

Long Term Overview

Reception Class – Badgers

At Germander Park school our Reception class is the Badgers class.

The EYFS (Early Years Foundation Stage) curriculum is based on 7 areas of learning which are broken down into 17 aspects culminating in the Early Learning Goals (ELG). Children's learning is developed using the three Characteristics of Effective Learning: Playing and Exploring, Active Learning, Creative and Critical Thinking which help support and motivate children to learn.

Teaching in the Reception class centres on pupils interests, the 7 areas are planned for through a theme, such as 'growing', or developed using a book. Activities are planned for inside and out so all children can access the areas of learning. Through questioning teachers take pupils learning forward guiding them to discover new skills. Most learning is child initiated a small proportion is teacher led; this includes letter formation, literacy, maths skills, reading and phonics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	Celebration	People Who Help Us	Living and Growing	Past and Present	Transition
Personal, Social and Emotional Development	Settling children into routines. Themes of friendship; sharing, developing an understanding of the	Embedding routines and behaviour. Themes of expressing interests, working as part of a	Themes of personal safety, conflict resolution, teamwork, friendship,	Themes of belonging, adjusting behaviour to changes/situations, safety in the	Themes of helping, working cooperatively, negotiating, sensitivity to others, problem	Themes of confidence, resilience, independence, perseverance,

	class rules, kindness, resolving conflict. Managing their own personal hygiene. Jigsaw – Piece 1 – Being Me in My World	group, working towards simple goals, listening to each other. Jigsaw – Piece 2- Celebrating Difference	understanding feelings. Learn to dress independently. Jigsaw – Piece 3 – Dreams and Goals	environment. Learning about healthy food choices. Jigsaw – Piece 4 – Healthy Me	solving, confidence, independence, resilience and perseverance. Jigsaw – Piece 5 - Relationships	managing and talking about feelings/behaviour, adapting/developing positive relationships. Jigsaw – Piece 6 - Changes
Physical development	Negotiate space safely with consideration of others. Finger gym/dough disco	Gross motor movements. Manipulate materials. Practise using small tools such as scissors. Finger gym/dough disco	Move energetically such as running hopping skipping and climbing. Manipulate materials. Practise using small tools such as scissors.	Move energetically such as running hopping skipping and climbing. Be aware of safety when moving around. Hold a pencil effectively in preparation for fluent writing.	Demonstrate strength balance and coordination when playing. Begin to show accuracy when drawing.	Sports Day Demonstrate strength balance and coordination when playing. Begin to show accuracy when drawing.
Communication and language	Initiating conversations, listening attentively to each other, responding to each other with relevant questions. Listen to stories and offer an explanation for what they hear.	Talking about their own experiences, retelling past events, answering how/why questions.	Participate in group and 1:1 discussions offering their own ideas and expressing opinions using recently introduced vocabulary.	Talking in role, retelling stories, creating a narrative.	Extending narratives, connecting ideas and use recently introduced vocabulary from stories, non fiction, rhymes and poems.	Express their ideas and feelings using full sentences, using past present and future tense correctly. With support from adults attempts to use conjunctions when they are speaking.
Literacy	Mark making and giving meaning to marks. Name reading/writing.	Sound discrimination. Read initial sounds in CVC words.	Sequencing a story. Segmenting CVC words. Practise handwriting Talk for writing.	Writing simple sentences using our phonics knowledge to support our spelling.	Introduce narratives. Use and understand recently introduced vocabulary. Practise handwriting	Write Instructions captions and

		<p>Attempt to write letters. Retell stories in their own words.</p> <p>Talk for writing.</p>		<p>Practise handwriting. Read beginning-middle-end sounds using blending. Talk for writing</p>	Talk for writing	<p>speech bubbles. Read sentences and books independently. Read some common exception words. Talk for writing.</p>
Maths	<p>Develop an interest in number, how many children in the class, what number is it in the month, how old am I? Develop a deep understanding of numbers from 1 -5</p>	<p>Develop an interest in number, how many children in the class, what number is it in the month, how old am I? Develop a deep understanding of numbers from 1 -5. Understand subitising numbers from 1- 5 Children learn about common 2D shapes and know the characteristics of 2D shapes. Practise number writing.</p>	<p>Develop a deep understanding of numbers from 1 -5. Begin to develop an understanding of numbers to 10 Understand subitising numbers from 1- 10 Practise number writing</p>	<p>Develop an understanding of number bonds to 10. Practise counting beyond 20 and start to develop an understanding of patterns in number. Children learn about common 3D shapes and know the characteristics of 3D shapes. Practise number writing</p>	<p>Develop an understanding of number bonds to 10. Develop an understanding of subtraction facts with number bonds. Practise counting beyond 20 and start to develop an understanding of patterns in number. Practise number writing</p>	<p>Children are able to automatically recall number bonds to 10. Children represent numbers to 10 and can say odds, even and double facts. Practise number writing</p>
Expressive arts	<p>Explore a range of materials tool and techniques. Become involved in role play. Sing as part of a group.</p>	<p>Explore a range of materials tool and techniques. Become involved in role play. Sing as part of a group. Perform/sing at our Christmas sing –a- long.</p>	<p>Experiment with colour and design. Invent their own role play ideas. Sing a range of songs.</p>	<p>Experiment with colour and design and share their ideas with others. Sing a range of songs.</p>	<p>Make props for their role play. Adapt role play to suit their ideas. Dance in time to music</p>	<p>Make props for their role play and use them when engaged in play. Perform in role or sing to others.</p>
Understanding of the world	<p>Talk about themselves and their families.</p>	<p>Look at how people celebrate cultural and religious festivals in this</p>	<p>Find out about the jobs of family members.</p>	<p>Explore the natural world around Downs Barn.</p>	<p>Develop an understanding of</p>	<p>Develop the children's understanding of cultural celebrations by</p>

	Talk about things that their families do such as jobs and leisure activities.	country drawing on the children's experiences. Using stories and non fiction texts look at life in other countries.	Invite people from the community to tell the children about their role in society.	Visit a farm to look at the natural world. Explore the changes in seasons.	dinosaurs and living animals. Look at the story of the Tiger that Came to Tea and explore the difference between shopping in the past and shopping today.	role playing a cultural celebration. Visit Milton Keynes Museum to deepen the children's understanding of history.
--	---	---	--	--	---	--