



Reception Long Term Overview 2022-2023



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Bentley Heath's long term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from Birth to 5 Matters and Development Matters with the ELG as the end point for the year. Progression from Nursery, to Reception, into Year 1 have been considered when planning overviews to ensure curriculum coverage to guarantee that each child thrives on their individual learning journey.</p>					
	Our Wonderful World					
Topic	Marvellous me	My Family and Friends	My Community	Growing and New life	Journeys	We've got the Whole World in Our Hands.
	Autumn/Winter		Spring		Summer	
Key Texts	Elmer by David Mckee The Smeds and the Smoos – Julia Donaldson Hair Love The Three Little Pigs	We're Going on a Leaf Hunt- Steve Metzger The Best Diwali Ever Sonali Shah The Family Book Todd Parr The Colour Monster Anna Llenas The Christmas Story Little Red Riding Hood	On the way home- Jill Murphy Luna New Year Sequencing Story Harry and his bucketful of dinosaurs The Gruffalo Goldilocks and the Three Bears The girl and the dinosaur. (Child friendly story book about Mary Anning)	Oliver's Vegetables The Very Hungry Caterpillar The Easter Story The Enormous Turnip Oi Frog! Jack and the Beanstalk	The Gruffalo Here We Are – Oliver Jeffers Whatever Next! Mae Jamerson- Little People Big Dreams Runaway Train/Oil! Get off our train We catch the bus- Katie Abey?	The Little Helpers - Paula helps prevent air pollution.(Air) The Little Helpers - Hector Cleans up the park (Land) The Hidden Space Ship (Pollution) Somebody crunched Colin (Land) Little People Big Dreams – Greta Thunberg Clean up Maya in the Rubbish Sea- Lucy Munday Sharing a shell – Julia Donaldson Julian's Mermaid



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Our big question	<p>What makes you special and unique?</p> <p>What do you look like?</p>	-What festival do you celebrate at home and how?	How do we know about the past?	-What are the signs of Spring/New life?- What do plants need to grow?	-How do we get to where to want to go in Bentley Heath/Solihull? -How would we travel to another country? -How would we travel to space?	<p>Why should we care for our planet?</p> <p>What is pollution and where would we find it? (Air/Land and water)</p> <p>How can we reduce Air pollution?</p> <p>How can we reduce Land pollution? How can we reduce water pollution?</p> <p>What is our pledge to the planet?</p>
	<p>Core Offer</p> <p>Nursery Rhymes – Hickory Dickory Dock, 5 little ducks, 5 current buns, 10 green bottles, 5 little speckled frogs, I'm a little teapot, Head shoulders knees and toes.</p> <p>Texts –Whatever Next, Little Red Hen, Tiddler, The Lion Inside, How To Catch A Star, Pattan's Pumpkin, Oi Frog!, We're going on a Bear Hunt, Supertato, , The Enormous Crocodile, Monkey Puzzle, Stickman – Julia Donaldson, Astro Girl</p>					
Maths	<p>Baseline</p> <p><u>Number</u></p> <ul style="list-style-type: none"> •Subitise different arrangements •Develop counting skills and knowledge *Compare sets of objects by matching 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Continue to develop their subitising skills for numbers within and beyond 5. * Begin to identify missing parts for numbers within 5 • 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern. *Ordering numbers 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Develop their counting skills, counting larger sets as well as counting actions and sounds. * Explore a range of representations of 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2. 	<p><u>Number</u></p> <ul style="list-style-type: none"> • Continue to identify when sets can be subitised and when counting is necessary. • Develop conceptual subitising skills



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	<p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •Compares size, mass and capacity •Exploring pattern 	<p>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns.</p> <p>* Focus on equal and unequal groups when comparing numbers.</p> <p>* Understand that two equal groups can be called a 'double' and connect this to finger patterns.</p> <p>* Sort odd and even numbers according to their 'shape'.</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •Circles and triangles •Positional language <p>Light and Dark</p> <p><u>Measure, shape and spatial thinking</u></p> <ul style="list-style-type: none"> •shapes with 4 sides •time 	<p>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers.</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •compare mass •compare capacity <p><u>Measure, shape and spatial thinking</u></p> <ul style="list-style-type: none"> •Length and height •time 	<p>numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame.</p> <p>*Compare quantities and numbers, including sets of objects which have different attributes.</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •3D shapes •patterns <p>Consolidation</p>	<p>*Begin to generalise about 'one more than' and 'one less than' numbers within 10.</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •Spatial reasoning •Compose and decompose <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •Spatial reasoning •Match, rotate, manipulate 	<p>including when using a rekenrek.</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •spatial reasoning •visualise and build <p>On the move</p> <p><u>Measure, space and spatial thinking</u></p> <ul style="list-style-type: none"> •spatial reasoning •mapping



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language	<ul style="list-style-type: none"> •Engage in story times •Understand how to listen carefully and why listening is important. •Learn new vocabulary. • Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books. 	<ul style="list-style-type: none"> •Engage in story times •Develop social phrases. •Use new vocabulary through the day. •Learn new vocabulary. •Ask questions to find out more and to check they understand what has been said to them. •Articulate their ideas and thoughts in well-formed sentences • Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books. 	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary through the day. •Learn new vocabulary. •Connect one idea or action to another using a range of connectives. •Describe events in some detail. • Learn rhymes, poems and songs. Engage in non-fiction books. • Listen carefully to rhymes and songs, paying attention to how they sound •Engage in non-fiction books. 	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Use talk to help work out problems and organise thinking and activities. •Explain how things work and why they might happen • Learn rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> •Listen to and talk about stories to build familiarity and understanding. •Use new vocabulary in different contexts. •Learn new vocabulary. •Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen rhymes, poems and songs. •Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
Physical Development	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors 	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small 	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, 	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, 	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Move energetically, such as running, 	<ul style="list-style-type: none"> •Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Negotiate space and obstacles safely, with consideration for



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>and outside, alone and in a group.</p> <ul style="list-style-type: none"> • Hold a pencil to make marks 	<p>apparatus indoors and outside, alone and in a group.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil to make anticlockwise movements and retrace vertical lines showing a preference for a dominant hand. 	<p>jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil with increasing control, showing a preference for a dominant hand. 	<p>jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes and cutlery. • Hold a pencil to form recognisable letters independently. 	<p>jumping, dancing, hopping, skipping and climbing.</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. 	<p>themselves and others.</p> <ul style="list-style-type: none"> • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.
	<p>In Reception children are taught how to hold a pencil using a tripod grip (enter way here). However we know that children develop at their own rate. Opportunities to strengthen fine motor skills will be provided throughout the environment and interventions will take place for children who need extra support.</p>					



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PSED	<p>Being me in my world- Jigsaw</p> <p>Making relationships</p> <ul style="list-style-type: none"> Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play Uses their experiences of adult behaviours to guide their social relationships and interactions <p>Sense of Self</p> <ul style="list-style-type: none"> Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers Enjoys a sense of belonging through being involved in daily tasks <p>Understanding Emotions</p> <ul style="list-style-type: none"> following rules and routines 	<p>Celebrating differences - Jigsaw</p> <p>Making relationships</p> <ul style="list-style-type: none"> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers <p>Sense of Self</p> <p>Enjoys a sense of belonging through being involved in daily tasks</p> <ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions 	<p>Dreams and goals - Jigsaw</p> <p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p>Sense of Self</p> <ul style="list-style-type: none"> Recognises that they belong to different communities and social groups and communicates freely about own home and community Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group 	<p>Healthy me - Jigsaw</p> <p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of self</p> <ul style="list-style-type: none"> Has a clear idea about what they want to do in their play and how they want to go about it Shows confidence in choosing resources and perseverance in carrying out a chosen activity <p>Attempts to repair a relationship or situation where</p>	<p>Relationships - Jigsaw</p> <p>Making relationships</p> <ul style="list-style-type: none"> Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support <p>Sense of Self</p> <ul style="list-style-type: none"> Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms <p>Understanding Emotions</p> <ul style="list-style-type: none"> Is aware of behavioural expectations and 	<p>Changing me - Jigsaw</p> <p>Building relationships ELG</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. <p>Managing self ELG</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Self Regulation ELG</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly



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	<ul style="list-style-type: none"> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants Manage their own needs. - Personal hygiene 	<p>with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</p> <ul style="list-style-type: none"> Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings Manage their own needs. - Personal hygiene 	<ul style="list-style-type: none"> Understands their own and other people's feelings, offering empathy and comfort Talks about their own and others' feelings and behaviour and its consequences Is more able to manage their feelings and tolerate situations in which their wishes cannot be met Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. 	<p>they have caused upset and understands how their actions impact other people</p> <p>Seeks support, "emotional refuelling" and practical help in new or challenging situations.</p> <ul style="list-style-type: none"> Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. 	<p>sensitive to ideas of justice and fairness</p> <ul style="list-style-type: none"> Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise Understand their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge Manage their own needs. - Personal hygiene Think about the perspectives of others. 	
Literacy	<ul style="list-style-type: none"> -Labelling body parts-initial sounds. -Writing about themselves. 	<ul style="list-style-type: none"> -Autumn soup recipe. -Letter to Granny from the wolf; list of 	<ul style="list-style-type: none"> -Description of a dinosaur. -Shopping list for making porridge. 	<ul style="list-style-type: none"> -The Gruffalo description. -Oliver's vegetables diary. 	<ul style="list-style-type: none"> -A letter to mum about where the bear is going, how he intends to get 	<ul style="list-style-type: none"> -Poster about sea pollution.



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	<p>things to be sorry for. -Writing a sorry card.</p> <ul style="list-style-type: none"> • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to make letter-type shapes to represent the initial sound of their name and other familiar words 	<p>things to be sorry for. -Writing a sorry card.</p> <ul style="list-style-type: none"> • Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together • Read individual letters by saying the sounds for them. 	<p>-Sequencing the story of Luna new year.</p> <ul style="list-style-type: none"> • Enjoys creating texts to communicate meaning for an increasingly wide range of purposes • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name • Uses their developing phonic knowledge to write things such as labels and 	<p>-The Easter Story recount.</p> <ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • 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 exception words matched to the school's phonic programme. 	<p>there, what he hopes to see and when he will be home (Whatever Next!)</p> <p>-Non-fiction writing fact file about ways to travel in Bentley Heath and Solihull</p> <p>Design, name and label a vehicle – write about something special that it can do.</p> <ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write 	<p>-Recount of snail and the Whale (condensed). -Diary entry of trip to the seaside. -Sea poem based on Commotion in the Ocean.</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.



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		<ul style="list-style-type: none"> • Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 	captions, later progressing to simple sentences <ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. 		simple phrases and sentences that can be read by others. <ul style="list-style-type: none"> • Read some letter groups that each represent one sound and say sounds for them. 	
Phonics	We follow the RWInc scheme starting with phase 2 on the 3 rd week of Autumn 1.					
Understanding the world	<p>Significant figures of focus: Mary Seacole</p> <p>Community links Links with local people who help us. Visits to fire station.</p> <p>The Natural World The changes that happen between Summer and Autumn. Comparing weather and noticing change. Similarities and differences between themselves and others.</p> <p>Past and present Toys from the past and present. Looking at the similarities and differences between them. Key events of the day and in their lives.</p>	<p>Significant figures of focus: Guy Fawkes Winston Churchill</p> <p>Community links Autumn walk in the community. Visit to local war memorial with poppy wreath.</p> <p>The Natural World Classifying hibernating and nocturnal animals. Habitats of hibernating animals.</p> <p>Past and present Discuss and explore the events of; Guy Fawkes The Christmas Story Remembrance Day. Children to link their current lives to</p>	<p>Significant figures of focus: Mary Anning</p> <p>Community links Dippy visit Stickman visit</p> <p>The Natural World Changes of state-water to ice. Dinosaurs and fossils. Exploring why things have happened, how they occurred and how we have come to know about them.</p> <p>Past and present Dinosaurs Changes of fossils and bones over time. Know some similarities and differences between things in</p>	<p>Significant figures of focus: Matt Baker Mrs Emmett Duncan</p> <p>Community links Visit to the farm Visit from the Emmet's lambs</p> <p>The Natural World The changes of Winter into Spring. Exploring some animal life cycles and showing understanding of classification. Learning parts of a flower and what they need to grow.</p> <p>Past and present The changes of plants over time and the changes of animals being born in the Spring.</p>	<p>Significant figures of focus: Mae Jamerson Neil Armstrong James Watt</p> <p>Community links Going on the local bus/train Land Rover visit</p> <p>The Natural World Man-made and natural materials and why they are used. The changes between Spring and Summer- mini beasts that may appear.</p> <p>Past and present Changes to the world, how continents have evolved and why.</p> <p>People, culture and communities</p>	<p>Significant figures of focus: David Attenborough Greta Thunburg</p> <p>Community links Sealife centre visit Litter picking in the community</p> <p>The Natural World Identifying and classifying different types of fish.</p> <p>Past and present Comparisons of the seaside in the past and present.</p> <p>People, culture and communities Land and oceans-ways of life. Ways of travelling on holiday using a simple map.</p>



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	<p><u>People, culture and communities</u> My home, my family, my interests. People who help me – police etc. Real life superheroes!</p>	<p>those of the past, drawing on own traditions. <u>People, culture and communities</u> Exploring key features of the Arctic and Antarctic. Comparing their similarities and differences.</p>	<p>the past and now, drawing on their experiences and what has been read in class. Lunar New Year story. Compare celebrations. <u>People, culture and communities</u> Ways of travelling to China</p>	<p><u>People, culture and communities</u> The importance of rain and sun in farming. Easter story- how we celebrate and the importance to Christians.</p>	<p>Travelling to the beach, comparing holidays and experiences.</p>	
Expressive arts and design	<p>-Family and self-portraits. -Use natural materials to create a self-portraits. - Use different materials to create a family portrait.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on 	<p>-Bonfire night pictures Christmas cards Diwali crafts -Experiments with colour and materials.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Continues to explore colour and how colours can be changed • Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions 	<p>-Create maps - Create objects from their environment Use tools safely and effectively Shares their creations.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Begins to build a collection of songs and dances • Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or 	<p>-Make props to support story telling -Recount narratives.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Develops their own ideas 	<p>-Create animal habitats using junk materials. -Create animal masks.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking 	<p>-Recount narratives - Make props to support story telling.</p> <p>Music session per week.</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to



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	<p>imagination, observation and experience</p> <ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Engages in imaginative play based on own ideas or first-hand or peer experiences 	<p>and objects based on imagination, observation and experience</p> <ul style="list-style-type: none"> • Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Uses tools for a purpose • Begins to build a collection of songs and dances • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<p>music they are listening to</p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences • Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, 	<p>through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <ul style="list-style-type: none"> • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Responds imaginatively to art works and objects, e.g. this music 	<ul style="list-style-type: none"> • Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative 	<p>move in time with music.</p>



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			constructing and mapping • Introduces a storyline or narrative into their play • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative	sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative		