

# Reception -Long Term Outcomes Overview 2023 to 2024



**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment  
Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Planning around a quality text:</b> <i>Following the Drawing Club planning and timescale.</i>	Gradual Admission & Settling in Time	<b>Let's Explore</b> Think Big! by Kes Gray and Nathan Read We're Going on a bear Hunt This is Our House Mr Gumpy's Outing In Every House, on Every Street	<b>Long Ago</b> The Christmas Pine by The Diddle that Dummed 100 Decker Bus	<b>Traditional Tales</b> Three Little Pigs The Gingerbread Man Little Red Riding Hood Jack and the Beanstalk The Little Red Hen	<b>Bee and Me</b> Bee and Me The Boy who Lost his Bumble Superworm Stuck The Giant Jam Sandwich	<b>On the Beach</b> Little Whale by Jo Weaver Tiddler The Rainbow Fish Snail and the Whale	<b>African Adventure!</b> Penguin The Lion inside Handa's Surprise
		<b>ADDITIONAL TEXTS:</b> Enjoyment for reading Fiction & Non-fiction	Nursery Rhymes – See progression Sheet My Cat Likes to Hide in Boxes by Eve Sutton We're Going on a Bear Hunt by Michael Rosen The Listening Walk by Paul Showers The Way I Feel by Janan Cain Harold and the Purple Crayon by Crockett Johnson	Nativity Christmas stories  Our community – Tameside Search and Find When I grow Up by Tim Minchin	<b>Alternative Traditional Tales</b> Pancake Recipes Gingerbread Recipes Mr Wolf's Pancakes by Jan Fearnley Goldilocks Returns by Lisa Campbell Ernst Jasper's Beanstalk by Nick Buttersworth The True Story of the Three Little Pigs by Jon Scieszka The Magic Porridge Pot  Plants and Materials	The Hungry Caterpillar by Eric Carle The Boy who lost his Bumble by Trudy Esbercer Mad About Minibeasts by Giles Andreas The Very Greedy Bee by Steve Smallman  Bee non-fiction books  Insects and nature	Non-fiction books about Whales  Sharing a Shell by Julia Donaldson The Storm Whale by Benji Davies Little Turtle and the Sea by Becky Davies  Wider Plants and materials – coral...impact on pollution
<b>Enrichments Trips/Visitors</b>		<b>Local walks – Signs of Autumn</b>	<b>Christmas celebration Visitors to school (family members, professional)</b>	<b>Pancake Day Canon Hall Farm Easter</b>	<b>Chinese new year celebrations. Spring walk</b>		<b>Visit to Chester Zoo</b>
<b>Role Play Indoors &amp; Outdoors</b>		Home role-play area	Home role-play area Large Chalk Map making outside	Stage Performing area Mixing natural recipes outside	Beekeepers Shop/Garden Centre Garden Centre Outside	Train role-play area Sand and beach role-play outside	Beach role-play area Aeroplane play area.
<b>PRIME AREAS OF LEARNING</b>	<b>PSE</b>	<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Manage their own needs.</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> </ul>		<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Think about the perspectives of others.</li> </ul>	
	<b>CL</b>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important</li> <li>Learn new vocabulary.</li> <li>Develop social phrases</li> <li>Engage in story times.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Engage in non-fiction books.</li> </ul>		<ul style="list-style-type: none"> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> </ul>		<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	

	<b>PD</b>	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>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.</li> <li>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>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.</li> <li>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 spoons.</li> <li>Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>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.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>			
	<b>Phonics</b> <b>First Class Phonics</b>	<b>First Class Phonics – Phase 3 Part 1</b> Teach the children the Phase 3 sets 3.1 – 3.14		<b>First Class Phonics – Phase 3 Part 2</b> Teach the children the Phase 3 sets 3.15 - 16		<b>First Class Phonics – Phase 3 Part 3</b> Teach the children the Phase 3 sets 3.17 - 24	
		3.1– 3.3 Revisit Phase 2 3.4 – j, v 3.5 – w, x 3.6 – y, z, zz	3.7 – qu, ng 3.8 – sh, ar 3.9 – Revisit sets 1-8	3.10 – Revisit sets 1-8 3.11 – ch, ee 3.12 – oo/oo 3.13 – th/th	3.14 – or, oi 3.15 - Revisit sets 11 – 14 3.16 – Revisit sets 11 – 14	3.17 – Revisit – reading week 3.18 – igh, ai 3.19 – ow oa 3.20 – air, er	3.21 – ur ear 3.22 – Revisit sets 18 – 21 3.23 – Revisit sets 18 – 21 3.24 – Reading week
<b>SPECIFIC AREAS OF LEARNING</b>	<b>Literacy</b> Reading Writing	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</li> <li>Form lower-case and capital letters correctly.</li> </ul>		<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>		<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	
	<b>Mathematics</b> Mastering Number	<ul style="list-style-type: none"> <li>Count objects, actions or sounds.</li> <li>Identify when a set can be subitised and when counting is needed.</li> <li>Subitise different arrangements.</li> <li>Make different arrangements of numbers within 5.</li> <li>Spot smaller numbers hiding in larger numbers.</li> <li>Connect quantities and numbers to finger patterns and explore different ways of representing these on their fingers.</li> <li>Hear and join in with counting sequences to 10 and connect this to the staircase patterns.</li> <li>Understand the cardinal number. (last number counted is the total)</li> <li>Compare sets of objects by counting.</li> <li>Begin to develop the language of 'whole' when talking about objects which have parts.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop their subitising skills for numbers within and beyond 5.</li> <li>Begin to identify missing parts for numbers within 5.</li> <li>Explore the structure of the numbers 6 and 7 as '5 and abit' and connect this to finger patterns.</li> <li>Focus on equal and unequal groups when comparing numbers.</li> <li>Understand that 2 equal groups can be called 'double' and connect this to finger patterns.</li> <li>Sort odd and even numbers according to their 'shape'.</li> <li>Continue to develop their understanding of the counting sequence and link to cardinal and ordinality.</li> <li>Order numbers and play track games.</li> <li>Join in with verbal counts beyond 20.</li> </ul>		<ul style="list-style-type: none"> <li>Continue to develop their counting skills, counting larger sets, counting actions and sounds.</li> <li>Explore a range of representations of numbers, including the 10 frame, seeing how doubles can be arranged in a 10 frame.</li> <li>Compare quantities and numbers, including sets of numbers that have different attributes.</li> <li>Continue to develop a sense of magnitude e.g. knowing that 8 is quite a lot more than 2.</li> <li>Begin to generalise about 'one more than' and 'one less than' numbers within 10.</li> <li>Continue to identify when sets can be subitised and when counting is necessary.</li> <li>Develop conceptual subitising skills including when using rekenrek.</li> </ul>	
	<b>UW</b>	<b>HISTORY GEOGRAPHY SCIENCE ICT</b> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		<b>HISTORY GEOGRAPHY SCIENCE ICT</b> <ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>#Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		<b>HISTORY GEOGRAPHY SCIENCE ICT</b> <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul>	

	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> </ul> <p><b>RE</b>  <b>Where Do we Belong?</b>  <b>What times are special and why?</b>  Special People</p> <ul style="list-style-type: none"> <li>People who are special to us- Visitors</li> <li>Religious people from different faith who are special- vicar, priest, etc</li> </ul>				<p><b>RE</b>  <b>Which Stories are special and why?</b>  <b>What is special about our World?</b>  Our Special World</p> <ul style="list-style-type: none"> <li>Discuss what we like about nature</li> <li>Using art to explore natural objects/space.</li> <li>Using poem, rhymes introduce the creation story</li> </ul>				<p><b>RE</b>  <b>Which places are special and why?</b>  <b>What people are special and why?</b>  Special Places</p> <ul style="list-style-type: none"> <li>Explore the idea of a special place for time to reflect, quiet, peace, calm.</li> <li>Visit local church- St Pauls</li> <li>Explore Special places from different faiths</li> </ul>			
<b>EAD</b>	<p><b>MUSIC    ART    DESIGN</b></p> <ul style="list-style-type: none"> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> </ul>				<p><b>MUSIC    ART    DESIGN</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>				<p><b>MUSIC    ART    DESIGN</b></p> <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>			
<b>Calendar of Events</b>	<p><b>Sept:</b>  Grandparents Day  Literacy Day  Roald Dahl Day</p>	<p><b>Oct:</b>  Black History month  Halloween  Space week  Sukkot  World mental health day</p>	<p><b>Nov:</b>  Break the rules day - non uniform  Children in need  All Saints Day  Remembrance Day  Bonfire Night  World Science Day  Diwali  St Andrew's Day  Anti-Bullying Week  Road Safety Week</p>	<p><b>Dec:</b>  Xmas activity evening and party  Eye tests  Xmas jumper day  Pupil progress meetings</p>	<p><b>Jan:</b>  Martin Luther King Jr Day  New Year's Day</p>	<p><b>Feb:</b>  Valentine's Day  Shrove Tuesday  Ash Wednesday  Fairtrade National  Storytelling week  Chinese New Year</p>	<p><b>Mar:</b>  Sports Relief week  World Maths Day  World Book Day  St David's Day  British Science Week  Mother's Day  St Patrick's Day  Pupil progress meetings</p>	<p><b>Apr:</b>  April Fool's Day  Easter  World Health Day  Autism Awareness  Start of Ramadan  Earth Day  Queen's Birthday  St George's Day</p>	<p><b>May:</b>  Artful Maths day  May Day  Sir David Attenborough's birthday  Eid</p>	<p><b>June:</b>  Child Safety Week  World Ocean Day  Healthy Eating Week  Queen's official birthday  Father's Day  World music Day  Armed Forces Day  Pupil progress meetings</p>	<p><b>July:</b>  Transition day  New reception drop-in day  Nursery home visits  Reports out to parents  Pupil progress meetings  Welcome meetings  Sports Day</p>	

**EVALUATION**

Autumn 1	Autumn 2
Spring 1	Spring 2
Summer 1	Summer 2