

# Hardwick & Cambourne Reception Long Term Overview September 2021

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	All about me (emotions, family, homes & healthy habits) Traditional Tales	Autumn Halloween Bonfire Night Christmas & Divali	Winter and Cold Places Chinese New Year	People who help us Pancake Day Mother’s Day Easter	Growing & life cycles: chicken/ducks, frogs, plants Local Area – Cambourne/Hardwick	Summer & Hot places Rock Stars Pop Stars
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	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.	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
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	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.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Children develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Children will develop their strength, balance and coordination through gymnastics, both on the floor and using equipment.	Further develop and refine a range of ball skills including throwing, catching, kicking, passihfjhhng, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Children to experience a range of different sporting activities including being a part of sporting teams.	Children to engage with a range of track & field athletic activities.
	Children to develop and strengthen fine motor skills through emphasis on mark making experiences.	Children to develop and strengthen fine motor skills through emphasis on mark making experiences.  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Develop the foundations of a handwriting style which is fast, accurate and efficient.
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 Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 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.						
Literacy	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 some letter groups that each represent one sound and say sounds for them. Read a few common tricky words matched to the school’s phonic programme.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few tricky words words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Form lower-case letters correctly and join digraphs and tricky words. Spell words by identifying the sounds and then writing the sound with letter/s.	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	Phase 1	Phase 1/2	Phase 2/3	Phase 3	Phase 3	Phase 3/4
	Children will develop a life-long love of reading through experiencing a rich variety of stories and traditional tales throughout the year, including through their own story-telling experiences.					
Mathematics	Children explore the maths and construction areas and know where things belong. Baseline. Positional language. Understand key times of the day & class routines. Introduce snack shop.	Introduce 0 Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and triangles Positional Language Representing 4 & 5. Orders numbers up to 5.	Comparing numbers to 5 Composition of 4 and 5 Compare weight Compare capacity Representing 6,7,8 Comparing 6,7,8 Composition 6,7,8 Introduce odd and even numbers.	Representing 9 & 10 Comparing 9 & 10 Composition 9 & 10 Comparing numbers to 10. Order numbers to 10. Number bonds to 10. Introduce doubling to 5. Introduce and explore 3D shapes	Counting patterns beyond 10 Building numbers beyond 10 Verbally count beyond 20. Orders numbers to 20. Spatial Reasoning: Match, Rotate, Manipulate Adding Taking away	Doubling Sharing & grouping Even and odd Spatial reasoning: Visualise & build Deepening Understanding Patterns & Relationships Spatial reasoning:

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	Match and sort Compare amounts Verbally count up to 10. Compare size, weight & capacity. Exploring pattern.(A,B)	One more and one less. Shapes with 4 sides.	Verbally count to 20. Making pairs Combining 2 groups practically. Length Height Time	Exploring patterns. (ABB,AAB,AABB)	Spatial reasoning: Compose and decompose	Mapping
	Count objects, actions and sounds Subitise up to 5. Link numerals with its cardinal number value. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-10. Verbally count beyond 20, recognising the pattern of the number system <b>Number and Shape of the week.jh</b> <b>Maths in Stories.</b> The maths curriculum will be underpinned by a rich variety of maths themed books that provide opportunities for children to explore and question mathematical concepts in a fun, practical and engaging manner.					
Understanding the World	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 environments that are different to the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.	Understand that some places are special to members of their community.  Draw information from a simple map.	Understand their immediate environment through observation, discussion, maps and visits to key local sites.	Recognise that things, people and places change over time. Know some similarities and differences between things in the past and now Children compare old and new.
	Explore the natural world around them with regular trips to the pond and wildlife area. Understand the effect of changing seasons on the natural world around them. Describe what they see, hear, and feel whilst outside. Children explore technological equipment through a variety of resources. Children explore their local environment through visits to increase their sense of the world around them. Children to find out about important members of society and members of the local community through visits to school, to increase their sense and knowledge of the world around them. Compare and contrast characters from stories, including figures from the past.					
Expressive Arts and Design	Children sing a range of well-known nursery rhymes and songs.  Independently and safely use the creative area.  Begin to explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Continue to experiment and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Children to explore a variety of instruments.  Listen attentively, move to and talk about music, expressing their feelings and responses.	Children invent, adapt and recount stories using Talk for Writing with peers and their teacher.	Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in music making and dance, performing solo or in groups.
	Develop storylines in their pretend play. Children are exposed to a variety of music forms throughout the year. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Children tell stories and collaboratively perform them. Create collaboratively sharing ideas, resources, and skills. Children share their creations and learning and are able to explain the process they have used.					