



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Book themes</b>	<b>Rosie's Hat, Julia Donaldson</b> <b>Once there were giants,</b> <b>Martin Waddell</b>	<b>Rainbow Fish, Marcus Pfister</b>  <b>Around the World with Max and Lemon</b>	<b>Whatever Next</b>  <b>Q-Poole 5</b>	<b>Little Red Riding Hood/Red</b>  Mr Wolf's Pancakes	<b>The Smartest Giant in Town</b> Have You Filled Your Bucket Today?	<b>Tyrannosaurus Drip</b> • Dinosaurs in our school
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>Percy the Park Keeper series, Nick Butterworth</li> <li>Same but different too, Karl Newson</li> <li>You Must Bring a Hat, Simon Phillip</li> <li>Hamilton's Hat, Julia Donaldson</li> <li>Have you seen my hat?/I want My Hat Back</li> <li>Charlie and Lola starting school story</li> <li>Starting School, Allan Ahlberg</li> <li>And Tango Makes Three</li> <li>Here We Are, Oliver Jeffers (RE)</li> </ul> <p>Story Vocab: year, pounce, grin, photograph, giggle, firefighter,</p> <p><b>POEMS-</b></p> <ul style="list-style-type: none"> <li>Dad/Mum poems – Andrew Fusek-Peters <a href="#">Andrew Fusek-Peters - Children's Poetry Archive</a> – Create own spoken poem.</li> <li><a href="#">My Hat! - Children's Poetry Archive</a></li> </ul>	<ul style="list-style-type: none"> <li>Monsters Love Colours</li> <li>Kipper's Birthday</li> <li>Rama and Sita</li> <li>Christmas Stories</li> <li>Hansel and Gretel- compare to Rama and Sita</li> <li>Donovan's Big Day</li> <li>Uncle Bobby's Wedding</li> <li>Julian at the Wedding, Jessica Love</li> </ul> <p>Story Vocab: ocean, proud, shocked, admired, lonely, horrified, angry, excited, hesitated, shimmered, glittering, surrounded.</p> <p><b>POEM</b></p> <ul style="list-style-type: none"> <li>Performing Firework Poem (#WCAT Bonfire Night)</li> </ul> <p><b>POEMS:</b></p> <ul style="list-style-type: none"> <li>#WCAT Bonfire Night poem <a href="#">#WCAT Bonfire Night Poem - YouTube</a></li> <li>Diwali Wishes</li> </ul>	<ul style="list-style-type: none"> <li>Aliens Love Underpants, Claire Freedman &amp; Ben Cort</li> <li>The Dinosaur that Pooped a planet, Tom Fletcher and Dougie Poynter</li> <li>How to Catch a Star, Oliver Jeffers</li> <li>The Way Back Home, Oliver Jeffers</li> <li>Man on the Moon, Simon Bartram</li> <li>Beegu, Alexis Deacon</li> <li>Astrogirl, Ken Wilson-Max</li> <li>Can't you sleep little Bear</li> </ul> <p>• Story Vocab: helmet, draining board, journey, chimney, whoosh, passengers, millions, dripped, gasped, picnic.</p> <p><b>POEM</b> <a href="#">The Moon Speaks! - Children's Poetry Archive</a> – Learn first part.</p>	<ul style="list-style-type: none"> <li>Six Dinner Sid – Making Friends</li> <li>Mrs Armitage on Wheels</li> <li>Traditional Tales (including stories with wolves)</li> <li>On the Way Home</li> <li>The Boy That Cried Wolf</li> <li>Mr Gumpy's Outing</li> <li>Blow Your Nose, Big Bad Wolf</li> <li>Don't Pick Your Nose, Pinocchio</li> <li>The Real Story of the Three Little Pigs</li> <li>Ninja Red Riding Hood</li> <li>Keep Running, Gingerbreadman</li> </ul> <p>Story Vocab: threat, danger, stranger, path, forest, woods, bluebells, cottage, basket, woodcutter, grandmother, teeth, hood, fierce, frightening, terrifying, cloak, nightdress, shawl.</p> <p><b>POEM-</b> <a href="#">I Am Brave - Children's Poetry Archive</a></p>	<ul style="list-style-type: none"> <li>Handa's Surprise</li> <li>Farmer Duck</li> <li>'Shhh'</li> <li>Rosie's Walk</li> <li>Stinky Jack and the Beanstalk</li> </ul> <p>Story Vocab: scruffiest, patched up, smartest, pavement, strode, bleating, sail, untucked, magnificent, ruined, squeaked, blisters, scrambled, campsite, sleeping bag, diamonds, snuggled, squelchy, bog, howling, stuck, safe, cheer up, shivery, familiar, sank, gown, comfortable, cosiest, enormous, untied, crown.</p> <p>• <b>POEM-</b> The Giant and I, Lora Rozler – Learn and perform</p>	<ul style="list-style-type: none"> <li>Titus the T-Rex</li> <li>The Odd Egg</li> <li>Give us a smile Cinderella</li> <li>Wash your hair Rapunzel</li> <li>The dinosaur that pooped a planet</li> <li>Harry and the Bucketful of Dinosaurs</li> <li>Gigantosaurus</li> <li>Eat Your Greens, Goldilocks</li> </ul> <p>Swamp, veg/vegetation, herd, duckbill, roamed, hooted, reeds, bellyfuls, juicy, weeds, rushy, grim, grizzly, bride, hunting, war, mean, muttered, bridge, invented, beside, murmured, thrilled, terror, jaws, enormous, hatched, scaly, spikey, nails, perfect, horrified, grumbled, weedy, weak, gulped, guzzled, horrible, yelled, fierce, delight, bank, urge, discovered, gazed, creature, crackled, storm, frown, yelled, scolded nonsense, trembling, drippy, scoffed, spluttering, clinging, reflection, heroic.</p> <p><b>POEM</b> <a href="#">Ten Dancing Dinosaurs - Children's Poetry Archive</a></p>
<b>Big Ideas</b>	<ul style="list-style-type: none"> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> <li>Exploration and discovery (What has been discovered, and what is still out there?)</li> </ul>	<ul style="list-style-type: none"> <li>Diversity (How has diversity improved life?)</li> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> </ul>	<ul style="list-style-type: none"> <li>Exploration and discovery (What has been discovered, and what is still out there?)</li> </ul>	<ul style="list-style-type: none"> <li>Knowing right from wrong (Can we make the right decision, even when it's hard?)</li> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> </ul>	<ul style="list-style-type: none"> <li>Friendship and relationships (Why are friendships and relationships so important?)</li> <li>Changes over time (How do things change over time?)</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and sustainability (How can we look after our world?)</li> <li>Exploration and discovery (What has been discovered, and what is still out there?)</li> </ul>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li><b>Visit from the fire service</b></li> <li><b>Park Visit</b></li> <li>Hat Parade</li> <li>Parent with a baby visit</li> <li>Stay and Playdough x1</li> <li>Weekly stay and read</li> <li>Community member visit – people who help us.</li> <li>Visit local park</li> </ul>	<ul style="list-style-type: none"> <li><b>Bonfire in school and songs around the camp fire with hot chocolate</b></li> <li><b>Christmas performance</b></li> <li><b>Hosting a Wedding/Wedding service from Vicar</b></li> <li><b>Making a 3 tier wedding cake</b></li> <li>Planning a party</li> <li>Weekly stay and read</li> <li>Local visit to library</li> </ul>	<ul style="list-style-type: none"> <li><b>Hosting a Chinese restaurant for nursery (Chinese NY story links)</b></li> <li><b>Teddy Bear Hospital</b></li> <li>Weekly stay and read</li> <li>Star-gazing stay late</li> <li>Local visit to library</li> <li>Children's performance of Story Recreate- Invite F1 audience</li> </ul>	<ul style="list-style-type: none"> <li><b>Visit from White post Farm</b></li> <li>Visit local post box</li> <li>Take tram to Embankment park – compare to previous park visit</li> <li>Author visit – Bemma Akyeampong – Ayuda's Messy Rescue</li> </ul>	<ul style="list-style-type: none"> <li><b>Fashion show</b></li> <li>Hosting a shop for Nursery</li> <li>Bringing in Pets</li> <li>Weekly stay and read</li> <li>Local visit to library</li> <li>Fashion Show with audience</li> </ul>	<ul style="list-style-type: none"> <li><b>Visit from Professor Norris / workshop-Dinosaur provider/dig</b></li> <li>Weekly stay and read</li> <li>Gustav Klimt Artwork Family Assembly</li> <li>Visit Clifton Church</li> <li>Imam speaker</li> <li>Bee keeper visit</li> </ul>
<b>Communication and Language</b>  Listening, Attention and Understanding	<ul style="list-style-type: none"> <li>To know that listening to other people is important</li> <li>To know that books can have a story line</li> <li>I know instructions tell me to do something and that I need to respond</li> </ul>	<ul style="list-style-type: none"> <li>To know some familiar songs and sing them with the group or on my own</li> <li>To know that questions require an answer</li> </ul>	<ul style="list-style-type: none"> <li>To know that asking questions helps me to find out more</li> <li>To know that asking questions can help me to understand something better (clarification)</li> </ul>	<ul style="list-style-type: none"> <li>To know how to have a conversation</li> <li>To know and understand an increasing number of words and add them to my vocabulary bank</li> </ul>	<ul style="list-style-type: none"> <li>To know how to listen attentively in a range of situations</li> <li>To know I can agree and disagree to things I have heard in a whole class discussion</li> </ul>	<ul style="list-style-type: none"> <li>To know a conversation needs more than one person</li> <li>To know how to fully engage in one to one, group and whole class whole class discussions</li> </ul>



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	<ul style="list-style-type: none"> <li>To know an increasing number of words</li> <li>To know that I can find out information from non-fiction books</li> <li>To know the tune and words to some familiar songs</li> </ul> <p>-I can learn a fact from a non-fiction book</p> <p>-I can hear, understand and follow an instruction</p> <p>-I can hear and understand new words and add them to my vocabulary</p> <p>-I can listen to and understand a story that has been read to me</p> <p>-I can join in with songs and rhymes</p> <p>-I can listen to and follow direct instructions given to me</p>	<ul style="list-style-type: none"> <li>To know and remember a fact from something I have been told/have been read</li> </ul> <p>-I can answer a retrieval question about a story that has been read to me</p> <p>-I can join in with songs and rhymes and know some of the words</p> <p>-I can listen to and follow a whole class instruction</p> <p>-I can answer a question about something I heard yesterday in a story or group time</p>	<ul style="list-style-type: none"> <li>To know and talk about stories I have been read more than once</li> <li>To know some facts and new vocabulary from non-fiction texts</li> <li>To know an instruction can ask me to do several things</li> <li>To know what my favourite stories are</li> </ul> <p>-I can retell the class focus stories in my own words (once I have developed a deep familiarity with the text)</p> <p>-I can ask a question to check I have understood e.g. Does that mean that...</p> <p>-I can talk about stories that have been read to me in class, demonstrating I have understood them</p> <p>-I can follow a two part instruction</p> <p>-I can retell events from several stories</p>	<ul style="list-style-type: none"> <li>To know songs and poems by heart</li> </ul> <p>-I can have a conversation and continue it for several turns</p> <p>-I can talk about what has happened at the beginning, middle and end of a story</p> <p>-I can use recently introduced vocabulary in my play</p> <p>-I can re-tell a poem I have learn with my class, using actions to help</p>	<p>-I can offer my own ideas in response to things I have heard in who class discussions.</p> <p>-I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>-I can comment about what they have heard and ask questions to clarify my understanding.</p>	<p>-I can understand and follow instructions with multiple parts. E.g. touch the blue cone, then the red cone, then the yellow cone- in that order</p> <p>-I can start/hold a conversation when engaged in back-and-forth exchanges with their teacher and peers</p>
<p><b>Communication and Language</b></p> <p><b>Speaking/Oracy</b></p>	<ul style="list-style-type: none"> <li>To know more words and use them when I speak</li> <li>To know a range of connectives.</li> <li>To know some social phrases</li> <li>To know I can use talk in my play, with peers and with adults</li> </ul> <p>-I can make my needs and wishes clear to an adult or a friend</p> <p>-I can say good morning and good afternoon to answer the register</p> <p>-I can say "please can you help me to..."</p> <p>-I can link my ideas together using 'and' and 'then' to add more information</p> <p>-I can use new vocabulary through the day.</p> <p>-I can use new words in my sentences and add them to my vocabulary to use again in the future</p>	<ul style="list-style-type: none"> <li>To know how to adjust the volume of my voice appropriately to be heard</li> <li>To know a range of connectives.</li> <li>To know the order of my speaking is important for other people to understand</li> </ul> <p>-I can link my thoughts together and explain using the connective 'because'</p> <p>-I can speak clearly, so that I can be heard by other people</p> <p>-I can articulate their ideas and thoughts in well-formed sentences.</p>	<ul style="list-style-type: none"> <li>To know that adding more detail makes my talk interesting</li> <li>To know talk can explain something to other people</li> <li>To know some social phrases</li> </ul> <p>-I can explain why I like my favourite story</p> <p>-I can describe something using interesting words</p> <p>-I can explain something, so that someone else understands</p> <p>-I can explain using more than one sentence</p> <p>-I can explain how something works</p> <p>-I can give reasons for my ideas (using because)</p> <p>-I can explain why I think that and how I know</p> <p>-I can use new vocabulary in context and in different situation</p> <p>-I can say "Well done"</p> <p>-I can say "see you tomorrow, have a lovely evening"</p> <p>-I can say "Thank you for..."</p>	<ul style="list-style-type: none"> <li>To know and understand an increasing number of words and add them to my vocabulary bank</li> <li>To know how to use my voice expressively</li> <li>To know that talk can help me to think and work out problems</li> <li>To know that talk can help me to organise my play</li> <li>To know an increasing number of social phrases</li> </ul> <p>-I can respond to a question with a well thought out sentences</p> <p>-I can use recently introduced vocabulary in my play when speaking to my friends and adults</p> <p>-I can use talk to create story lines in my play with other children</p> <p>-I can talk with expression when roleplaying and retelling stories</p> <p>-I can organise my thinking into several sentence to explain clearly to others</p> <p>-I can say what I need to resource my game/creation/activity</p> <p>-I can ask people how they are</p> <p>-I can say "excuse me, please can you..."</p>	<ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>To know how to speak in detailed sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</li> </ul> <p>-I can give reasons for my similar or opposite views, in response to something I have heard</p> <p>-I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<ul style="list-style-type: none"> <li>To know how to start a conversation in different situations</li> <li>To know I am talking for the benefit of the listener, as well as my need to share my thoughts</li> </ul> <p>-I can explain myself clearly in sentences when responding to questions, so that other people understand me.</p> <p>-I can use talk to compare (stories, objects, events)</p> <p>-I can express my ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>



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	<p>Oracy is being able to express yourself well, having the vocabulary to say what you want to say and the ability to structure your thoughts so that they make sense to others.</p> <p>EYFS- "Focus on oracy across all areas, including through explaining, re-telling, singing and performance"</p> <p>Process- Reading and understanding (comprehension and key vocab) Story map together, story stepping, retelling the story map to each other, recall to create story maps, create own stories (reinvent), performing story map</p>					
<b>Physical Development</b>  <b>Gross Motor</b>	<ul style="list-style-type: none"> <li>To know, revise and refine the fundamental movement skills they have already acquired: - Rolling - Crawling - Walking - Jumping - Running - Hopping - Skipping – Climbing</li> <li>To know how to kick a ball that is moving</li> <li>To know how to catch a large ball thrown by an adult</li> <li>To know how to climb on large equipment safely (managing risks and knowing own physical capabilities)</li> <li>To know how to use large and small apparatus, inside and outside</li> <li>To know how to lift and balance large blocks safely</li> <li>To know flat surfaces are better for building upon</li> </ul> <p>-I can catch a large ball thrown by someone else</p> <p>-I can move with control</p> <p>-I can balance on low level climbing equipment</p> <p>-I can sit up straight on the carpet and at tables, using my core</p> <p>-I can pedal a tricycle</p> <p>-I can push myself along on a scooter</p> <p>-I can build large structures using outdoor building equipment, including crates, blocks and planks</p> <p>-I can build hand strength through climbing and gripping (to support my fine motor development)</p>	<ul style="list-style-type: none"> <li>To know I move in different ways</li> <li>to know people can dance together</li> <li>To know I can link movements together</li> <li>To know how to use small PE equipment with control</li> <li>To know different ways to balance on my body parts</li> <li>To know a balance needs to be still</li> <li>To know how to jump and land safely</li> <li>To know equipment can be used in gymnastics</li> <li>To know my body can make shapes.</li> <li>To know that the Hava Nagila is a Jewish dance and the basic moves that are in it.</li> <li>To know some simple Banghra dance moves and move to different rhythms</li> </ul> <p>-I can catch a small ball thrown by someone else</p> <p>-I can throw a ball towards a target with some accuracy</p> <p>-I can move fluently with control and grace</p> <p>-I can balance on high level climbing equipment</p> <p>-I can go down the fireman's pole safely</p> <p>-I can use large actions to paint of vertical structures</p>	<ul style="list-style-type: none"> <li>To know how to balance while above the ground</li> <li>To know my core muscles help me to balance</li> <li>To know how to manage risks and keep safe on larger apparatus</li> <li>To know To know your body can move at different speeds e.g. in slow motion and demonstrate control and coordination</li> <li>To know how to use a range of small equipment, including beanbags, quoits, hoops, small and large balls</li> <li>To know mirror movements look alike</li> <li>To know dancing can create feelings</li> <li>To know a range of dance moves and that they can be linked together</li> <li>To know how to evaluate my own performance</li> <li>To know a dance can be performed to an audience</li> </ul> <p>-I can throw a ball to another person with some accuracy</p> <p>-I can hold a body position demonstrating strength</p> <p>-I can move along gymnastic apparatus using different body parts</p> <p>-I can jump from low level gymnastics equipment and land on 2 feet</p> <p>-I can skip with coordination</p> <p>-I can perform a pencil roll</p> <p>-I can combine two/three different movements with ease and fluency.</p> <p>-I can perform my routine</p> <p>-I can say what I liked about my dance/gymnastics routine</p> <p>-I can say something I could do better next time</p>	<ul style="list-style-type: none"> <li>To know how to aim at a target</li> <li>To know how to catch a ball thrown by someone else</li> <li>To know how to throw, catch, kick, pass, bat and aim.</li> <li>To know how to use a range of small equipment, including beanbags, quoits, hoops, small and large balls</li> <li>To know how to use my body to manoeuvre bikes and scooters, avoiding obstacles</li> <li>To know that physical activity makes you feel hot, sweaty and breath faster</li> </ul> <p>-I can develop further skill at using small equipment</p> <p>-I can throw a small ball with accuracy towards another person</p> <p>-I can get my hands ready and catch a small ball thrown by someone else</p> <p>-I can throw a ball to another person. Adjusting how hard I need to throw it</p> <p>-I can demonstrate control over quoits, beanbags and balls</p> <p>-I can throw a ball into a hoop</p> <p>-I can roll a quoit and a hoop in a straight line</p> <p>-I can use stilts</p> <p>-I can navigate a scooter in and out of cones</p>	<ul style="list-style-type: none"> <li>To know that different pieces of PE equipment are thrown in different ways, including small javelins and beanbag shot puts</li> <li>To know that swinging your arms helps you to jump further</li> <li>To know you can sent and receive with a partner multiple times</li> <li>To know that building body strength will make me faster, more agile and help balance and coordination</li> <li>To know that my heart pumps blood around my body to take oxygen to muscles</li> </ul> <p>-I can take part in relay races</p> <p>-I can confidently navigate an obstacle course with balance and coordination</p> <p>-I can throw a selection of balls, beanbags, quoits and foam javelin</p> <p>-I can jump over a hurdle with one foot leading</p> <p>-I can jump from two feet and land on two feet</p> <p>-I can leap from one foot and land with one foot</p> <p>-I can move energetically, demonstrating strength and agility when running, jumping, dancing, hopping, skipping and climbing.</p>	<ul style="list-style-type: none"> <li>To know how to confidently balance on large and small equipment</li> <li>To know how to manage risks safely</li> <li>To know my own physical capabilities when facing new challenges</li> <li>To know how to negotiate space and obstacles safely, with consideration for themselves and others</li> <li>To know how to swing a bat safely and with coordination</li> <li>To know that I have learnt skills that can be applied to team games next year</li> <li>To know how to aim with precision and accuracy when engaging in activities that involve a ball.</li> </ul> <p>-I can pedal a bike without stabilisers</p> <p>-I can demonstrate strength, balance and coordination when playing.</p> <p>-I can move safely indoors and outdoors, adjusting my speed, avoiding obstacles, both on foot and when using apparatus, bikes and scooters</p> <p>-I can hit a ball thrown by someone else</p>



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			-I can sit at the table with good posture			
<b>Physical Development</b>  <b>Fine Motor</b>	<ul style="list-style-type: none"> <li>To know malleable materials can be manipulated to change their shape</li> <li>To know how to hold scissors using one hand</li> <li>To know which my dominant hand is</li> <li>To know how to hold a knife and a fork</li> </ul> <p>-I can shape playdough using my hands- squashing, rolling, pinching, squeezing, cupping</p> <p>-I can shape playdough using tools</p> <p>-I can steady food using a fork and cut it using a forwards and backwards motion</p> <p>-I can pick up tiny objects with tweezers, using one hand, and place them in a pot</p> <p>-I can use the tripod grip when using pencils</p> <p>-I can trace early pen pals patterns with accuracy</p> <p>-I can join pieces together by pushing them, linking them, and using glue and tape</p> <p>-I can attempt to cut food by holding it with a form and using a forwards and backwards motion with a knife</p>	<ul style="list-style-type: none"> <li>To know that different malleable materials require different shaping methods</li> <li>To know how to use a range of mark making tools- wax crayons, paint brushes (different sizes), glue spreaders, felt tips and pencils</li> </ul> <p>-I can draw around a shape and cut it out</p> <p>-I can trace difficult Pen pals patterns, such as turrets with accuracy and control</p> <p>-I can apply different pressure when using different mark making tools</p> <p>-I can cut around a large image</p> <p>-I can find the end of Sellotape and cut a piece off independently</p> <p>-I can shape clay and decorate it using tiny craft resources and careful marks with a scraping tool</p>	<ul style="list-style-type: none"> <li>To know how to hold a pencil using the tripod grip</li> <li>To know how to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing, paintbrushes, scissors, knives, forks, spoons, tweezers and pegs.</li> </ul> <p>-I can write my name quickly and neatly</p> <p>-I can use a paintbrush to make different marks, such as dashes, dots and fluent strokes</p> <p>-I can colour, keeping inside the lines</p> <p>-I can use my knife and fork competently to eat my dinner independently</p>	<ul style="list-style-type: none"> <li>To know how to form all/most letters, so that they are recognisable to other people</li> <li>To know how to fasten a range of clothing fastenings</li> </ul> <p>-I can write recognisable words</p> <p>-I can write more quickly</p> <p>-I can use a range of tools to paint, including sponges, cotton buds, spreaders, rollers and different width brushes</p> <p>-I can do up buttons and zips</p>	<ul style="list-style-type: none"> <li>To know how to increasingly control the tools in the workshop areas</li> <li>To know how to adjust grip according to different tools</li> </ul> <p>-Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>-I can draw with accuracy and add small details to my pictures</p> <p>-I can control my letter size</p> <p>-I can form letters more quickly</p> <p>-I can tie a knot</p>	<ul style="list-style-type: none"> <li>To know how to hold a pencil correctly-Tripod grip in almost all cases</li> <li>To know how to control a pencil to produce fluid motions</li> <li>To know how to form all/most letters correctly, starting in the correct place</li> <li>To know how to use a range of tools competently, including scissors, paint brushes, cutlery and model making tools</li> </ul> <p>-I can form most letters correctly</p> <p>-I can sit my letters on the line when I write</p> <p>-I can use a hole punch</p> <p>-I can use paperclips and treasury tags and split pins independently</p> <p>-I can cut around an image with accuracy (leaving limited paper that isn't part of the image)</p>
<b>PSED</b>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know some words linked to emotions</li> <li>To know the class rules</li> <li>To know how to use the learning environment safely</li> </ul> <p>-I can say if I am happy or sad</p> <p>-I can develop appropriate ways to be assertive.</p> <p>-I can find an adult for help</p> <p>-I can share resources, sometimes with support</p> <b>Managing Self</b> <ul style="list-style-type: none"> <li>To know how to get dressed and undressed</li> <li>To know that washing my hands is important after I use the toilet</li> </ul> <p>-I can go to the toilet and wash my hands independently</p> <p>-I can keep track of my belongings</p> <p>-I can put my own coat and shoes on (help to fasten if laces, help with zip)</p>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know an increasing number of words linked to emotions</li> <li>To know if someone else looks sad</li> </ul> <p>-I can say if I am excited, scared, or worried</p> <p>-I can find an adult to help another child</p> <p>-I can say how a character in a book is feeling</p> <b>Managing Self</b> <ul style="list-style-type: none"> <li>To know how to keep clean during the day</li> <li>To know how to follow classroom rules in the environment</li> <li>To know that there are some things I can do on my own and other things I need help with</li> </ul> <p>-I can put on an apron to paint</p> <p>-I can wash my hands</p>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know that my actions effect other people</li> <li>To know that the needs of other people are important too</li> </ul> <p>-I can share resources</p> <p>-I can wait my turn patiently</p> <p>-I can line up sensibly</p> <p>-I can follow class rules independently</p> <p>-I can talk with others to solve conflicts</p> <p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p> <b>Managing Self</b> <ul style="list-style-type: none"> <li>To know that resources and belongings need to be cared for</li> <li>To know that exercise is important to my health</li> </ul> <p>-I can take care of my belongings and rarely lose things</p> <p>-I can talk about the importance of exercising and the effects on my body</p>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know how to solve problems correctly</li> <li>To know that other people have different perspectives</li> <li>To know what emotions look like in other people</li> </ul> <p>-I can identify and moderate my own feelings socially and emotionally.</p> <p>-I can think about the perspectives of others.</p> <p>-I can express my feelings and consider the feelings of others</p> <p>-I can begin to regulate my behaviour according to events and other people around me</p> <b>Managing Self</b> <ul style="list-style-type: none"> <li>To know the importance of being healthy and ways to achieve this</li> </ul> <p>-I can manage my own needs.</p> <p>-I can be independent in meeting my own care needs.</p>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know how to set goals</li> <li>To know that some things are easy for me and something are more challenging and need work</li> </ul> <p>-I can set myself goals and work towards achieving them</p> <p>-I can show resilience when I find something challenging</p> <b>Managing Self</b> <ul style="list-style-type: none"> <li>To know rules are in place to keep myself and others safe</li> <li>To know right from wrong and try to behave accordingly</li> </ul> <p>-I can show confidence to try new activities</p> <p>-I can show independence, resilience and perseverance in the face of challenge.</p>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>To know how to follow instructions involving several actions</li> <li>To know and explain the reasons class rules</li> <li>To know how to think before I act and reflect on my choices</li> </ul> <p>-I can follow classroom rules and ignore my immediate impulses</p> <p>-I can move safely, indoors, outdoors and in a range of situations</p> <p>-I can give my attention to what adults say, even when I am engaged in something else</p> <p>-I can revisit an activity/task and finish it later</p> <p>-I can sue forethought and plan my actions</p> <p>-I can control my impulses</p> <p>-I can reflect on and talk about nmy behaviour</p> <b>Managing Self</b>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know some social phrases to start conversation's</li> <li>To know how to build constructive and respectful relationships.</li> <li>To be confident to approach adults for help</li> </ul> <p>-I can join in games, turn-taking, with adult support -I can talk about what I need -I can talk to friends while I play -I can allow other children to join in my play</p>	<p>-I can put wellies on when it is muddy or raining -I can roll up my sleeves -I can follow rules without needing an adult to remind them -I can find an adult when I need help</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know that I can help my peers and they can help me</li> <li>To know who my friends are and why I like to play with them</li> <li>To know that friends can like different things</li> </ul> <p>-I can ask a friend for help -I can help a friend who needs help -I can talk about my friends</p>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know what attributes make a good friend</li> <li>To know how to be a good friend to other people</li> </ul> <p>-I can express their feelings and consider the feelings of others. -I can use teamwork to complete a task -I can maintain friendships over an extended period of time</p>	<p>-I can solve problems independently -I can talk about healthy and unhealthy food -I can talk about why I brush my teeth</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know how to show support to another person</li> <li>To know I am a valuable individual</li> </ul> <p>-I can help people who need it -I can use kind words to make someone feel better -I can negotiate when playing with friends -I can talk about myself positively</p>	<p>-I can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know how to play cooperatively</li> </ul> <p>-I can use teamwork to complete a task -I can negotiate and take turns with my friends, when playing games -I can form positive attachments to adults and have long lasting friendships with peers. -I can show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> <li>To know the names of well-known fruit and vegetables.</li> <li>To know how to make some simple healthy food choices.</li> <li>To know the importance of healthy food choices.</li> <li>To know how to use a range of clothing fastenings independently</li> </ul> <p>-I can make healthy food choices in school and at home -I can talk about how to stay healthy in the future -I can do up my zip and attempt to do buttons independently</p> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>To know many social phrases to build strong relationships</li> </ul> <p>-I can use social phrases in the classroom with adults and children, -I can talk in a polite way in a range of situations -I can solve conflicts without support</p>
<p>PSED- Jigsaw</p>	<p><b>Jigsaw-Being in my world</b></p> <ul style="list-style-type: none"> <li>Know they have a right to learn and play, safely and happily</li> <li>Know that some people are different from themselves</li> <li>Know that hands can be used kindly and unkindly</li> <li>Know special things about themselves</li> <li>Know how happiness and sadness can be expressed</li> <li>Know that being kind is good</li> <li>Identify feelings associated with belonging</li> <li>Skills to play co-operatively with others</li> <li>Be able to consider others' feelings</li> <li>Identify feelings of happiness and sadness</li> <li>Be responsible in the setting</li> </ul> <p>Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns</p>	<p><b>Jigsaw- Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>Know what being unique means</li> <li>Know the names of some emotions such as happy, sad, frightened, angry</li> <li>Know why having friends is important</li> <li>Know some qualities of a positive friendship</li> <li>Know that they don't have to be 'the same as' to be a friend</li> <li>Know what being proud means and that people can be proud of different things</li> <li>Know that people can be good at different things</li> <li>Know that families can be different</li> <li>Know that people have different homes and why they are important to them</li> <li>Know different ways of making friends</li> <li>Know different ways to stand up for myself</li> <li>Recognise emotions when they or someone else is upset, frightened or angry</li> <li>Identify and use skills to make a friend</li> <li>Identify some ways they can be different and the same as others</li> <li>Identify and use skills to stand up for themselves</li> </ul>	<p><b>Jigsaw: Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Know what a challenge is</li> <li>Know that it is important to keep trying</li> <li>Know what a goal is</li> <li>Know how to set goals and work towards them</li> <li>Know which words are kind</li> <li>Know some jobs that they might like to do when they are older</li> <li>Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal</li> <li>Understand that challenges can be difficult</li> <li>Resilience</li> <li>Recognise some of the feelings linked to perseverance</li> <li>Recognise how kind words can encourage people</li> <li>Talk about a time that they kept on trying and achieved a goal</li> <li>Be ambitious</li> <li>Feel proud</li> <li>Celebrate success</li> </ul> <p>Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage</p>	<p><b>Jigsaw: Healthy Me</b></p> <ul style="list-style-type: none"> <li>Know what the word 'healthy' means</li> <li>Know some things that they need to do to keep healthy</li> <li>Know the names for some parts of their body</li> <li>Know when and how to wash their hands properly</li> <li>Know how to say no to strangers</li> <li>Know that they need to exercise to keep healthy</li> <li>Know how to help themselves go to sleep and that sleep is good for them</li> <li>Know what to do if they get lost</li> <li>Can explain what they need to do to stay healthy</li> <li>Recognise how exercise makes them feel</li> <li>Can give examples of healthy food</li> <li>Can explain what to do if a stranger approaches them</li> <li>Can explain how they might feel if they don't get enough sleep</li> <li>Recognise how different foods can make them feel</li> </ul> <p>Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scare</p>	<p><b>Jigsaw: Relationships</b></p> <ul style="list-style-type: none"> <li>Know what a family is</li> <li>Know that different people in a family have different responsibilities (jobs)</li> <li>Know some of the characteristics of healthy and safe friendships</li> <li>Know that friends sometimes fall out</li> <li>Know some ways to mend a friendship</li> <li>Know that unkind words can never be taken back and they can hurt</li> <li>Know how to use Jigsaw's Calm Me to help when feeling and Know some reasons why others get angry</li> <li>Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>Can suggest ways to make a friend or help someone who is lonely</li> <li>Can use different ways to mend a friendship</li> <li>Can recognise what being angry feels like</li> <li>Can use Calm Me when angry or upset</li> </ul> <p>Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing</p>	<p><b>Jigsaw: Changes</b></p> <ul style="list-style-type: none"> <li>Know the names and functions of some parts of the body (see vocabulary list)</li> <li>Know that we grow from baby to adult</li> <li>Know who to talk to if they are feeling worried</li> <li>Know that sharing how they feel can help solve a worry</li> <li>Know that remembering happy times can help us move on</li> <li>Recognise that changing class can elicit happy and/or sad emotions</li> <li>Can say how they feel about changing class/ growing up</li> <li>Can identify how they have changed from a baby</li> <li>Can say what might change for them they get older</li> <li>Can identify positive memories from the past year in school/home</li> </ul> <p>Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories</p>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

		<ul style="list-style-type: none"> <li>Identify feelings associated with being proud</li> <li>Identify things they are good at</li> <li>Be able to vocalise success for themselves and about others successes</li> <li>Recognise similarities and differences between their family and other families</li> </ul> <p>Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family, unique</p>				
<b>Literacy</b>  <b>Word Reading</b>	<ul style="list-style-type: none"> <li>To know and understand the five key concepts about print:               <ul style="list-style-type: none"> <li>print has meaning</li> <li>The names of different parts of a book</li> <li>That print can have different purposes</li> <li>page sequencing</li> <li>We read English text from left to right and from top to bottom</li> </ul> </li> <li>To know that words can rhyme</li> <li>To know words have syllables</li> <li>To know words can start with the same sounds (alliteration), such as money and mother</li> <li>To know sounds can be the same and different</li> </ul> <p>-I can spot rhymes in familiar stories and poems.            -I can continue a rhyming string            -I can count or clap syllables in a word.            -I can clap the syllables in words</p> <p>-I can read the common exception/red words- 'l', 'to', 'the', 'a'</p> <p>-I can find the title on the front cover and the blurb</p> <p>-I can turn pages in books and track words left to write</p> <p>-I can begin to read individual letters by saying the sounds for them.</p>	<ul style="list-style-type: none"> <li>To know how to track the letters in words left to right to read them</li> <li>To know how to track words left to right in sentences that are being read to me (shared reading)</li> </ul> <p>-I can follow a story that has no pictures</p> <p>-I can use classroom supports- such as 'red word mats' to find a common exception word</p> <p>-I can use class room resources such as RWI sound mats to find set 1 sounds that I need</p> <p>-I can begin to read CVC words containing known letter-sound correspondences</p> <p>-I can read the common exception words/red words- 'no' 'go' 'is' 'and'</p>	<ul style="list-style-type: none"> <li>To know most of the set 1 sounds, including some of the digraphs</li> <li>To know how to track sound in words and blend them together to read</li> <li>To know words can make up sentences</li> </ul> <p>-I can begin to use sound buttons to identify how many sounds are in a word.</p> <p>-I can confidently read cvc words and I'm beginning to read cvc/ccvc words</p> <p>-I can read the common exception/red words- 'into', 'my', 'you', 'went'</p>	<ul style="list-style-type: none"> <li>To know all of the set 1 sounds and some set 2 digraphs/special friends</li> <li>To know how to blend sounds into words</li> <li>To know read simple sentences containing known letter sound correspondences containing 1 or 2 common exception words</li> </ul> <p>-I can use sounds buttons to identify 'special friends'</p> <p>-I can begin to re-read phonetically decodable books to build up confidence in word reading,</p> <p>-I can begin to read simple sentences more fluency and understanding</p> <p>-I can tell you what a simple sentence said after I have read it</p> <p>-I can read the common exception/red words- 'my' 'he', 'she', 'we', 'me', 'be'</p>	<ul style="list-style-type: none"> <li>To know that words that rhyme contain the same graphemes/spelling patterns</li> <li>To know how to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>To know how to read words containing set 2 special friends</li> </ul> <p>-I can use 'sound buttons' to segment and read words.</p> <p>I can identify words containing the same digraph or trigraph e.g. ay- may, day, play.</p> <p>-I can say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>-I can read words consistent with my phonic knowledge by sound-blending.</p> <p>-I can read the common exception/red words- 'they', 'are', 'was', 'your'</p>	<ul style="list-style-type: none"> <li>To know that you can read books more than once to improve fluency</li> <li>To know how to sight read/'Fred in your head' words containing familiar digraphs/'special friends'</li> <li>To know how to sight read at least ten common exception words</li> <li>To know and match sounds to at least ten digraphs/special friends.</li> </ul> <p>-I can read at least ten 'special friends' (digraphs) and words that contain them</p> <p>-I can confidently read sentences, containing the sounds that I know</p> <p>-I can put a sentence back in order that has been mixed up</p> <p>-I can begin to read compound words</p> <p>-I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <p>-I can re-read sentences and short stories more quickly each time I read them</p> <p>-I can read the common exception/red words- 'like', 'said', 'have', 'her'</p>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

<p><b>Literacy</b> <b>Comprehension</b></p>	<ul style="list-style-type: none"> <li>To know what my favourite stories are</li> <li>To know that stories can be fictional</li> </ul> <p>-I can asks questions about stories.</p> <p>-I can repeat words and phrases from familiar stories.</p> <p>-I can repeat new vocabulary in a context of a story.</p> <p>-I can say what my favourite books are and seek them out, to share with an adult, with another child, or to look at alone.</p>	<ul style="list-style-type: none"> <li>To know that stories can be similar</li> <li>To know that stories have settings, events and characters</li> </ul> <p>-I can answer retrieval questions about a text that has been read to me</p> <p>-I can find the front cover, the title and the blub on a book</p>	<ul style="list-style-type: none"> <li>To know that books can be read more than once- reading for enjoyment</li> <li>To know that characters display emotions in books</li> </ul> <p>-I can answer questions about story events and the characters in a text that has been read to me, including how people/characters are feeling</p> <p>-I can begin to predict what might happen next in a story.</p> <p>-I can use recently introduced vocabulary during role-play for example in the Small World.</p> <p>-I can select familiar texts or stories to re-read in the book area.</p> <p>-I can retell and role-play familiar stories with exact repetition</p>	<ul style="list-style-type: none"> <li>To know the sequence of story events is important</li> </ul> <p>-I can answer questions about the events in the beginning, middle and end of a story</p> <p>- I can request my favourite stories and poems, to be read, be read to and listen to as a class</p> <p>-I can talk about stories demonstrating understanding</p> <p>-I can retell and role-play familiar stories in my own words</p> <p>-I can Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> <li>To know that non-fiction books tell us information</li> <li>To that predictions are sensible guesses about what could happen next, using what I already know</li> <li>To know recently introduced vocabulary to aid understanding</li> </ul> <p>-I can share a favourite book with a peer, retelling the story in my own way repeating known phrases from the text.</p> <p>-I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<ul style="list-style-type: none"> <li>To know I can use what I know from other stories to make protections about new stories</li> </ul> <p>-I can demonstrate understanding of what has been read to me, by retelling stories and narratives using my own words and recently introduced vocabulary.</p>
<p><b>Literacy</b> <b>Writing</b></p>	<ul style="list-style-type: none"> <li>To know how to copy the letters in my name accurately</li> <li>To know how to use a range of small tools competently (Physical Development)</li> </ul> <p>-I can write my name by copying it from a label</p> <p>-I can form some letters correctly</p> <p>-I can write the initial sound of a word</p> <p>-I can use a pencil with control to write during my play and adult suggested activities</p> <p>-I can give meaning to my writing</p> <p>-I can say the sounds I hear in words and match them to a letter or picture</p> <p>-I can draw and label a picture of my family with letters and writing like marks</p>	<ul style="list-style-type: none"> <li>To know how to form the letters in my name</li> <li>To know that writing down sounds in sequence spell a word</li> <li>To know that writing can be read by other people</li> <li>To know that word order is important</li> <li>To know some early common exception words (red words)</li> <li>To know that you can write lists, cards and invitations for other people</li> </ul> <p>-I can write my name from memory</p> <p>-I can write the sounds from RWI set 1</p> <p>-I can count the sounds in CVC words and show them on my 'Fred Fingers'</p> <p>-I can spell words by identifying the sounds and then writing the sound with letter/s- cvc words</p> <p>-I can begin to use tripod grip.</p> <p>-I can say a sentence back that I have heard, saying each word in the correct order</p> <p>-I can write the common exception words 'I' 'to' 'the' 'a'</p>	<ul style="list-style-type: none"> <li>To know that word order is important</li> <li>To know that some letters work together to make one sound (diagraph/special friend)</li> </ul> <p>-I can begin to write short phrases and sentences</p> <p>-I can begin to write some early 'special friends' (diagraphs) in my writing</p> <p>-I can use a tripod grip to form some letters with accuracy</p> <p>-I can count the sounds in CCVC/CVCC words and show them on my 'Fred Fingers'</p> <p>-I can write words that can be read by other people</p> <p>-I can write the common exception words 'no', 'go', 'is', 'and', 'you', 'into', 'went'</p>	<ul style="list-style-type: none"> <li>To know how to spell some common exception words</li> <li>To know the set 1 special friends and begin to know some Set 2 special friends</li> </ul> <p>-I can form lowercase letters correctly</p> <p>-I can use spaces between my words</p> <p>-I can count the sounds in longer words containing set 1 specials friends and show them on my 'Fred Fingers'</p> <p>-I can write a simple phrase or sentences that can be read by another adult</p> <p>-I can write sentences that I have been given by an adult</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>-I can write the common exception words 'was', 'When', , 'my', 'he', 'she', 'we', 'me'</p>	<ul style="list-style-type: none"> <li>To know that letters can be lower case or upper case/capitals</li> <li>To know that the presentation of my writing is important to help other people to read it</li> <li>To know the set 1 and set 2 RWI sounds</li> </ul> <p>-I can use a capital letter at the beginning of a sentence and a full stop at the end.</p> <p>-I can use finger spaces most of the time.</p> <p>-I can write my first name and starting to write their surname independently.</p> <p>-I can write recognisable letters, most of which are correctly formed.</p> <p>-I can count the sounds in longer words containing set 2 specials friends and show them on my 'Fred Fingers'</p> <p>-I can spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>-I can use set 2 diagraphs/special friends in my writing</p> <p>-I can write sentences that include all of the words independently</p>	<ul style="list-style-type: none"> <li>To confidently know and use the Set 2 special friends</li> <li>To know how to think of a write a sentence independently</li> </ul> <p>-I can form some capital letters correctly</p> <p>-I can write sentences using spaces between words, a capital letter and a full stop.</p> <p>-I can use my phonic knowledge to write words that match the spoken sounds</p> <p>-I can write some irregular common words (red words)</p> <p>-I can count the sounds in longer words containing set 2 specials friends and show them on my 'Fred Fingers'</p> <p>-I can begin to write compound words</p> <p>-I can write words that are spelt correctly and phonetically plausible</p> <p>-I can write sentences that can be read by myself and others</p> <p>-I can hold pencil effectively in preparation for fluent writing.</p> <p>-I can write the common exception words 'said', 'like', 'have', 'her'</p>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

					<p>-I can write sentences that I have thought of myself</p> <p>-I can use the tripod grip in almost all cases</p> <p>-I can write the common exception words 'they', 'are', 'was', 'your.'</p>	
<p><b>Mathematics</b> (Substantive and Procedural knowledge on Medium Term plan)</p>	<ul style="list-style-type: none"> <li>Number Songs</li> <li>Repeating pattern</li> <li>Numbers one to four, and zero, with 4Cs (counting, comparison, composition and change).</li> <li>Unitising (pairs).</li> <li>Subitising fixed images (dice) and up to three objects.</li> <li>Chanting to ten.</li> <li>2D/3D shape (circle, triangle, rectangles: square and oblong), cylinder, sphere.</li> <li>Position and distance, high and low.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers four to seven with 4Cs (counting, comparison, composition and change).</li> <li>Estimating.</li> <li>Unitising.</li> <li>Subitising fixed images (dice/five frames) and up to three objects/images.</li> <li>Chanting to ten and back. Chanting to twenty.</li> <li>Number bonds to five.</li> <li>2D/3D shape (pentagon and hexagon, triangular prism, square-based pyramid, cube, cuboid).</li> <li>Length/weight.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers eight to ten.</li> <li>Unitising. (one full ten frame)</li> <li>Subitising fixed images (dice/five&amp;ten frames) and up to three images/four objects.</li> <li>Chanting to ten/twenty and back.</li> <li>Number bonds to five.</li> <li>Capacity.</li> </ul>	<ul style="list-style-type: none"> <li>Subitising fixed images (ten frames) and up to five objects/images.</li> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos</li> <li>Addition and Subtraction facts for five.</li> <li>Number bonds to ten.</li> <li>Addition/subtraction stories within ten.</li> <li>Evens and odds</li> <li>2D/3D shape revisit.</li> <li>Time and money.</li> </ul>	<ul style="list-style-type: none"> <li>Subitising up to five objects/images. Conceptual subitising.</li> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos and tens.</li> <li>Counting in twos.</li> <li>Evens and odds</li> <li>Addition and Subtraction facts for five.</li> <li>Number bonds to ten.</li> <li>Halving, doubling, sharing.</li> <li>Revisit repeating pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Eleven to twenty through place value (e.g. ten and x more).</li> <li>Unitising. (one full ten frame)</li> <li>Subitising up to five objects/images. Conceptual subitising.</li> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos, tens and fives.</li> <li>Counting in twos, (extension: fives and tens).</li> <li>Addition and Subtraction facts for five/Number bonds to ten.</li> <li>Measures review.</li> </ul>
<p><b>Mathematics</b> (Substantive and Procedural knowledge on Medium Term plan)</p>	<ul style="list-style-type: none"> <li>Chanting to ten.</li> <li>Identifying same/different.</li> <li>Double one/double three.</li> </ul>	<ul style="list-style-type: none"> <li>Chanting to ten and back. Chanting to twenty.</li> <li>Identifying more greater than/less than in quantities.</li> <li>Double three.</li> </ul>	<ul style="list-style-type: none"> <li>Chanting to ten/twenty and back.</li> <li>Double five is ten</li> </ul>	<ul style="list-style-type: none"> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos</li> <li>Evens and odds</li> </ul>	<ul style="list-style-type: none"> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos and tens.</li> <li>Counting in twos.</li> <li>Evens and odds</li> <li>Halving, doubling and sharing.</li> </ul>	<ul style="list-style-type: none"> <li>Chanting to ten/twenty and back. Chanting beyond 20.</li> <li>Chanting in twos, tens and fives.</li> <li>Counting in twos, (extension: fives and tens).</li> </ul>
<p><b>Understanding the World</b> Past and Present</p>	<ul style="list-style-type: none"> <li>To know I used to be a baby and that I am growing and changing</li> <li>To know that things happened in my family before I was born</li> <li>To know that people in my family have a past and things happened before I was born</li> <li>To know there are 7 days in a week and the names and order of these</li> </ul> <p>-I can talk about growth and change in humans (baby to me) and about what babies need.</p> <p>-I can talk about things that I couldn't do as a baby, that I can do now</p> <p>-I can talk about myself and my family's- past and present</p> <p>-I can talk about photos of myself and my family and the events from that moment in time</p> <p>-I can talk about changes in my family e.g. new haircuts, moving house</p> <p>-I can sequence family members by age and name them</p>	<ul style="list-style-type: none"> <li>To know that some special days repeat annually at the same time (e.g. Bonfire night, Christmas and birthdays)</li> </ul> <p>-I can use the past tense when talking about events from my life and the lives of people I know</p> <p>-I can talk about events that have happened in the past to myself or my family members (sometimes using photos for reference)</p> <p>-I can talk about events coming up in my life</p> <p>-I can talk about and compare previous celebrations</p> <p>Then, now, past, present, old, new, picture, before, after, when I was born, a long time ago, memories time line, today, tomorrow, yesterday, last year, future, going, going to be,</p>	<ul style="list-style-type: none"> <li>To know Neil Armstrong and Buzz Aldrin have walked on the moon in the past</li> <li>To know that fire engines look different today, than they did in the past</li> <li>To know that technology has changed over time</li> <li>To know that electricity helps us today, but it did not exist in the past</li> </ul> <p>-I can compare and contract characters from stories, including figures from the past.</p> <p>-I can talk about the lives of the people around them and their roles in society.</p> <p>-I can talk about how people communicate from a distance-Emails, letters, telephone, how does this work? How did people communicate in the past? Without electricity?</p> <p>-I can talk about how people created light in the past (before electricity)</p> <p>Communicate, telephone, email, letter, message, text, telegraph, telegram,</p>	<ul style="list-style-type: none"> <li>To know that houses and homes were different in the past</li> <li>To know that the way we cook, clean, wash, travel is different now than in the past</li> <li>To know that technology has improved and will continue to change in the future</li> </ul> <p>-I can discuss how objects in our homes have changed since their parents and grandparents were children (e.g. phones, televisions, cars, cookers, washing machines).</p> <p>-I can refer to characters from stories, including figures from the past, in class discussions</p> <p>-I can discuss how my local area has changed from when older family members were young to now (e.g. roads, new houses etc)</p> <p>-I can discuss how objects have changed since their parents and grandparents were children (e.g. phones, televisions, cars).</p>	<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>To know that living things do not stay the same over time (life cycles, seasons, organic things decay over time).</li> </ul> <p>-I can comparing life now to life in the past, using stories, books, films, characters that I have been exposed to in school and at home.</p> <p>-I can talk about the changes I see in people, plants and animals over time</p> <p>Plants, grow, bloom, decay, change, feed, nourish, vitamins, minerals, roots, stem, leaves, flower</p>	<ul style="list-style-type: none"> <li>To know Gustav Klimt lived a long time ago.</li> <li>To know that dinosaurs lived a long time ago</li> </ul> <p>-I can talk about things that have happened in the past when talking about events from books and topic work</p> <p>-I can talk about past tense when talking about people in history</p> <p>-I can used the past and future tenses accurately</p> <p>Prehistoric, fossil, palaeontologist, tool, bones, skeleton, excavate, explore, artist, photography, patterns, shapes</p>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p>Day, week, month, year, yesterday, today, last week, when, future, past, morning, afternoon, night, lunch time</p> <p>Baby, infant, toddler, teenager, adult, old, older, young, younger, aging,</p>		<p>pager, typewriter, quill, fountain pen, Morse Code, electricity</p>	<p>Cook, clean, wash, kitchen, change, invent, electricity, technology, future, time</p>		
<p><b>Understanding the World</b></p> <p><b>People and Communities</b></p>	<ul style="list-style-type: none"> <li>To know who is in my immediate family</li> <li>To know that not all families are the same</li> <li>To know individual people are not the same</li> </ul> <p>-I can talk about members of their immediate family and community.</p> <p>-I can name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> <li>People that help us-the fire service/showing interest in different occupations and ways of life/visit from families with interesting jobs- Roles in society-what would we do without them?</li> </ul> <p>- Discusses different occupations of family members</p> <p>- Understands that our class is made up of children who are all different, with different backgrounds, homes, beliefs, colour skin and accents, and that some of them have family in other countries</p> <p>-I can talk about what makes me unique</p>	<ul style="list-style-type: none"> <li>To know there are different countries in the world</li> <li>To know that life is different in different countries</li> <li>To know that people have different beliefs and celebrate in different ways</li> <li>To know the names of different celebrations (e.g. birthday, wedding, Diwali, Bonfire Night, Christmas)</li> <li>To know that Christmas is celebrated by Christians and other religions may not celebrate this.</li> <li>To know that there was a war before they were born. (Remembrance)</li> <li>To know that the poppy is a symbol of remembrance.</li> </ul> <p>-I can recognise some similarities and differences between religions and civilisations.</p> <p>- I can talk about holidays and/or family that I have visited abroad and my experiences there</p> <p>-I can compare types of families, recognising not all families are the same.</p> <p>- I can talk in detail about the celebration of Diwali and refer to stories read in class</p> <p>-I can talk about and compare Jewish and traditional British wedding and some other weddings from around the world</p> <p>-I can talk about and compare food from different celebrations</p> <p>-I can compare different types of celebration to find things that are similar.</p> <p>-I can talk about the food that I do and do not like (and know that others may not)</p> <p>-I can re-tell the Christmas story</p> <p>-I can say which month my birthday is in</p> <p>- I can talk about the poppy helping us to remember soldiers who died.</p> <p style="color: red;">Same, similar, different, unique,</p>	<ul style="list-style-type: none"> <li>To know the names of different celebrations (e.g. Chinese New Year, Eid and Easter)</li> <li>To know that people have different beliefs and celebrate different times in different ways.</li> <li>To know that some places are special to members of their community</li> </ul> <p>- I can talk in detail about Chinese New Year</p> <p>- I can talk about why Christians celebrate Easter</p> <p>-I can talk about and compare food that they have at different celebrations</p> <ul style="list-style-type: none"> <li>To know there are different professions that help us, including firefighters</li> <li>To know to call 999 in an emergency</li> <li>To know that jobs are not for restricted to each gender</li> <li>To know that people do different jobs in the day and at night</li> </ul> <p>-I can talk about the jobs of my family members</p> <p>-I can talk about people who help us e.g. doctors, nurses, firefighters and disposal officers and their roles in society</p> <ul style="list-style-type: none"> <li>To know that not everyone can use their 5 senses</li> <li>To know how some people receive help to see and hear and move</li> </ul> <p>-I can talk about the help people have to see, hear and move, including guide dogs, hearing aids and wheelchairs</p>	<ul style="list-style-type: none"> <li>To know that you should not talk to strangers</li> <li>To know who the people who can help us are</li> <li>To know what post-boxes are used for</li> <li>To know the features of their immediate environment</li> <li>To know I live in Clifton, which is in Nottingham</li> <li>To know what the word local means</li> <li>To know that there are different types of homes in my local area and in the world e.g. flats, bungalow, house</li> <li>To know that buildings have an address and to learn my own address</li> <li>To know that maps help us to find our way</li> <li>To begin to know and understand the term 'features'</li> <li>To name features in our local area</li> <li>To know what a map is</li> </ul> <p>- I can use local maps to locate objects/places they know e.g. school</p> <p>- Can use a map to describe their journey to school</p> <p>- Uses basic geographical vocabulary to refer to physical and human features.</p> <p>-I can identify key features on a local walk, e.g. post box, park, school, bus stop</p> <p>-I can compare my home to someone to a friends and notice what is the same/different</p> <p>- I can understand that signs and symbols can tell us about a place</p> <p>- I can draw and create their own maps using real objects and or pictures and symbols</p> <p>- I can use directional language to describe how to get to somewhere.</p>	<ul style="list-style-type: none"> <li>To know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> </ul> <p>-I can talk about a wider range of occupations e.g. postal workers and beekeepers</p> <p>-I can describe similarities and differences between occupations</p> <p>-I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>-I can talk about differences in celebrations, buildings, food and clothing when comparing other countries, cultures and religions</p> <p style="color: red;">Occasion, event, celebration, suit, uniform, frock, dress, trouser, skirt, shirt, blouse, pinafore, quilt, tunic, pleated, clogs.</p>	<ul style="list-style-type: none"> <li>To know that people used different transport in the past</li> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>To know and understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>-I can talk about what the seaside was like in the past, compared to now</p> <p>- I can use the vocabulary of past, present, future</p> <p>-I can talk about the transport we use today and the transport my grandparents used in the past (and prior to that)</p>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

		<p>Ceremony, vicar, celebrate, bride, groom, priest, veil, garland, bouquet, bridesmaid, pageboy, bestman, usher, prayer, vow, promise, decorate,</p> <p>Diwali, festival, rangoli, Rama, Sita, light, gifts, Hindus, lantern, diva lamp</p> <p>imam, priest, ritual</p> <p>Jewish- rabbi, chuppah, shawl</p> <p>Firework, fizz, whoosh, bang, pop, rocket, wheeeee, sizzle, crackle, sparkler, twinkle, shimmer, dazzle, shine, safe, bonfire, explode, bang,</p> <p>Soldier, remember, poppy, war.</p>		<p>- I can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>-I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>-I can ask a question about my own locality (school, home, local park)</p> <p>-I can describe my locality using words and pictures</p> <p>-I can identify their home on Google Street view</p> <p>-I can recognise known places in their local area on google maps</p> <p>-I can identify and record features within our local environment as a group</p> <p>-I can communicate what I have observed</p> <p>-I can talk about how to be safe in the community</p> <p><b>Vocab</b> Nottingham, Local, Area, City, Park, Roads, Public , Houses , Flats, cottage, bungalow, detached, semi-detached,</p> <p>Position, on under, beneath, next to, behind, over, birds eye view,</p> <p>community, walk, local, world, city, village, house, flat, cottage, building, school, road, motor way, sky, field, trees, forest, woods, animals, place, route, map, place, country,</p> <p>Stranger, trust, landmark</p>		
RE	<ul style="list-style-type: none"> <li>Creation (UC:C)</li> <li>Belonging: friends, family and school community, infant baptism in Christianity</li> <li>Harvest</li> <li><b>To know that a baptism is how Christians welcome someone into the church family.</b></li> <li><b>To know that I belong in different ways: school, family, community (e.g. church, Rainbows, Sport group etc).</b></li> <li><b>To know that Christians believe God made the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>Which stories are special and why:</li> <li>Diwali (Hinduism)</li> <li>Christmas Nativity story(Christianity)</li> <li>Which times are special and why: Diwali, Bonfire Night, Birthdays, Remembrance, Weddings, Christmas.</li> <li><b>To know that a celebration is a special event.</b></li> <li><b>To know that the Diwali festival is a celebration of light.</b></li> </ul>	<ul style="list-style-type: none"> <li>Which stories are special and why: Stories Jesus told (Christianity)</li> <li><b>To know some stories in the Bible that Jesus told: The Lost Sheep, The Prodigal Son, The Wise and Foolish builders, The Good Samaritan.</b></li> <li><b>To know that Jesus told stories to teach people.</b></li> <li><b>To know that Christians believe God loves everyone.</b></li> <li><b>To know that Christians believe God forgives people when they are sorry.</b></li> </ul>	<ul style="list-style-type: none"> <li>The Easter story (Christianity) (or term before depending where Easter falls)</li> <li>Stories from the Old Testament (Moses as a baby, Noah, Daniel in the lions' den)</li> <li>Palm Sunday</li> <li><b>To know stories from the Old Testament.</b></li> <li><b>To know that Moses' mother trusted God.</b></li> <li><b>To know that Noah trusted God.</b></li> </ul>	<ul style="list-style-type: none"> <li>Jesus' Miracles (Christianity): Paralyse Man, Feeding of the 5,000, Water into wine, Healing of the Blind man</li> <li>Eid al-Adha: Devotion to Allah (16.6.24-20.6.24)</li> <li><b>To know that a miracle is something amazing that shouldn't be possible.</b></li> <li><b>To know that Christians believe that Jesus performed miracles.</b></li> </ul>	<ul style="list-style-type: none"> <li>Special places: school, home and religious buildings (Christianity/Islam).</li> <li><b>To know that the word 'religion' means a belief in God or Gods.</b></li> <li><b>To know which places are special to me.</b></li> <li><b>To know that a church is a special place for Christians.</b></li> <li><b>To know that a mosque is a special place for Muslims.</b></li> </ul>



# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<ul style="list-style-type: none"> <li>To know Christians believe God's name is special.</li> <li>To know Allah is how Muslims say God.</li> <li>To know that Harvest is a time when Christians thank God.</li> </ul> <p>-I can explain, simply, what happens in a Christian baptism (water, prayer, candle).          -I can talk about ways I belong.          -I can simply re-tell the Christian creation story.          -I can talk about things I am thankful for.          -I can explain how things we give help others (Harvest).</p> <p>God, Christian, Baptism, font, welcome, prayer, family, Creation, Harvest, giving, thankful.</p>	<ul style="list-style-type: none"> <li>To know that a bonfire night is a celebration.</li> <li>To know that the poppy is a symbol of remembrance.</li> <li>To know that a birthday celebrates the day you were born.</li> <li>To know that a wedding is a celebration of two people coming together.</li> <li>To know that Christmas is a celebration with giving and receiving.</li> <li>To know that the Nativity is a story about the birth of Jesus that is celebrated at Christmas.</li> </ul> <p>- I can talk about how/others/Hindus celebrate Diwali.          - I can talk about how I/others celebrate bonfire night.          - I can think about/reflect on what I am thankful for.          - I can talk about how I/others celebrate birthdays.          - I can plan a celebration.          -I can compare weddings from different religions. (Christian, Hindu, Jewish, Muslim).          -I can talk about how I/others celebrate Christmas.          -I can reflect on what gift I would give someone I love.          -I can reflect on what gift I would give someone in need.          -I can re-tell the Christian story of Christmas (Nativity).</p> <p>Celebration, Diwali, diva, Rangoli, light, festival, decoration, dark, reflect, bright, shine, firework.</p> <p>Remember, soldier, war, dangerous, thankful.</p> <p>Birthday, gift, party, decorate, candles, invitation, lists, five years old, older, birth.</p> <p>Ceremony, vicar, celebrate, bride, groom, veil, bouquet, bridesmaid, pageboy, best man, usher, prayer, promise.</p> <p>Imam, priest, rabbi, chuppah, shawl, garland.</p> <p>Christmas, giving, receiving, Nativity, Jesus, Mary, Joseph, angel, Bethlehem, Nazareth, stable, travel, wise men, shepherds.</p>	<ul style="list-style-type: none"> <li>To know that Christians believe Jesus' teaching helps them build good lives.</li> <li>To know that Christians believe they should help other people.</li> <li>To know that the Bible is a special book in Christianity.</li> </ul> <p>-I can simply re-tell stories that Jesus told.          -I can sign sorry.          -I can talk about who I love and why.          - I can talk about how someone helped me/I helped them.</p> <p>Miracle, Jesus, Bible, blind, lost, found, search, safe, hurt, sorry, forgive, celebration, wise, foolish, solid, ignore, kind, unkind, Christians.</p>	<ul style="list-style-type: none"> <li>To know that Christians believe the rainbow is a sign of God's promise.</li> <li>To know that Daniel trusted God.</li> <li>To know the story of Jesus entering Jerusalem.</li> <li>To know that Jesus' arrival was a celebration.</li> <li>To know that Jesus washing his disciples feet was an act of kindness.</li> <li>To know the story of Jesus' death and resurrection.</li> <li>To know Christians believe Jesus died so they could live in Heaven.</li> <li>To know some symbols of new life in Christianity and culturally.</li> <li>To know some symbols of Easter in Christianity and culturally.</li> <li>I know that sacrifice means giving up something special.</li> </ul> <p>-I can simply re-tell stories from the Old Testament.          -I can give examples of how my family show they love me.          -I can think of my own promise to someone I love.          -I can talk about something that makes me feel frightened.          -I can re-tell/act out the story of Palm Sunday (Jesus entering Jerusalem).          -I can talk about something that makes me feel happy.          -I can give an example of/do something kind for someone else.          -I can explain how I/other celebrate Easter.          -I can explain how Christians celebrate Easter.          -I can identify some symbols of Easter (cultural and Christian).</p> <p>Easter, sacrifice, tomb, cross, Jesus, church, trust, safe, believe, Christians.</p>	<ul style="list-style-type: none"> <li>To know that Christians believe Jesus has the power to heal.</li> <li>I know that Eid al-Adha is a special time for Muslims.</li> <li>I know that sacrifice means giving up something special.</li> </ul> <p>-I can re-tell some of Jesus' miracles.          -I can role-play taking care of someone.          -I can explain what I would do if someone was hurt or sad.          -I can explain how Eid al-Adha is celebrated.          -I can think of something that would be a sacrifice for me and explain why</p> <p>Miracle, heal, blind, paralysed, impossible, Christians, Muslims, celebration, sacrifice.</p>	<ul style="list-style-type: none"> <li>To know a cross, a dove and water are Christian symbols.</li> <li>To know that the star and crescent and the Khatim are Muslim symbols.</li> <li>To know that the Koran is a special book in Islam.</li> </ul> <p>-I can explain what spaces are special to me.          -I can explain why these spaces are special and when I use them.          -I can work with others to create a special place in school.          -I can identify the cross, dove and water symbols in a Christian place of worship.          -I can identify the star and crescent and the Khatim in a Muslim place of worship.</p> <p>Allah, Mohammed, mosque, Khatim, crescent, church, cross, dove, worship, Eid al-Adha, sacrifice, Muslims.</p>
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# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

<p><b>Understanding the world</b></p> <p><b>The Natural World</b></p>	<ul style="list-style-type: none"> <li>To know there are different types of weather</li> <li>To identify different types of weather on different days</li> <li>To know and understand that weather is always changing</li> <li>To know that people can predict the weather</li> <li>To know the Season Autumn and what the weather is usually like</li> <li>To know some environmental changes that happen during Autumn</li> </ul> <p>-I can dress appropriately/talk about appropriate clothing for different weather/for the season e.g put on coat, hat and gloves when they go out to play in the winter</p> <p>-I can explain why they need certain clothes when they go outside at different times of year</p> <p>-I can talk about the weather that I see and experience</p> <p>-I can identify changes in the weather</p> <p>-I can answer questions about the weather, using recently introduced vocabulary</p> <p>-I can talk about the changes I see in the world around me during the season of Autumn</p> <p><b>Vocab</b> Rain, Sun, Cloudy, Hot, Cold, Temperature, Snowy, Icy, Stormy, Rainbow, Weather, Autumn, season, thunder, lightening,</p> <ul style="list-style-type: none"> <li>To know names of different body parts and identify them on themselves and others</li> </ul> <p>-I can point to a range of body parts, extensive of the basic body parts (head, legs, arms, feet)</p> <p>Neck, ankle, wrist, elbow, shoulder, hips, eyelids, eyebrows, eye lashes, nails, ear lobe, shin, thigh</p>	<ul style="list-style-type: none"> <li>To know that water freezes when it gets cold and turns into ice</li> <li>To know that ice melts and turns back into water</li> <li>To know that a freezer and the weather can cause things to freeze and melt</li> <li>To know that materials can change when heated (cooking/baking)</li> <li>To know that fire is hot and can hurt you.</li> </ul> <p>-I can explore ice and talk about what I see changing when I touch it</p> <p>-I can speed up the melting process using different materials and effects e.g. using a pipette to drop water on it, blowing it, using my hands</p> <p>Ice, freeze, melt, change, hot, cold, warm, touch, effect</p> <ul style="list-style-type: none"> <li>To know that we have seasons</li> <li>To know that the weather can be different in different countries.</li> </ul> <p>-I can talk about the weather I am experiencing today</p> <p>-I can talk about the environmental changes in the natural environment that I experience in Autumn e.g. the leaves changing colour and falling from the trees</p> <p>Autumn, warmer, cooler, freezing, leaves, falling, changing</p> <ul style="list-style-type: none"> <li>To know there are different natural environments around the world</li> </ul> <p>-I can talk about the environments that I have seen in books read to me in class</p> <p>-I can talk about similarities and differences to the environment that I live in</p> <p>different, the same, similar, mountain, beach, island, desert, forest</p>	<ul style="list-style-type: none"> <li>To know it is dark at night time and light in the day time</li> <li>To know that different animals come out at night and in the day</li> <li>To know what people do to keep safe in the dark</li> <li>To know that shadows are made when light is blocked</li> </ul> <p>- I can make observations about how things are different at night compared to during the day (flowers close up, animals, light etc</p> <p>-I can talk about how we can be safe in the dark. E.g. street lights, torches, wearing reflective clothing, lights on cars and bikes</p> <p>-I can make shadows on sunny days, or by using light sources</p> <p>Morning, afternoon, night, day, light, dark, torch, electricity, torch, candle, nocturnal, owl, hedgehog</p> <ul style="list-style-type: none"> <li>To know there are 9 planets</li> <li>To know we live on planet earth</li> <li>To know we orbit the sun and the moon orbits us</li> </ul> <p>Planet names, astronaut, space suit, helmet, shuttle, comet, rocket, asteroid, space station, sun, moon, crater, orbit, gravity, float, launch</p> <ul style="list-style-type: none"> <li>To know the seasons Autumn and Winter</li> </ul> <p>-I can describe what I see, hear and feel whilst outside.</p> <p>-I can talk about what happen in the natural environment during the winter</p> <ul style="list-style-type: none"> <li>To know that we have 5 senses</li> </ul> <p>-I can use my 5 senses to explore the world around me</p> <p>-I can name the senses of touch, smell, taste, hearing and sight</p> <p>Touch, smell, taste, hearing, sight, listen, feel, rough, smooth, bumpy, soft, like, dislike, sweet, sour, loud, quiet, see, vision</p>	<ul style="list-style-type: none"> <li>To know that most plants start growing from a seed or bulb</li> <li>To know plants need water, warmth and light to grow and survive</li> <li>To know that organic things decay over time, and that this process speeds up if they are not cared for</li> <li>To know the basic parts of a plant</li> <li>To know that many plants begin to bloom in the spring and many animals are born</li> <li>To know the names of baby animals and match them to their adult</li> <li>To know that animals grow and change (referring back to human growth)</li> <li>To know the lifecycle of a frog</li> </ul> <p>- I can look carefully at plants</p> <p>-I can point to the stem, petal, flower, leaf and roots of a plant.</p> <p>-I can compare plants and talk about how they look different</p> <p>-I can observe and draw a plant</p> <p>-I can name farm animals, domestic pets and some other local animals and their babies</p> <p>-I can talk about the lifecycle of a frog</p> <p>-I can talk about changes that happen in the natural environment during the Spring</p> <p>trunk, buds, stem, petal, leaf, roots, plant, bush, tree, flower, grow, decay, calf, piglet, chick, puppy, kitten, duckling, foal, pup, cub, owl, fox, frog, tadpole, froglet.</p> <ul style="list-style-type: none"> <li>To know some environments are different to the one in which they live</li> <li>To know that different animals thrive in different environments, and their bodies are adapted to survive</li> </ul> <p>-I can talk about where a wolf lives</p> <p>-I can talk about how and why wolves survive e.g. how their bodies suit their habitat, what they eat, how they live together</p> <p>-I can use books and computers to find out information about wolves</p> <p>predator, prey, habitat, wolf pack, claws, tundra, clearing.</p>	<ul style="list-style-type: none"> <li>I can name</li> <li>To know that bees are essential to our world</li> </ul> <p>-I can talk about bees and how they help the world</p> <p>Nectar, honey, pollination, hive, sting, swarm, honey, pollen, nectar, queen bee, worker bee, larvae, hexagon, wax</p> <ul style="list-style-type: none"> <li>To know all 4 seasons and what happens in the natural world during them</li> <li>To know that the seasons repeat and have an order</li> </ul> <p>- I can talk about changes that happen in the natural environment during the Summer</p> <p>-I can compare the 4 seasons</p> <p>-I can explain how to stay safe in the sun</p> <p>Protect, UVA rays, sunhat, sun cream, skin, burn, clothing</p> <ul style="list-style-type: none"> <li>To know where to find different mini beasts</li> <li>To know insects have 6 legs and wings</li> <li>To know that living things change over time</li> </ul> <p>-I can observe and talk about the minibeasts, including physical features and their habitats</p> <p>-I can talk about the lifecycle of a bee</p> <p>Webs, logs, underneath, damp, dry, grass, leaves, ponds, rivers, trees, bark, insect, spider, wings, abdomen, thorax, egg, lave</p> <ul style="list-style-type: none"> <li>To know natural features in the environment contain different colours, shapes and textures (Gustav Klimt art and photography)</li> </ul> <p>-I can make observations about shapes and colours in the environment, talk about them and record these through drawings</p> <p>Trams, Transport, car, bus, plane</p> <p>-I can compare how people from different places dress – cultures</p>	<ul style="list-style-type: none"> <li>To know an experiment can be used to find out information</li> <li>To know an experiment has to be fair</li> <li>To know that different materials can affect other materials in different ways</li> <li>To know the importance of brushing your teeth and the effect food and drink has on teeth</li> <li>To know some food is healthy for you and some food is unhealthy</li> </ul> <p>-I can take part in an experiment and talk about what I see changing (egg experiment- compare to teeth)</p> <p>-I can compare and talk about similarities and differences</p> <p>-I can sort healthy and unhealthy food into groups and talk about the effects of both on the body</p> <p>Experiment, Investigate, fair, test, change. Compare, effect/affect, materials, liquid, enamel, cavity, decay, rotten, plaque, remove, dentist</p> <p>Healthy, unhealthy, vegetables, fruit, carbohydrate, protein, dairy, varied, diet, hydrated, exercise, nutrition, portion, sugar, acid</p> <ul style="list-style-type: none"> <li>To know that people are impacting the environment</li> <li>To know what litter is and what we can do to help/prevent/ reduce pollution</li> <li>To know some places are very busy- more people equals more litter</li> <li>Knows that more than one house is in a village or town and that cities have lots of houses.</li> <li>To know that the sea and the creatures that live in it are impacted by pollution</li> <li>To know that materials are made from different properties</li> <li>To know and name a range of creatures that live in different parts of the world (Mainly sea creatures. Arctic/Antarctic animals)</li> <li>To know that a world map shows all the countries in the world and how these are represented by colour and that sea is represented by</li> </ul>
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## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

						<p><b>another.</b></p> <ul style="list-style-type: none"><li>- I can briefly explain what the difference is between human and physical features</li><li>- I can identify features on a simple map (trees, house, river, mountain)</li><li>- I can understand that we are in the city of Nottingham, which is part of the country England.</li><li>- I can find England on a world map.</li><li>- Can talk about other countries that are represented in our class (e.g. what they eat, wear, buildings)</li><li>- I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li><li>- I can talk about how people impact on animals and our planet e.g. cutting down trees, buildings, dropping litter</li><li>- I can talk about the natural environment of the sea</li><li>- I can discuss how to care for living things and their habitats</li><li>- I can begin to understand the term recycling</li><li>- I can put the correct items in the recycling bin and the classroom bin</li><li>- I can explore collections of materials and their properties, identifying similarities and differences</li><li>- I can sort materials according to their properties e.g. metal, card, plastic</li><li>- I can predict which items will float or sink and give reasons why</li><li>- I can talk about the local transport I use</li><li>- I can talk about the transport I used to go on holiday (in England and over seas)</li></ul> <p>Pollution, litter, rubbish, recycle, reuse, dispose, sea, ocean, beach, turtle, dolphin, fish, seal, shark, arctic, Antarctic, creatures</p>
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# Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

## Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

						<p>Mountain, River, forest landscape, snow, rain, cloud, hot, cold, climate, weather, ocean, sea, arctic</p> <p>City, village, town, country, world, globe</p> <p>walk, run, fly, plane, boat, travel, near, far, globe, country</p> <ul style="list-style-type: none"> <li>• <b>To know that dinosaurs were reptiles and came from eggs</b></li> <li>• <b>To know that some animals/mammals/ reptiles/fish do and do not come from eggs</b></li> <li>• <b>To know how fossils are made</b></li> <li>• <b>To know that dinosaurs were different (physically and what they ate)</b></li> </ul> <p>fossil, palaeontologist, tool, bones, skeleton, excavate, explore, vegetarian, carnivore,</p> <p>-I can talk about and compare similarities and differences in the natural world, based on what I have experienced in stories and books in class.</p>
<p><b>Technology/ Computing</b></p>	<ul style="list-style-type: none"> <li>• <b>To know how to navigate a painting programme</b></li> </ul> <p>-I can complete a simple program on a computer. -I can select a different brush type -I can change the colour -I can rub out my marks/drawings/writing</p>	<ul style="list-style-type: none"> <li>• <b>To know how to navigate different games in 2 simple</b></li> </ul> <p>-I can press symbols to select different games -I can use the forwards and backwards symbols to navigate -I can enter and exit different programmes</p>	<ul style="list-style-type: none"> <li>• <b>To know that a green screen can be used to create a setting for a photos/video</b></li> </ul> <p>-I can take part in videos/photos in front of a green screen -I can talk about the process of uploading a photo into the green screen app</p>	<ul style="list-style-type: none"> <li>• <b>To know that you can find out information from computers</b></li> </ul> <p>-I can ask questions in a search engine (with an adult)</p> <ul style="list-style-type: none"> <li>• <b>To know that emails can be sent via the internet</b></li> </ul> <p>-I can contribute to class emails to ask characters from our stories questions</p>	<ul style="list-style-type: none"> <li>• <b>To know how to programme a toy to create movement</b></li> </ul> <p>-I can use technological toys to move in various directions -I can press buttons to direct a Bee bot to a location -I can use direction language</p> <ul style="list-style-type: none"> <li>• <b>To know what devices can be used to take photographs</b></li> </ul> <p>-I can take photos on an ipad or a camera by pressing the correct symbols and buttons</p>	<ul style="list-style-type: none"> <li>• <b>To know technology can be used to record a special event</b></li> </ul> <p>-I can use a range of technological tools -I can find and record sounds using recording devices. -I can take photos on an ipad</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Creating with materials</b></p> <p>(See Fine Motor for using tools)</p>	<ul style="list-style-type: none"> <li>• <b>To know how to discuss what they want to make.</b></li> <li>• <b>To know colour words – primary and secondary colours</b></li> <li>• <b>To know colours can be mixed to create new colours</b></li> <li>• <b>To know how to carry scissors safely</b></li> <li>• <b>To know the purpose of a range of tools</b></li> <li>• <b>To know that materials can be used to represent real objects e.g. choosing paint or collage materials to match reality</b></li> <li>• <b>To know how to choose the right resources to carry out</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know to discuss problems and how they might be solved as they arise, with an adult.</b></li> <li>• <b>To know different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</b></li> <li>• <b>To know how to use a range of tools to shape and cut materials</b></li> <li>• <b>To know how to decorate something to improve its aesthetics</b></li> <li>• <b>To know how to use scissors with increasing control</b></li> <li>• <b>To know how to collage</b></li> <li>• <b>To know how to explore use and refine a variety of</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know that model making can be on a small and a large scale</b></li> <li>• <b>To know that different brushes create different effects</b></li> <li>• <b>To know how to fold a piece of paper in half</b></li> <li>• <b>To know that designs can help shape our thinking before making.</b></li> <li>• <b>To know how to use drawing to create a simple plan.</b></li> <li>• <b>To know how to select the appropriate materials to achieve plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know what a product is.</b></li> <li>• <b>To know you can make something to solve a problem</b></li> <li>• <b>To know some finishing techniques to improve the aesthetics of my model</b></li> <li>• <b>To know that adding details makes my models, paintings and drawings look more realistic</b></li> <li>• <b>To know how to evaluate their product using appropriate vocabulary including how they might make it better.</b></li> <li>• <b>To know how to select correct materials which allow for movement. E.g. split pin</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>To know adding white creates new colour shades</b></li> <li>• <b>To know how to plan, design and make something</b></li> <li>• <b>To know that the texture of paint can be changed by adding materials to it</b></li> </ul> <p>-I can produce a product by following my plan</p> <p>-I can create different shades of same colour</p> <p>-I can return to a creation and build on my previous learning,</p>	<ul style="list-style-type: none"> <li>• <b>To know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</b></li> <li>• <b>To know who Gustav Klimt is</b></li> </ul> <p>-I can create my own shapes by mixing power-paint and water</p> <p>-I can use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving</p>

## Substantive Knowledge, Procedural Knowledge, Key Vocabulary

	<p><b>their own plan, (e.g. cutting tool for the playdough).</b></p> <ul style="list-style-type: none"> <li>To know how to thread continuously (e.g. using lacing boards).</li> </ul> <p>-I can combine materials to make models and pictures.</p> <p>-I can select a colour for a purpose</p> <p>-I can use a hole punch, scissors, find the end of sellotape and cut string</p> <p>-I can begin to use a variety of art tools such as pencil, crayons and pencils, paint and brushes</p> <p>-I can produce drawings that's have some resemblance to people, objects</p> <p>-I can choose colour for a purpose</p> <p>-I can sort materials by colour</p> <p>-I can make simple marks based on own experiences</p> <p>-I can talk about what I am drawing</p> <p>-I can use paints and brushes to make simple marks</p> <p>-I can use fingers, hands, cardboard in paint to make marks</p> <p>-I can cut snips of paper</p> <p>-I can build and stack objects and join objects together</p> <p>-I can use simple tools to shape, assemble and join materials – glue, paste, scissors , tape</p>	<p><b>artistic effects to express their ideas and feelings.</b></p> <p>-I can cut along straight and cureved shapes</p> <p>-I can use paints and brushes to make a range of marks – dots, dabs, zig zags, wavy</p> <p>-I can choose and stick different papers to layer</p> <p>-I can build with a purpose in mind</p> <p>-I can use scissors along straight and curved shape</p> <p>-I can secure paper with different methods e.g. tape, glue, treasury tags.</p> <p>-I can answer questions about my creations e.g. How did you do it? Why have you chosen this method?</p> <p>-I can draw around the outline of a shape</p> <p>-I can form prints with simple objects – leaf, hand, fruit</p> <p>-I can carve and make shapes into modelling materials</p> <p>-I can develop simple patterns by printing with objects using range of materials</p> <p>-I can create a simple collage</p>	<ul style="list-style-type: none"> <li>To know and extend language of colour and mix colours to make new colours</li> </ul> <p>-I can select a brush to perform a task. E.g. a thin brush for finer details</p> <p>-I can shape paper by cutting, folding and careful tearing, using paper clips</p> <p>-I can use water colours</p> <p>-I can create collaboratively, sharing ideas, resources and skills.</p> <p>-I can experiment with colour and texture</p> <p>-I can create collaboratively, sharing ideas, resources and skills.</p> <p>-I can build and join 3D structures using a range of materials for a specific purpose</p>	<p>-I can draw or make a plant, using a range of materials, tools and joining techniques e.g. oil pastels, paint brushes, tissue paper, card cleaners.</p> <p>-I can roll paper to create a stem</p> <p>-I can plan what I want to make before I make it</p> <p>-I can draw and make recognisable objects and people</p> <p>-I can talk about my creations with an adult, including joining techniques, what I like and how I would improve it</p> <p>-I can use variety of art tools with greater accuracy</p> <p>-I can use fabrics to weave</p>	<p>making improvements, refining ideas.</p> <p>-I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>-I can share my creations, explaining the process I have used.</p> <p>-I can make marks using shape and pattern on a range of surfaces</p> <p>-I can sort materials by colour and texture</p>	<p>-I can create art to represent Ideas I have seen in a painting by an artist (Gustav Klimt- Pictures in nature/patterns in nature. Creating art with natural objects. Gustav Klimt- spirals and shapes)</p>
<p><b>Expressive Arts and Design</b></p> <p><b>Being Imaginative</b></p>	<ul style="list-style-type: none"> <li>To know what sounds I do and do not like</li> <li>To know how to listen attentively, move to and talk about music</li> <li>To know how to follow a rhythm and beat using my voice or an instrument</li> <li>To know the names of some instruments</li> </ul> <p>-I can move to music</p> <p>-I can sing simple songs and clap/tap a beat</p>	<ul style="list-style-type: none"> <li>To know how to keep a steady beat whilst playing instruments.</li> <li>To know how to speak into a microphone</li> </ul> <p>-I can play instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops.</p> <p>-I can tap rhythms to accompany words, e.g. tapping the syllables of</p>	<ul style="list-style-type: none"> <li>To know that music can be combined with other media</li> <li>To know instruments can be played at different tempos and pitches</li> <li>To know the pace of music can be directed by a person</li> <li>To know that my voice is an instrument</li> </ul> <p>-I can use instruments to add sound effects to a story</p> <p>-I can accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.</p>	<ul style="list-style-type: none"> <li>To know that music can provoke moods and feelings</li> </ul> <p>-I can associate genres of music with characters and stories. E.g. which song matches the big bad wolf?</p> <p>-I can retell stories in my play- In sequence, using props and using story language and vocabulary</p>	<p><b>To know a poem off by heart</b></p> <p><b>To know that I can create props to support my role-play</b></p> <p><b>To know how to invent, adapt and recount narratives and stories with peers and their teacher.</b></p> <p><b>To know how to sing a range of well-known nursery rhymes and songs.</b></p> <p><b>To know how to explore instruments and playing to the beat, creating rhythms</b></p> <p>-I can perform songs, rhymes, poems and stories with others,</p>	<ul style="list-style-type: none"> <li>To know how to explore instruments to get different effects</li> </ul> <p>-I can repeat rhythms I have heard (copy me),</p> <p>-I can explore and creating own rhythms, playing loudly and softly I can select an instrument for a purpose,</p> <p>-I can use the same instrument in different ways.</p> <p>-I can think abstractly about music and expresses this physically or</p>



## Dovecote Primary and Nursery School – RECEPTION - Long-Term Overview

### Substantive Knowledge, Procedural Knowledge, **Key Vocabulary**

	<p>-I can follow rhymes and patterns using voice and instruments</p> <p>-I can use a range of objects (real, pretend, abstract) to imitate play</p> <p>-I can use realistic toys in pretend play</p> <p>-I can role play familiar scenarios, using language to recreate roles</p> <p>-I can listen to and enjoy the different sounds that instruments make.</p> <p>-I can find a named instrument from a group e.g. drum, triangle, tambourine, bells</p>	<p>names/objects/ animals/lyrics of a song.</p> <p>-I can create rhythms using instruments and body percussion.</p> <p>-I can sing entire songs.</p> <p>-I can link music with movements- to create a short dance routine in PE</p> <p>-I can watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>-I can act out a drama to an audience.</p>	<p>-I can perform a song or a dance on my own or in a group</p> <p>-I can increasingly match the pitch of a song and follow the melody.</p> <p>-I can develop storylines in my pretend play, based on my experiences of the world and from what has been read to me in class</p>		<p>and – when appropriate – try to move in time with music</p> <p>-I can distinguish and describe changes in music and compares pieces of music, e.g. "this music started fast and then became slow." "This music had lots of instruments but this music only had voices." "This music was spiky and this music was smooth."</p> <p>-I can make use of props and materials when role playing characters in narratives and stories.</p>	<p>verbally e.g. "This music sounds like floating on a boat." "This music sounds like dinosaurs."</p> <p>-I can reproduce with my voice the pitch of a tone sung by another.</p> <p>-I can sing the melodic shape (moving melody, e.g. up and down, down &amp; up) of familiar songs.</p> <p>-I can create music based on a theme e.g. creates the sounds of the seaside.</p>
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