

+Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<b>Marvellous Me!</b> Autumn Family	<b>Let's Celebrate</b> Autumn Stick Man Bonfire Night Remembrance Day Diwali Christmas/Father Christmas story Christmas around the world St Andrews Day Hanukkah	<b>Let's Go On An Adventure!</b> Winter Chinese New Year St Patricks Day St David's Day	<b>Let's Imagine!</b> Pancake Day Easter Planting/Gardening/Spring St Georges Day	<b>Wilderness Explorers</b> Life cycles – different animals/insects/plants Local Area	<b>Our Wonderous World</b> 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. Bonfire Night - safety  <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>SCARF – Spring A – Keeping Myself Safe (6 lessons)</i> <i>SCARF – Spring B – Rights and Responsibilities (6 lessons)</i>	Think about the perspectives of others. Manage their own needs.  <i>SCARF Summer A – Being my Best (6 lessons)</i> <i>SCARF 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	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.	<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	<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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	Join in with repeated refrains and key phrases.			Innovate a well-known story with support.		
	<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	<b>Poetry</b> - Oi Frog How to Catch a Star The Jolly Christmas Postman (letter/list) The Nativity	Pirates love underpants (instructions) Commotion in the Ocean <b>Poetry</b> – love valentines day	The 3 Little Pigs We're Going to Find the Monster The Easter story	Goldilocks (recipe) <b>Poetry</b> - Michael Rosen Little Red Riding Hood	Mad About mini beasts Jack & the beanstalk
Weekly Texts	Big Feelings – Rebekah Ballagh Super Duper You – Sophie Henn Whoever You Are – Mum Fox Perfectly Norman – Tom Percival Sulwe – Lupita Nyong'o	Eight Nights, Eight Lights – Natalie Barnes Binny's Diwali – Thrity Umrigar We All Celebrate – Chitra Soundar The Jolly Postman Christmas The Nativity Story Uncle Bobby's Wedding – Sarah S Brannon	How many legs? – Kes Gray The Dinosaur that Pooped a Planet – Tom Fletcher The Runaway Wok (Chinese New Year) – Ying Chan Compestine Grandad's Island – Benji Davies Oh The Places You'll Go – Dr Sues Mr Wolf's Pancakes – Jan Fearnly	The Something – Rebecca Cobb Rosie's walk – Pat Hutchins Whatever Next – Jill Murphy What we'll Build – Oliver Jeffers What will I be? – Frances Stickly People Need People – Nila Aye When You're Fast Asleep – Peter Arrhenius	Alligator Pie – Dennis Lee Squirrels Who Squabble – Rachel Bright The Lion Inside – Rachel Bright Spinderella – Julia Donaldson The Bee Book – Charlotte Milner Norman the Slug with the Silly Shell – Sue Hendra	Handa's Surprise – Eileen Browne This is London – Miroslav Sasek You Can't Take an Elephant on Holiday – Patricia Cleveland-Peck The Perfect Fit – Naomi Jones A Little Bit Brave – Nicola Kinnear
	<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

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<p>Phonics</p>	<p><b>Focus Group</b> Set 1 sounds &amp; Word Time 1,2,3 (emerging or below expected level)</p> <p><b>Steady Group</b> Set 1 sounds &amp; Word Time 1,2,3,4,5 (expected level)</p> <p><b>Speedy Group</b> Set 1 and Word Time 6 &amp; 7, ditties and green books (exceeding level)</p>	<p><b>Focus Group</b> Set 1 sounds &amp; Word Time 1,2,3,4,5 (emerging or below expected level)</p> <p><b>Steady Group</b> Set 1 sounds &amp; Word Time 6,7 ditties (expected level)</p> <p><b>Speedy Group</b> Set 2 green and purple books (exceeding level)</p>	<p>recognised and form some capital letters correctly.</p> <p><b>Focus Group</b> Set 1 sounds &amp; blending and ditties (emerging or below expected level)</p> <p><b>Steady Group</b> Set 2 sounds &amp; green/purple books (expected level)</p> <p><b>Speedy Group</b> Set 2 pink/orange books (exceeding level)</p>			
<p>Mathematics</p>	<ul style="list-style-type: none"> <li>Match, sort and compare (wk3-4)</li> <li>Talk about measure and pattern (wk 5-6)</li> <li>It's me 1,2,3 (wk 7-8)</li> <li>Circles and triangles (wk 9)</li> <li>1,2,3,4,5 (wk 10-11)</li> <li>Shapes with 4 sides (wk 12)</li> </ul> <p><b>Mastering Number – NCETM Project</b></p>	<ul style="list-style-type: none"> <li>Alive in 5 (wk 1-2)</li> <li>Mass and capacity (wk 3)</li> <li>Growing 6, 7, 8 (wk 4-5)</li> <li>Length, height and time (wk 6-7)</li> <li>Building 9 &amp; 10 (wk 8-10)</li> <li>Explore 3D shapes (wk 11-12)</li> </ul> <p><b>Mastering number – NCETM Project</b></p>	<ul style="list-style-type: none"> <li>To 20 and beyond (wk 1-2)</li> <li>How many now? (wk 3)</li> <li>Manipulate, compose and decompose (wk 4-5)</li> <li>Sharing and grouping (wk 6-7)</li> <li>Visualise, build and map (wk 8 – 10)</li> <li>Make connections (wk 11)</li> <li>Consolidation (wk 12)</li> </ul> <p><b>Mastering Number – NCETM Project</b></p>			
<p>Understanding the World</p>	<p>Talk about members of their immediate family - including a Family Tree</p> <p>Explore Community – School, NL, MK, UK – compare to other countries.</p> <p>Name and describe people who are familiar to them.</p> <p>Compare similarities &amp; differences between themselves and others</p> <p>Timeline – baby photos through to elderly.</p> <ul style="list-style-type: none"> <li>Extend timeline to include when dinosaurs lived</li> </ul> <p>Current weathers – dressing appropriately and what activities can we enjoy outside?</p> <p><b>LINKS TO YEAR 1 CURRICULUM</b> History – Our School (Autumn 1) Geography – What is my history? (Autumn1)</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways – what celebrations do the children in our class celebrate?</p> <ul style="list-style-type: none"> <li>Diwali – Rama &amp; Site</li> <li>Bonfire Night – Brief history, Guy Fawkes, what is fire? How do we keep ourselves safe?</li> <li>Christmas – Rev Ben – The Christmas Story.</li> </ul> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p><b>LINKS TO YEAR 1 CURRICULUM</b> History – Great fire of London (Autumn 2)</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map.</p> <ul style="list-style-type: none"> <li>Outdoor Explorers to begin – out an about in Newton Leys</li> <li>Lunar New Year – explore China – compare to UK, animal race story, dance – partner work with material</li> <li>London is our capital city – what are the key features of London? Where is London?</li> <li>Explore countries – based on children in class (add in additional if more diversity required) - basic map work</li> <li>Space, space travel, planets, astronauts</li> </ul> <p>Current weathers – dressing appropriately and what activities can we enjoy outside?</p> <p><b>LINKS TO YEAR 1 CURRICULUM</b> History – Great Fire of London (Autumn 2) Geography – seasons and weather (Autumn 2)</p>	<p>Talk about the lives of people around them and their roles in society.</p> <ul style="list-style-type: none"> <li>Imagine who we want to be when we grow up</li> <li>People Who Help Us – invite in different professionals who break stereotypes. What does their job consist of?</li> <li>Artists – invite in an artist, show famous art work, recreate famous art work, hold our own art exhibition.</li> </ul>	<p>Explore the natural world around them.</p> <p>Investigate basic local maps (physical maps and google maps) identifying key areas – our school, asda, the lake.</p> <p>Compare maps of NL 10 years ago to now.</p> <p>Draw information from a simple map.</p> <p>Talk about how school has changed – incorporate experience of parents and grandparents</p> <p>Give simple instructions to a computer (beebot or beebot app) to complete a task.</p> <p>Program each other to complete a simple activity (link to PE).</p> <p>Care for plants in raised beds.</p> <p>Current weathers – dressing appropriately and what activities can we enjoy outside?</p> <p><b>LINKS TO YEAR 1</b> Geography – seasons and weather (Autumn 2)</p>	<p>Holidays – past and present, compare photographs from the past to now</p> <p>Globe investigation</p> <p>Tracking aeroplanes live</p> <p>Discussing which transport is appropriate to different destinations</p> <p>Transport – look at how fast our toy vehicles can travel, measuring which go furthest (maths link)</p> <p>Art work inspired from around the world</p> <p>Postcards – why? Making/writing our own</p> <p>Water and sun safety</p> <p>Compare and contrast characters from stories, including figures from the past.</p>

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	<p>Geography – seasons and weather (Autumn 2) Science/STEM – seasonal changes (Autumn 1) Geography/History – How do we know dinosaurs existed? (Spring 2)</p>		<p>Geography/History – who was the first man on the moon? (Summer 2) Geography/History – What is it like to live in Brazil? (Summer 1)</p>		<p>Science/STEM – plants (Summer 2) Art/DT – fruit &amp; vegetables (summer 1) Science/STEM – animals including humans (Autumn 2)</p>	
<p>Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Computers and technology are part of everyday life – free access to iPads including cameras, interactive boards, electronic toys, voice recorders, calculators &amp; beebots.</p>						
<p>Expressive Arts and Design</p>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Explore mark making using a range of drawing materials</li> <li>Investigate marks &amp; patterns when drawing</li> <li>Identify similarities and differences between drawing tools</li> <li>Investigate how to make large &amp; small movement with control when drawing</li> <li>Practise looking carefully when drawing</li> <li>Combine materials when drawing</li> </ul> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</p> <p>Develop storylines in their pretend play. Percussion Instruments Role Play/Imaginative Play</p> <p><b>LINKS TO YEAR 1 CURRICULUM</b> Drawing: making your mark (Autumn 1)</p>	<p><b>Painting &amp; mixed media</b></p> <ul style="list-style-type: none"> <li>Explore paint using hands as a tool</li> <li>Describe colours and textures as they paint</li> <li>Explore what happens when paint colours mix</li> <li>Make natural painting tools</li> <li>Investigate materials such as water for painting</li> <li>Explore paint textures</li> <li>Respond to a range of stimuli when painting</li> <li>Use paint to express ideas and feelings</li> <li>Explore colours, patterns and compositions when combining materials in collage</li> </ul> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</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>Designing and printing – thinking about what objects will give the desired affect</li> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul> <p><b>LINKS TO YEAR 1 CURRICULUM</b> Art/DT – painting and mixed media: colour splash (Autumn 2)</p>	<p><b>Sculpture &amp; 3D</b></p> <ul style="list-style-type: none"> <li>Explore the properties of clay</li> <li>Use modelling tools to cut and shape soft materials – playdough/clay</li> <li>Select and arrange natural materials to make 3D art work</li> <li>Talk about colour, shape and texture and explain their choices</li> <li>Plan ideas for what they would like to make</li> <li>Problem-solve and try out solutions when using modelling materials</li> <li>Develop 3D models by adding colour</li> </ul> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</p> <ul style="list-style-type: none"> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> <li>Lunar New Year – dance work in partners</li> </ul> <p><b>LINKS TO YEAR 1 CURRICULUM</b> Art/DT – sculpture &amp; 3D, paper play (Spring 2) Art/DT – constructing windmills (Spring 1)</p>	<p><b>Craft &amp; design</b></p> <ul style="list-style-type: none"> <li>Explore differences when cutting a variety of materials</li> <li>Investigate different ways of cutting</li> <li>Follow lines when cutting</li> <li>Experiment with threading objects, holding equipment steady to do so</li> <li>Explore techniques for joining paper and card</li> <li>Apply craft skills – cutting, threading, folding</li> <li>Design something on paper ready to make in three dimensions</li> </ul> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</p> <ul style="list-style-type: none"> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul> <p><b>LINKS TO YEAR 1 CURRICULUM</b> Science/STEM – Materials (Summer 1) Art/DT – Textiles – puppet making (Summer 2)</p>	<p><b>Revisit aspects of –</b> Drawing Painting and mixed media Sculpture and 3D Craft and design (to ensure thorough and even coverage)</p> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</p> <ul style="list-style-type: none"> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>	<p><b>Revisit aspects of –</b> Drawing Painting and mixed media Sculpture and 3D Craft and design (to ensure thorough and even coverage)</p> <p><b>MUSIC – CHARANGA</b> Listen &amp; respond Explore &amp; Create Singing Share &amp; Perform</p> <ul style="list-style-type: none"> <li>Percussion Instruments</li> <li>Role Play/Imaginative Play</li> </ul>

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Although art knowledge and skills split across terms, these may be explored throughout the year group as children's interests naturally change and progress  
Children should also know – **COLOUR** - the names of a wide range of colours, colours can be mixed to make new colours, **FORM** - modelling materials can be shaped using hands or tools, **SHAPE** - the names of simple shapes in art, **LINE** - lines can be curved or straight and described in simple terms such as 'wiggly' 'straight' 'round'. **PATTERN** – when they have made a pattern with objects/colours/drawn marks and be able to describe it, **TEXTURE** – simple terms to describe what something feels like, **TONE** – there are different shades of the same colour and identify colours as 'light' or 'dark'  
Explore and engage in music making and dance, performing solo or in groups.