

### Queen's Hill Reception Long Term Overview 2017/18

	Autumn 1 6/9 - 19/10 7 weeks	Autumn 2 30/10- 19/12 7 weeks	Spring 1 4/1 - 9/2 5 ½ weeks	Spring 2 19/2 - 28/3 6 weeks	Summer 1 16/4 - 25/5 6 weeks	Summer 2 4/6 - 24/7 7 weeks
<b>School Topic</b>	<b>Express Yourself</b>		<b>Eureka</b>		<b>Our Amazing Planet</b>	
<b>EYFS Theme</b>	<b>All about Me and Autumn</b>	<b>Traditional Tales</b>	<b>Space (Fiction and Non-Fiction)</b>	<b>The World Around Us</b>	<b>The Great Outdoors</b>	<b>Fairy Tales</b>
Diary Dates	Settling In Harvest Day Autumn Parents Meetings	Bonfire Night Christmas	Chinese New Year	Easter	Profile Scores	Sports Day Reports
Queen's Hill: RE Curriculum	Value, care & respect	Stories that raise puzzling questions	Religious artefacts & symbols	Recognise aspects of own life/feelings in religious stories/celebrations	Religions & beliefs that reflect the pupils	Visitors and visits. Moments of reflection.
C&L: LA	Maintain attention, concentrate, sit quietly	Two channelled attention	Listen to stories and anticipate next event	Respond to what others say with relevant comments & actions	Ask questions	
C&L: U	Respond to 2 part instructions	Understand humour. Follow a story without pictures	Follow 2+ part instructions.	Answer how and why questions in relation to <b>stories</b>	Answer how and why questions in relation to <b>events</b>	
C&L: S	Extend vocab - naming and grouping. Use language to imagine & recreate roles	Use talk to organise, sequence and clarify thinking, feelings & events.	Use past, present and future tenses.	Develop narratives by connecting ideas or events.	Explain ideas by connecting ideas or events.	
PSED: MR	Initiate conversations, listen to others. Take steps to resolve conflicts, find a compromise.	Explains own knowledge & understanding. Ask questions.	Take turns, listen to others when organising activities.	Form positive relationships with adults and other children.	Are sensitive to other people's needs & feelings.	
PSED: SCSA	Describe self in positive terms & talk about abilities.	Confident to speak to others about own needs, wants, interests & opinions.	Try new activities, say what they prefer to do.	Speak in front of others. Ask for help when needed.	Choose resources for child initiated activities.	

PSED: MFB	Aware of boundaries & rules. Negotiate without aggression.	Understand that actions affect others - good & bad.	Discuss feelings, behaviour and consequences.	Work as part of a group or class.	Adapt to changes in routine.	
PD: M&H	Move in different ways. Jump off and land. Negotiate space. Use tools to effect change.	Travel under, over through balancing & climbing equipment. Control an object - pushing, patting... Write recognisable letters.	Good control & coordination in large/small movements.	Handle equipment and tools effectively.	Use pencils accurately for writing.	
PD: HSC	Understand about exercise, healthy diet, sleeping & hygiene.	Use tools and equipment safely.	Understand about a healthy diet, exercise.	Understand about ways to keep safe.	Manage their needs independently.	
L: W	Link sounds to letters, segment words, represent sounds with letters.	Understand about rhyme. Write name, labels & captions. Start to write short sentences.	Write words that match phonic sounds.	Write irregular common words.	Write sentences that can be read by themselves & others.	
L: R	Hear initial sounds in words. Use vocab influenced by books. Know that information can be retrieved from computers.	Continue a rhyming string. Read words and simple sentences.	Read simple sentences.	Read common irregular words.	Demonstrate understanding when talking to others about what they have read.	
Possible Pie Corbett Texts	The Gingerbread Man Goldilocks and the three bears How to catch a star Billy Goats Gruff					
M: N	Recognise nos 1-5, count 10 objects, count beyond 10, more/fewer, create own mathematical problems.	Match numerals to objects, estimate & check, find a total, 1 more/less (to 10), record with meaningful marks.	Count 1-20, place in order, 1 more/less (to 20)	Addition, subtraction.	Double, half, share.	
M: SSM	Name 2D shapes, positional language, order items by length,	Name 3D shapes, order items by weight, capacity,	Recognise, create & describe patterns. Explore the	Use everyday language to talk about size, weight, capacity.	Use everyday language to talk about position, distance, time &	

	order familiar events	recreate patterns, use time/money language	characteristics of everyday objects and use mathematical language to describe.		money.	
UW: PC	Enjoy joining in with family customs & routines.	Talk about past and present events in own life & family members.	Understand children don't always enjoy the same things & are sensitive to this.	Know about similarities & differences between themselves and others.	Know about similarities & differences between families, communities & traditions.	
UW: TW	Look closely at similarities & differences.	Look at patterns and change.	Talk about features of own environment & others.	Make observations of animals & plants, talk about why things occur.	Understand about similarities & differences in relation to places, objects, materials & living things.	
UW: T	Use age appropriate ICT.	Complete a simple programme on a computer.	Select technology for a purpose.	Understand a range of technology is used in school.	Understand a range of technology is used in homes.	
EAD: EUMM	Explore instruments. Explore mixing colours. Manipulate materials to achieve effect. Adapt work.	Build a repertoire of songs/dances. Combine different media. Use tools with care.	Sing songs, make music & dance. Experiment with ways to change them.	Safely use & explore materials, tools & techniques.	Experiment with colour, design, texture, form & function.	
EAD: BI	Create simple representations of events, people & objects. Introduce a storyline or narrative into their play.	Initiate new combinations of movement and gesture in order to express & respond to feelings, ideas & experiences. Choose colours for purpose. Develop & act out a narrative.	Use media & materials in original ways, thinking about uses and purposes.	Represent own ideas, thoughts and feelings through <b>design technology</b> , art, dance, <b>music</b> , role play.	Represent own ideas, thoughts and feelings through design technology, <b>art</b> , <b>dance</b> , music, <b>role play</b> .	