



# Percy Main Primary School

## Reception Long Term Overview

	Shows increasing accuracy and care when drawing.  Undertakes daily Dough disco/ Squiggle while you Wiggle sessions. <b>Gross Motor</b> Experiments with moving in different ways, testing out ideas and adapting movements to manage risk.	Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.	strength, balance, and coordination when playing. <b>Fine Motor</b> Handles tools, objects, construction and malleable materials safely, uses tools with precision and intention. Begins to form recognisable letters independently.	Develop overall body strength, agility, coordination and balance. <b>Fine Motor</b> Forms a range of taught letters with accuracy and care.		
Develop an understanding that regular exercise, drinking water, making healthy food choices, teeth brushing, hand washing, a good sleep routine and less screen time all add up to a "healthy me." Manage basic hygiene and personal needs such as going to the toilet and dressing.						
<b>Literacy</b>	Enjoyment and comprehension Enjoys an increasing range of books both fiction and non-fiction.  Writing. Gives meaning to marks they make as they draw, write, paint or type.	Enjoyment and comprehension Uses vocabulary and forms of speech in conversation and in play that are increasingly influenced by their experiences of reading.  Writing. Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing familiar words such as their name. Beginning to hear and write initial sounds and write some CVC words.	Enjoyment and comprehension Describes main story events, characters and settings in increasing detail.  Writing. Enjoys using writing as a part of their play eg making lists, birthday cards, tickets, invitations, plans. Uses Fred Talk to spell words by identifying the sounds and then writing the letters.	Enjoyment and comprehension Knows that information can be retrieved from books, computers and digital devices.  Writing. Use their developing phonic knowledge to write labels and captions. Develops a confidence to use their phonic knowledge to write words, some of which are correctly spelt and some which are phonetically plausible. Beginning to use some high frequency words in their writing.	Enjoyment and comprehension Demonstrate an understanding of what has been read to them, or that they have read themselves by retelling narratives and using recently introduced vocabulary.  Writing. Write simple sentences which can be read by themselves and others.	Enjoyment and comprehension Use and understand recently introduced vocabulary during discussion of books, poems and stories and using them to enhance their play.  Writing. Include capital letters, finger spaces and full stops in their writing. Can read their writing back and self correct.
<b>Phonics</b>	<b>Reading Read Write Inc</b>	<b>Read Write Inc</b>	<b>Read Write Inc</b>	<b>Read Write Inc</b>	<b>Read Write Inc</b>	<b>Read Write Inc</b>
<b>Mathematics</b>	Enjoys reciting numbers from 1-10 (and beyond) and back from 10-0.  Count objects, actions and sounds to 5.  Counts out up to 5 objects from a larger group.  Matches the numeral with a group of items to show how many there are - 0-5.  Arranges numerals in order from 0-5  Select, rotate and manipulate shapes in order to develop spatial reasoning skills.  Uses everyday language and mathematical language to describe 2d shapes.	Gaining confidence in arranging numerals in order from 1-10  Count objects, actions and sounds to 10.  Counts out up to 10 objects from a larger group  Matches the numeral with a group of items to show how many there are - 0-10.  Engages in subitising numbers to 5.  Continue, copy and create repeating patterns.  Becomes familiar with measuring tools in everyday experience and play.  Compare capacity using everyday and taught vocabulary.	Explore the composition of numbers to 10.  Number bonds to 5.  Number bonds to 10.  In practical activities work out one more and one less, by adding or subtracting 1.  Find out the total of two groups altogether.  Investigates 3d shapes, flipping, turning and manipulating to create models, predicting how they will look.  Use everyday language and mathematical language to talk about 3d shapes.  Becomes familiar with measuring tools in everyday experience and play.	Automatically recall number bonds to 5 and 10.  Estimates numbers of things, showing an awareness of relative size.  Begins to conceptually subitise larger numbers by subitising smaller groups within the number eg. Sees 6 raisins as 3 and 3 .  Doubling and halving - solving problems and recalling facts.  Spots patterns in the environment.  Orders familiar sequences and events using everyday language related to time.  Compare length using everyday and taught vocabulary.	Begins to work out mathematical problems, using signs and strategies of their own choice. Including tallies, numerals, and + or - .  Sharing - distributing quantities equally.  Verbally counting to 20 and beyond - recognising the pattern of the counting system.  Uses objects to create patterns beyond the AB structure and demonstrates an understanding of repetition within their patterns.	Compare quantities up to 10, talk about greater than, less than and equal amounts.  Confidently subitise up to 5.  Beginning to experience measuring time by using calendars and timers.  Enjoys tackling problems involving weight, capacity and length - paying attention to fairness and accuracy.  Odds and evens - number patterns.  Compare capacity using everyday and taught vocabulary.

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<p><b>Understanding the World</b></p>	<p>Talks about members of their own family and people in the community.</p> <p>Joins in with family celebrations and events.</p> <p>Knows that there are similarities and differences between themselves and others.</p> <p>Explore the natural world around them.</p> <p>Completes a simple programme on electronic device.</p>	<p>Understands that there are differences in the way families, cultures and communities celebrate and we may have different beliefs.</p> <p>Describe what they see, hear and feel outside.</p> <p>Compare and contrast images of familiar figures from the past/ present (stories/non fiction)</p>	<p>Describe their own environment using knowledge from observation, discussion and literature.</p> <p>Understand the changes which occur in Seasons and observe this in the natural environment.</p> <p>Talks about past events from their own experiences and family life.</p> <p>Uses ICT hardware to interact with age appropriate software.</p>	<p>Explore the natural world by making observations and drawings of animals and plants.</p> <p>Talk about changes and growth in nature such as plants and animals.</p> <p>Can use ICT device to record a video or draw a picture.</p>	<p>Explaining the differences between life in this country and life in other countries which has been explored through books and media.</p> <p>Comment on familiar images from the past, compare them to current images.</p> <p>Understands about using the internet with adult support to investigate and find useful information.</p>	<p>Talks about the differences between their own environment and a contrasting environment.</p> <p>Talks about differences between now and the past, using knowledge gained from discussion, books, internet and investigation in class.</p>
<p><b>Expressive Arts and Design</b></p>	<p>Begins to build a collection of songs and dances.</p> <p>Introduces a storyline or narrative to their play.</p> <p>Able to name a variety of colours on sight</p> <p>Uses a range of colours they can name and for a specific purpose.</p> <p>Creates self portraits using a range of materials and collage, describing what the resources represent and how they feel. .</p>	<p>Makes music in a range of ways, eg plays along to a beat of a song they are singing..</p> <p>Chooses particular movements, instruments, materials, colours for their own imaginative purpose.</p> <p>Creates cards, posters, decorations and models independently, describing the reasons for their choice of materials.</p> <p>Experiments with different types of materials when building and creating</p> <p>Labels their creations and is able to describe what they have made both in verbal and mark making</p>	<p>Responds imaginatively to art and objects, eg this song sounds like dinosaurs, this sculpture is squishy.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and develop their thinking.</p>	<p>Make and use props and materials when role playing narratives and stories.</p> <p>Share their creations, explaining the process they have used.</p>	<p>Invent, adapt and recount narratives with peers and their teacher.</p> <p>Uses combinations of art forms eg moving and singing, making and dramatic play, drawing and talking, construction and mapping.</p>	<p>Perform songs, rhymes and stories with others and move in time with the music.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture and function.</p>