







Reception Long Term Overview: Avanti House Primary School

Terms	Autumn 1 Sep 3-Oct 12	Autumn 2 Oct 39-14 Dec	Spring 1 Jan 7-Feb 15	Spring 2 Feb 25- April 5th	Summer 1 Apr 23- May 24	Summer 2 Jun 3-July 26
<u>Focus Topic</u>	 All About Me	Celebrations/ What is special to us! 	 Let's Pretend	Animals 	People who help us! 	 Changes
<u>Philosophy and Ethics Values</u>	Empathy	Self-Discipline	Respect	Integrity	Courage	Gratitude
<u>British Values</u>	Mutual respect and tolerance	Mutual respect and tolerance	The Rule of Law	Individual Liberty	Democracy	All
<u>KEY TEXTS</u>	<ul style="list-style-type: none"> I am absolutely too small for school Harry and dinosaur goes to school Funnybones Titch Peepo Avacado baby Olivers Fruit Salad 	<ul style="list-style-type: none"> Non Fiction books Elmer Christmas Story Diwali Story Mr Birthday (Mr Men book) 	<ul style="list-style-type: none"> The Gingerbread Man Little Red Riding Hood Jack and the Beanstalk Goldilocks and Three Bears Hansel and Gretel Cinderella/ Snow white 	<ul style="list-style-type: none"> Monkey Puzzle Giraffes Can't dance Rumble in the Jungle Dear Zoo Handa's Surprise 	<ul style="list-style-type: none"> Non Fiction books Police/ fire brigade/ doctors/ hospital/ teachers/ paramedics 	<ul style="list-style-type: none"> Hungry Caterpillar Once there were giants/ when I grow up The tiny seed 4 seasons make a year Zog Mad about

						minibeasts
<u>Key Skills</u>	<ul style="list-style-type: none"> • making relationship • communicating feelings • initiates conversation • listens to range of stories and responding to others 	<ul style="list-style-type: none"> • Communicating our interests, beliefs, traditions, • asking a range of questions and answering a range of questions 	<ul style="list-style-type: none"> • Creating own narratives • exploring different feelings and behaviours • collaborate with peers/developing confidence 	<ul style="list-style-type: none"> • Asking a range of questions • using materials and tools effectively • carrying out research • communicate ideas, opinions and findings 	<ul style="list-style-type: none"> • Investigating differences and similarities • Communicating attributes • Asking questions to a range of people 	<ul style="list-style-type: none"> • Prepare for transition into year 1 • Explore feelings, fears and ambitions
<u>PSED</u>	<ul style="list-style-type: none"> • Getting to know peers and adults • Talking about ourselves, our interests and our families. • Settling into a new surrounding • Following expectations • Sharing with peers • Sharing experiences • Can describe self in positive terms and talk about abilities. 		<ul style="list-style-type: none"> • Beginning to think about the feelings of others and other living beings. • Solving problems and situations • Developing ability to express own opinions • Understanding why we have rules and expectations. 		<ul style="list-style-type: none"> • Solve problems amongst peers and think about how others feel. • Developing understanding of change and transition. • Expressing opinions well and finding ways to manage feelings • Work in groups and take ideas from peers when completing an activity 	

<p><u>C&L</u></p>	<ul style="list-style-type: none"> • Listening and joining in with rhymes, stories and songs • Listening to others and asking a range of questions • Answering a range of questions • Maintain attention with chosen activities. • Understands simple instructions • Initiate small conversations • Talk about family/ friends/ celebrations/ events • Talk about selves/ likes and dislikes 		<ul style="list-style-type: none"> • Responding to stories and poems • listen attentively in a range of situations • Expressing ideas, feelings and opinions • Responding to instructions • Discussing elements of stories and events. • Responding to a range of questions based on events and stories. • Introduces storyline and narrative 		<ul style="list-style-type: none"> • Introduces storyline and narratives • Uses and understands different tenses. • Maintaining attention through longer periods of time • Expressing feelings and opinions effectively • Ask and answer a range of questions in relation to stories and experiences. 	
<p><u>PD :</u> <u>LCP/ PE</u></p>	<p>-dressing and undressing selves Taking care of belongings - Fine Motor skills - (Unit 1) Skipping/ crawling/ running etc -negotiate space -pincer grip</p>	<p>- (Unit 1 & 4) -Gymnastics -Balancing skills -jumping -Dance -negotiate space -letter formation -Handling tool and objects well -Understanding how to handle objects safely</p>	<p>- (Unit 2) -Dance - use and express using a range of movements - Enact fairy tale stories -Understanding how to handle objects safely -Handle tools for writing well.</p>	<p>- (Unit 4) - Ball skills -Throwing/ catching/ hitting/ bouncing -Understands healthy eating Understands healthy lifestyle</p>	<p>-(Unit 3) -outdoor activities -obstacle courses - gross Motor skills -parachute -Understands healthy eating Understands healthy lifestyle</p>	<p>-Sports day activities -practising all taught skills in prep for sports day -controlling letter size and writing on lines</p>

<p>Literacy</p>	<ul style="list-style-type: none"> • Joins in with rhymes and continues a rhyming string • Explores a range of books and responds to pictures/ props • Recognise own name and those of peers • Recognise logo and signs • Linking sounds to letters • Blending cvc words/ HFW • Initial letters • Mark making and giving meaning to marks • Using phonics to read and write labels and captions 	<ul style="list-style-type: none"> • Continues a rhyming string • Making predictions • Discussing elements of stories and describing them • Explore a range of different texts • Use Letters and Sounds to read and write simple sentences. • Develop reading and writing of HFW and Tricky words • Use writing/ mark making as a means of communicating feelings, developing own stories and recording information 	<ul style="list-style-type: none"> • Demonstrating an understanding when talking to others about what they read • Answering questions in relation to stories • Researching information • Using phonics to decode unfamiliar words • Polysyllabic words • Using key features in their narratives • Developing sentence structure and content
<p>Maths</p>	<ul style="list-style-type: none"> • Identifies and selects numbers and quantities correctly • Develops understanding of more and less. Develops understanding of one more and less of an object • Adding and subtracting small amounts • Records numbers and quantities • Matches numbers and quantities. • Identifies and selects shapes • Creates basic patterns • Order objects in size orders • Uses positional language and responds to instructions. 	<ul style="list-style-type: none"> • Orders and counts to 20 • Counting on or back to solve addition and subtraction. • Finding one more or one less of a given number • Forming numbers correctly • Ordering objects in capacity and weight order • Develop language based on capacity/ weight and size • Showing awareness of shapes and patterns in our environment • Understanding how we measure time • Identifying coins and using correct vocabulary 	<ul style="list-style-type: none"> • Using amounts and numbers to double, share and halve • Solving number problems (addition/ subtraction/ halving etc) • Using money to add amounts/ identifying different times on a clock • Use objects and shapes to create patterns and build models. •

<p><u>UW</u></p>	<ul style="list-style-type: none"> • Talks about selves and people special to us • Explore different faiths, beliefs and cultures • Identify similarities and differences between themselves and others • Identify similarities and differences between faiths • ICT tools to create pictures • Talk about events in our personal lives. • Develop respect for other faiths 		<ul style="list-style-type: none"> • Investigate and research different environments and living things. • Identify similarities and differences in environments and places • Make observations of animals and how they change • Explore different types of technology 		<ul style="list-style-type: none"> • Describe different occupations. • I CT tools to research occupations and changes • Use a range of ICT tools to record findings • Make observations of changes in plants/ living things and materials • Investigate materials that float and sink 	
<p><u>EAAD</u></p>	<ul style="list-style-type: none"> • Joins in with songs, imitate music beat and dance movements. • Explore a range of media to create own models • Safely move around with media and materials. • Create models using construction materials • Gives meaning to their drawing 		<ul style="list-style-type: none"> • Creates own movements and music • Represent stories and ideas using role play • Create props to support with role play • Investigate a range of media (collage/ sponges etc) • Experiment with textures and describe different textures • Uses and selects resources to create and design 		<ul style="list-style-type: none"> • Explore changes in colour/ changes in body movements • Express feelings and thoughts through dance/ music and role play • Design and create models/ working with peers • Investigating media and materials to create pictures/ patterns • Evaluate own work and talk about features of other people's work 	
<p><u>Role Play</u></p>	<p>Home Corner/ home</p>	<p>Celebrations (birthdays/ parties/ faiths/ festivals)</p>	<p>Castle</p>	<p>Jungle/ Zoo/ Under the Sea/ Farm</p>	<p>Hospital/ Fire Station/ Police Station/ Doctors</p>	<p>Mini Beast Forest/ Hungry Caterpillar Focus</p>

<u>Trips</u>	Teddy bear tea party with mums and dads. (in house)	Visit Church and Temple (Out of school)	Theatre Visit (fairy tale story) (in house)	Animal man (in house)	Fire Brigade Visit/ Paramedic visit/ Police Man/ woman visit (In house)	Farm (out of school)
<u>Main Festivals</u>	<ul style="list-style-type: none"> • Janmashtami (1st Sep) • Raksha Bandhan (26 Aug) • Muslim New year (11th sept) 	<ul style="list-style-type: none"> • Diwali (7th Nov) • Dusshera (18th Oct) • Srila Prabhupada's Disappearance Day • Christmas • Hanukkah (2-10 Dec) 	<ul style="list-style-type: none"> • Chinese New Year (16th Feb) year of the dog 	<ul style="list-style-type: none"> • Chinese New Year • Holi (1st March) • Gaura Purnima • Easter 	<ul style="list-style-type: none"> • Narasimha Jayanti • Vaishaki (14th April) • Vesak (Buddha day) (29th May) 	<ul style="list-style-type: none"> • Rath Yatra • Eid al Fitr (ramadan)
<u>Other celebrations</u>	<ul style="list-style-type: none"> • Halloween 	<ul style="list-style-type: none"> • Bonfire Night 	<ul style="list-style-type: none"> • New Years • Valentines Day 	<ul style="list-style-type: none"> • Mother's Day (March 15) • World Book Day 	<ul style="list-style-type: none"> • Harvest Festival (30th may) 	<ul style="list-style-type: none"> • Father's Day (June 21) • Queens Bday (Jun 13) • Yoga day

