, rolling, walking, skipping, jumping, hopping, climbing...)</p>	<p><u>Gymnastics – equip.</u></p> <p>Move simple equipment safely</p> <p>Get on and off climbing equipment safely</p> <p>Jump from a piece of equipment landing safely</p>	<p><u>Dance</u></p> <p>Choose to move in a variety of ways – body shape, position, height & pace</p> <p>Explore a range of balances including on one leg</p> <p>Refine a variety of movements including: skipping, rolling, crawling, hopping...)</p>	<p><u>Ball games</u></p> <p>Adjust speed & change direction to avoid obstacles</p> <p>Control a large object through pushing, patting, throwing, catching or kicking</p> <p>Control a smaller object through pushing, patting,</p>	<p><u>Ball games</u></p> <p>Throw with precision when aiming for a target</p> <p>Bat and pat-hit a ball with some accuracy</p> <p>Follow some basic rules when playing with others</p>	<p><u>Gymnastics – equip.</u></p> <p>More larger equipment safely with others</p> <p>Get on and off larger equipment safely</p> <p>Jump from a larger piece of equipment landing safely</p> <p>Travel around, under, over and through</p>

Reception Long Term Overview

		Travel around, under, over and through equipment	Sequence 2 or 3 movements with developing control and grace	throwing, catching or kicking		equipment with precision
Literacy	<p>Funny Bones Oliver's Milkshake</p> <p>Initial sounds Identify sounds on a mat Orally segment CVC words Form taught letters correctly Mark making for meaning Name writing</p>	<p>Jolly Postman Robin red vest Rama & Sita</p> <p>Initial sounds CVC words Spell taught common exception words correctly Name writing Form taught letters correctly</p>	<p>Polar bear, polar bear We're going on a bear hunt Pirates love underpants How to catch a star</p> <p>Captions Labels Spell taught common exception words correctly Orally generate own short sentence Know how to Form taught letters correctly</p>	<p>Goldilocks Jack and the beanstalk The gingerbread man</p> <p>Orally generate own short sentence Begin to write own short sentence Spell taught common exception words correctly Form taught letters correctly</p>	<p>Oi Frog! Rosie's walk Dear Zoo</p> <p>Orally generate own short sentence Write own short sentence Spell taught common exception words correctly Form taught letters correctly</p>	<p>The everywhere bear The Gruffalo</p> <p>Orally generate sequence of sentences Write a sequence of 2-3 coherent sentences Spell taught common exception words correctly Form taught letters correctly</p>
Writing opportunities – including adult modelling higher level writing	<p>Shopping lists Labelling body Recipes Speech bubbles for funny bones</p>	<p>Writing a list for a birthday party Letter to Father Christmas Labelling a robin Christmas lists Retell story of Rama & Sita</p>	<p>Wanted posters for bear Writing own version of polar bear, polar bear Labelling pants Cold region animal fact file to make class book</p>	<p>Sorry letter from Goldilocks Writing own versions of fairy tales Instructions for making a gingerbread man Character description of the giant</p>	<p>Class book of own version 'Oi Frog' Labelling life cycle of caterpillar Keeping a sunflower diary Recount of farm trip Creating a 'Dear Farm' version based on 'Dear Zoo'</p>	<p>Gruffalo wanted posters Grandparents tea party invitation Setting description of the wood</p>

Reception Long Term Overview

		<p>Creating new characters for Jolly Postman to visit</p> <p>Halloween potions</p> <p>Thank you letters for Robin workshop</p> <p>Creating xmas party tickets</p>	<p>Creating own bear hunt and adding labels/captions</p>	<p>Character speech bubbles for repeated refrains</p> <p>Planning new route for gingerbread man – drawing map with captions</p>	<p>Labelling mini beasts</p> <p>Mini beast fact file</p>	
Maths	<p>Week 2&3-Baseline Counting</p> <p>Count reliably by rote with numbers from 0 to 5</p> <p>Recognise some numerals of personal significance</p> <p>Recognise numerals 1 to 5</p> <p>Counts up to five objects with 1:1 correspondence by saying one number name for each item</p> <p>Know that the last number counted gives the total (cardinality)</p> <p>Know that the amount doesn't change if the objects are rearranged (conservation)</p>	<p>Counting</p> <p>Count actions, sounds or objects which cannot be moved up to 5</p> <p>Counts an irregular arrangement of up to 5 objects</p> <p>Count out up to 5 objects from a set</p> <p>Subitising</p> <p>Show quantities up to 5 in familiar patterns eg. Dice (subitise)</p> <p>Identify up to 5 objects in irregular formations</p> <p>Identify quantities in 5 frames</p> <p>Represent numbers 1-5 in a variety of ways</p>	<p>Counting</p> <p>Revision of counting skills which need to be revisited (up to 5)</p> <p>Counts from any given number between 0-5</p> <p>Subitising</p> <p>Show quantities up to 5 in random arrangements</p> <p>Know that quantities don't change if the objects are shown in a different arrangement</p> <p>Comparing</p> <p>Compare numbers which are far apart, near to and next to each other</p> <p>Make predictions about what the outcome will be in stories and songs</p>	<p>Counting (up to 10)</p> <p>Count reliably by rote with numbers from 0 to 10</p> <p>Recognise numerals 1 to 10</p> <p>Counts up to ten objects with 1:1 correspondence by saying one number name for each item</p> <p>Know that the last number counted gives the total (cardinality)</p> <p>Know that the amount doesn't change if the objects are rearranged (conservation)</p> <p>Understand zero represents nothing</p>	<p>Counting (up to 10)</p> <p>Count actions, sounds or objects which cannot be moved up to 10</p> <p>Counts an irregular arrangement of up to 10 objects</p> <p>Count out up to 10 objects from a set</p> <p>Counts from any given number between 0-10</p> <p>Subitising</p> <p>Represent numbers 1-10 in a variety of ways</p> <p>Record using marks which can be explained eg. tallies/dots</p> <p>Measures-height & length</p> <p>Begin to use comparative language – tall, taller, tallest, short,</p>	<p>Counting (beyond 10)</p> <p>Begin to count verbally beyond 20</p> <p>Begin to identify patterns within numbers beyond 10 when looking at number tracks, calendars, 100 squares, measuring scales</p> <p>Identify odd and even numbers to 10</p> <p>Measures – weight</p> <p>Begin to use comparative language – heavy, heavier, heaviest, light, lighter, lightest</p> <p>Compare two weights</p> <p>With support can make and test simple</p>

Reception Long Term Overview

	<p>Understand zero represents nothing</p> <p>Select the correct numeral to represent 1 to 5 objects</p> <p>Subitising Begin to subitise up to 5 objects in familiar formations eg. Dice</p> <p>Put quantities into 5 frames</p> <p>Week 1 Matching and sorting Same and different</p> <p>Week 2 Compare size, mass, and capacity Comparing amounts</p> <p>Sort objects into two sets Use the language of more and fewer to compare 2 sets that are obviously different in quantity Know that the size of the object does not impact on the</p>	<p>Record using marks which can be explained eg. tallies/dots</p> <p>Shape & Pattern Select a particular named common 2d shape – circle, triangle, rectangle, square, pentagon</p> <p>Begin to use names of 2d shapes and mathematical language to describe</p> <p>Use shape & colours to create patterns and build models (AB, ABC)</p> <p>Copy and continue a simple AB/ABC pattern</p> <p>Comparing Sort objects into two sets</p> <p>Use the language of more and fewer to compare 2 sets that are obviously different in quantity</p>	<p>where one is added/taken away</p> <p>Recall one more (up to 5)</p> <p>Recall one less (up to 5)</p> <p>Distribute items evenly into equal groups</p> <p>Identify where groups of objects are not equal</p> <p>Composition Identify and discuss visual models of numbers which show their composition eg. There are 4 pieces of fruit, 3 are apples and 1 is an orange</p> <p>Partition quantities into two groups</p> <p>Begin to understand the language of part and whole when discussing composition of numbers to 5</p>	<p>Select the correct numeral to represent 1 to 10 objects</p> <p>Subitising Revision of subitising skills which need to be revisited Can children use subitising instead of relying on counting for quantities 5/6?</p> <p>Put quantities into 10 frames</p> <p>Identify quantities in 10 frames</p> <p>Begin to talk about numbers 6-10 as 5 and some more</p> <p>Measures – capacity Begin to use comparative language – full, empty, nearly full, nearly empty, half full, more, less</p> <p>Compare two containers by their capacity</p> <p>With support can make and test simple</p>	<p>shorter, shortest, long, longer, longest</p> <p>Compare two heights</p> <p>With support can make and test simple predictions about height eg. Who do you think is taller?</p> <p>Comparing Compare numbers which are far apart, near to and next to each other</p> <p>Make predictions about what the outcome will be in stories and songs where one is added/taken away</p> <p>Recall one more (up to 10)</p> <p>Recall one less (up to 10)</p> <p>Distribute items evenly into equal groups</p> <p>Identify where groups of objects are not equal</p>	<p>predictions about height eg. The biggest object isn't always the heaviest</p> <p>Composition (up to 10 with a focus on 9&10) Identify and recall some number bonds to 10 (begin to discuss double facts)</p> <p>Identify and use the language of part and whole</p> <p>Represent number bonds to 10 in a part whole model</p> <p>Beginning to use the vocabulary of 'how many more...?' and 'how many left?' eg. within a tens frame</p> <p>Finds the total number of items in 2 groups by counting all of them</p> <p>Know that when we are adding groups the total is getting bigger</p>
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Reception Long Term Overview

<p>quantity within the group</p> <p>Measures-height & length</p> <p>Begin to use comparative language – tall, taller, tallest, short, shorter, shortest, long, longer, longest</p> <p>Compare two heights</p> <p>Measure/Capacity</p> <p>Begin to use comparative language – full, empty, nearly full, nearly empty, half full, more, less</p> <p>Week 3</p> <p>Exploring pattern</p> <p>Shape & Pattern</p> <p>Select a particular named common 2d shape – circle, triangle, rectangle, square, pentagon</p> <p>Begin to use names of 2d shapes and mathematical language to describe</p> <p>Use shape & colours to create patterns</p>	<p>Know that the size of the object does not impact on the quantity within the group</p> <p>Identify sets with the same number of objects, begin to understand this is equal</p> <p>Match numerals to dot formations, 5 frame arrangements and other representations</p> <p>Sequence numbers 1-5 in order</p> <p>Compare numbers and explain which is more or fewer</p> <p>Say how many objects there might be before counting (estimating)</p>	<p>Represent the composition of numbers to 5 using practical objects within a part whole model/ five frames</p> <p>Begin to recall some number bond facts up to 5 with fluency eg. 3 and 1 make 4</p>	<p>predictions about containers capacity</p> <p>Comparing</p> <p>Sort objects into two sets</p> <p>Use the language of more and fewer to compare 2 sets that are obviously different in quantity</p> <p>Know that the size of the object does not impact on the quantity within the group</p> <p>Identify sets with the same number of objects, begin to understand this is equal</p> <p>Match numerals to dot formations, 10 frame arrangements and other representations</p> <p>Sequence numbers 1-10 in order</p> <p>Compare numbers and explain which is more or fewer</p>	<p>Composition (6, 7 and 8)</p> <p>Identify and recall some number bonds to 6, 7 and 8</p> <p>Identify and use the language of part and whole</p> <p>Represent number bonds to 6, 7 and 8 in a part whole model</p> <p>Beginning to use the vocabulary of ‘how many more...?’ and ‘how many left?’ eg. within a tens frame</p> <p>Finds the total number of items in 2 groups by counting all of them</p> <p>Know that when we are adding groups the total is getting bigger</p> <p>Begin to use the language of subtraction</p> <p>Take objects away from a group and find out how many are left over</p> <p>Know that when we are taking objects away</p>	<p>Begin to use the language of subtraction</p> <p>Take objects away from a group and find out how many are left over</p> <p>Know that when we are taking objects away from a set totals get smaller</p> <p>Begin to recognise mathematical symbols +, - and =</p> <p>Doubling</p> <p>Know that doubling is adding two equal groups</p> <p>Represent double facts up to 5+5 in different ways</p> <p>Recall double facts up to 5+5</p> <p>Shape & Pattern Identify</p> <p>Select and name a wider variety of 2d shapes including octagon and hexagon</p>
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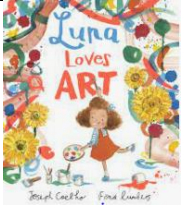
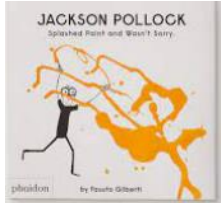

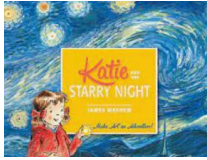
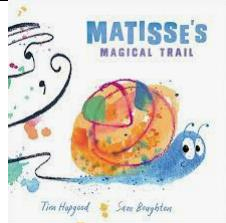
Reception Long Term Overview

	<p>and build models (AB, ABC)</p> <p>Copy and continue a simple AB/ABC pattern</p>			<p>Say how many objects there might be before counting (estimating)</p> <p>Composition Revision of numbers to 5 to improve fluency</p> <p>Begin to recognise mathematical symbols + and =</p> <p>Begin to use the language of addition</p>	<p>from a set totals get smaller</p> <p>Begin to recognise mathematical symbols +, - and =</p>	<p>Investigate how shapes can be put together to make new shapes</p> <p>Identify 2d shapes within 3d shapes</p> <p>Begin to know and name some common 3d shapes</p> <p>Create and copy increasingly challenging pictures and models using 2d and 3d shapes</p> <p>Make and copy increasingly challenging patterns including ABB, ABBC and rotating shapes</p> <p>Identify a mistake within a pattern and discuss how to correct it</p>
UtW	<p><u>Family and community</u> Can talk about members of their family and people who are special to them</p>	<p><u>Celebrations</u> Talk about their family customs and routines</p> <p>Identify and talk about special events in their own lives</p>	<p><u>Lives of significant individuals in the past</u> – Tim Peake, Scot the Explorer, Neil Armstrong, Black Beard</p>	<p><u>People who help us in the community</u> Know and talk about the different jobs that adults do.</p> <p>Listen and ask questions and the</p>	<p><u>The natural world and environments</u> Plant seeds and know how to care for growing plants</p>	<p><u>Events beyond living memory – dinosaurs & Mary Anning</u> Comments on pictures of events in the past</p>

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	<p>Talk about some of things they do with family and places they have visited</p> <p>Begin to make sense of their own life-story and family history</p> <p>Identify similarities and differences between their family and that of others</p> <p>Put events in their life in chronological order</p> <p>Understand the ways they have changed</p> <p><u>Ourselves</u> Identify, name and talk about different parts of their body.</p> <p>Identify differences between themselves and others.</p> <p>Talk about how they have changed since they were a baby.</p>	<p>Understand special times are celebrated in different ways</p> <p>Recognise and respect that people different beliefs</p> <p>Understand that some places are special to members of their community</p> <p><u>Changing seasons</u> – autumn</p> <p>Identify changes within the environment, weather & animals</p> <p>Talk about why things happen – leaves falling from trees, squirrels collecting nuts...</p>	<p>Can talk about why they were an important individual</p> <p>Compare figures from the past</p> <p><u>Changing states</u> – Observe and discuss what happens when exploring: melting, freezing, floating, sinking</p> <p>Make predictions about what they think will happen when exploring: melting, freezing, floating, sinking</p> <p><u>Changing seasons</u> – winter</p> <p>Identify changes within the environment, weather & animals</p> <p>Talk about why things happen – animals hibernating/migrating, trees with no leaves</p>	<p>role of people in the community</p> <p>Talk about their own experiences within the community</p> <p>Know about the role of important individuals within the community – nurse, fire fighter...</p> <p><u>Changing seasons</u> – spring</p> <p>Identify changes within the environment, weather & animals</p> <p>Talk about why things happen – new life, animals and plants</p>	<p>Can talk about how to look after the environment</p> <p>Understands the effect their behaviour can have on the environment</p> <p>Develop an understanding of growth over time through life cycles</p> <p>Understand the life cycle of a human</p> <p>Can identify the features of different micro habitats for mini beasts</p>	<p>Compare and contrast our way of life to Cave men (Stone age)</p> <p>Know some similarities and differences between things in the past and now</p> <p><u>Changing seasons</u> – summer</p> <p>Identify changes within the environment, weather & animals</p> <p>Talk about why things happen – longer days, trees in full leaf</p>
EAD – including artists	<p>Picasso – portraits</p> <p>Book: Luna loves art</p>	<p>Pollock – expressing & experimenting with colour</p>	<p>Van Gogh – Starry Night (linked to space)</p>	<p>Kandinsky – link to shapes</p> <p>Book:</p>	<p>Matisse – shapes</p> <p>Book: Matisse’s Magical Trail</p>	<p>Andrew Goldsworthy – natural art</p> <p>Arcimboldi</p>

Reception Long Term Overview

	 <p>Media and tools: Pencils Poster paint Fine line black pens Oil pastels Tin foil</p> <p>Skills: Drawing through observation Drawing with increasing complexity and detail Select the correct colours Use a range of brush sizes appropriately Work collaboratively Build on previous learning to develop their ideas</p> <p>Opportunities & experiences: Picasso – portraits Painting portraits Pen portraits</p>	<p>Book: Jackson Pollock splashed paint and wasn't sorry</p>  <p>Mix it up!</p>  <p>Media and tools: Powder paint Poster paint Straws Marbles Brooms</p> <p>Skills: Explore and use colour expressively Use colour for a purpose including to represent mood and emotions Mix powder paint Create art work on a large scale</p>	<p>Book: Katie and the starry night</p>  <p>Media and tools: Chalk Oil pastels Poster paint Cotton buds Tin foil</p> <p>Skills: Creating on a larger scale Begin to show an understanding of shades and tints</p> <p>Opportunities & experiences: Finger painting Loose parts art Cotton bud painting on tinfoil</p>	<p>Media and tools: String printing Printing with different containers 2d shapes</p> <p>Skills:</p>	 <p>Media and tools: Scissors Paper Card Wall paper Tissue paper Crepe paper Material scraps – felt PVA glue</p> <p>Skills: Responding imaginatively to artwork</p> <p>Use closed shapes to represent objects</p>	
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Reception Long Term Overview

	<p>Collage portrait Collaborative portraits with oil pastels</p> <p>Body sculptures using foil</p>	<p>Investigate secondary colours through colour mixing</p> <p>Opportunities & experiences:</p> <p>Firework art Diwali patterns Diwali cards Christmas cards Diva lamp</p> <p>Marble painting Blow painting with straws Splatter painting Broom painting Painting on tinfoil</p>				
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