

Reception Yearly Overview All Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Marvellous me Elmer Owl babies Goldilocks Rosie's walk	Autumn Traditional stories Celebrations- Diwali & Christmas	Dinosaurs Under the sea Old and new toys Lunar new year All around the world Mini beast	Pirates Keeping healthy Growing/life Easter	People who help us Gruffalo Animals	Prince and princess Knights Squash and a squeeze Then and Now Transition to Year 1 - teddy bear picnic
Key Texts	Elmer by David McKee Owl babies by Martin Waddell Rosie's walk by Pat Hutchins	The three little pigs by Little red hen by The gingerbread man by Little red riding hood by	Book list created to enhance units.	Pirates love underpants by Clare Freedman and Pirate Pete by Nick Sharratt Book list created to enhance units.	Gruffalo by Julia Donaldson Paramedic (People who help us) , Firefighter (People who help us) , Teacher (People who help us) by Rebecca Hunter Busy People Builder by Lucy M. George	Cinderella Knights and dragons unite Squash and a squeeze by Julia Donaldson
Further Texts	Maths books: Just like me: Where's my teddy? by Jez Alborough Peace at Last by Jill Murphy It's Me 1 2 3 Rosie's Walk by Pat Hutchins Pink tiara cookies for	Maths books It's Me 1 2 3: Circle by Mac Barnett + Jon Klassen Triangle by Mac Barnett + Jon Klassen Me on the Map by Joan Sweeney Light and Dark: Pete the cat and his 4 groovy	Maths books Alive in 5! None the number by Oliver Jeffers Balancing act Who sank the boat by Pamela Allen I spy numbers by Jean Marzollo Anno's counting book The ugly 5 by Julia Donaldson	Maths books Building 9 and 10 How do dinosaurs count to 10? By Jane Yollen and Mark Teague 10 black dots by Donald Crews Pattern fish by Harris/Green One gorilla by Anthony Browne My granny went to market by	Maths books To 20 and Beyond Ness the nurse by Nick Sharratt 20 big trucks by Mark Lee Which one doesn't belong by Christopher Danielson Every Bunny count by Ellie Sandall One is a snail Ten is a crab by April Pulley Sayre and Jeff Sayre One to ten and back again by Nick Sharratt	Maths books First then and now Quack and count by Keith Baker Tad by Benji Davies Mr Grumpy's Outing by John Burningham Monster Math by Anne Miranda The shopping basket by John Burningham One ted falls out of bed by Julia Donaldson

Reception Yearly Overview All Areas

	<p>three by Maria Dismondy</p>	<p>buttons by Eric Litwin Square by Mac Barnett + Jon Klassen</p>	<p>and Axel Scheffler Growing 6,7& 8 Tall by Jez Alborough Simon sock by Sue Hendra & Paul Lynette I don't want to be small by Laura Ellen Anderson Jasper's Beanstalk by Nick Butterworth and Mick Inkpen Six dinner sid by Inga Moore Sidney the silly who only eats 6 by M W Pen Pairs in the garden by Smitri Prasadam-Halls</p>	<p>Stella Blackstone and Christopher Corr Mouse Shapes by Ellen Stoll Walsh Pattern bugs by Harris/Green Feast for 10 by Cathryn Falwell Cockatoos by Quentin Blake 1,2,3 splosh by David Melling 10 little aliens by Mike Brownlow 10 little dinosaurs by Mike Brownlow 10 little robots by Mike Brownlow 10 little monkeys by Mike Brownlow</p>	<p>Ten little monkeys by Mike Brownlow Jack the builder by Stuart J Murphy Ten little robots by Mike Brownlow Ten little superheroes by Mike Brownlow 10 little princesses by Mike Brownlow</p>	<p>My granny went to market by Stella Blackstone Counting chickens by Polly Alakija</p>
Reading	Understand that print has meaning and in	Read individual letters by saying	1:1 reading of fully decodable books matched to need	Read simple phrases and sentences made	Re-read books to build confidence in word reading,	Say a sound for each letter in the alphabet and at least 10 digraphs.

Reception Yearly Overview All Areas

	<p>English it is read from left to right and top to bottom.</p> <p>Daily opportunities to apply phonics and reading skills within child-initiated learning.</p> <p>Read individual letters by saying the sounds for them.</p>	<p>the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Orally predict and infer about characters and stories shared</p>	<p>Read some letter groups that each represent one sound and say sound for them</p> <p>Read a few common exception words</p>	<p>up of words with known letter sound and where necessary a few exception words</p>	<p>fluency, understanding and enjoyment</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Phonics	<p>Phase 1 games</p> <p>Phase 2 : s a t p i n m d g o c, k, ck e u r h b f l</p> <p>blending with those sounds</p> <p>Tricky words Is I the</p>	<p>Phase 2 ff ,ll, ss and intervention groups</p> <p>Phase 3 j v w x y z zz qu ch sh th ng nk Words ending with s</p> <p>blending with all taught sounds</p>	<p>Phase 2 intervention groups</p> <p>Phase 3 ai ee igh oa oo ar or ur ow ear air er</p> <p>Words with double letters Longer words</p> <p>blending with all taught sounds</p>	<p>Phase 2 intervention groups</p> <p>Phase 3 Review of all sounds, double letters and longer words</p> <p>Words ending in ing, s , es</p> <p>Compound words blending with all taught sounds</p>	<p>Phase 3 Intervention groups focussing on the gaps and building on word families</p> <p>Short vowels CVCC, CCVC,CCVCC,CCCVC,CCCVC</p> <p>Compound words words ending in ing ed id est</p> <p>Tricky words Said so have like some come love do were here little says there when what one</p>	<p>Phase 3 Intervention groups focussing on the gaps and building on word families</p> <p>Long vowels CVCC, CCVC,CCVCC,CCCVC,CCCVC</p> <p>Phase 4 words ending in s/s/z/ es words ending in ing ed/t/ ed/id/ ed/ed/d/ est er</p>

Reception Yearly Overview All Areas

		<p>Tricky words Put pull full as and has his her go no to into she push he of we me be</p>	<p>Tricky words Was you they my by all are sure pure</p>	<p>Tricky words Review all taught so far</p>		<p>Tricky words Review all taught so far Secure spelling</p>
<p>Writing Outcomes</p>	<p>Elmer Recalling a story</p> <p>Owl Babies Becoming familiar with a story and its structure</p> <p>Goldilocks and the three bears Using story language. Retell the story, with some repetition and some in their own words.</p> <p>Rosie's walk</p>	<p>The three little pigs To retell the story with increasing independence. To write initial sounds of familiar words from story.</p> <p>Little red hen To retell the story. To use developing phonic knowledge to write cvc words from story</p> <p>The gingerbread man</p>	<p>Ongoing focus Spell words by identifying the sounds and then writing the sound with the letter Write short sentences with words with known letter sound correspondences</p> <p>Dinosaurs Descriptions Under the Sea Descriptions Old and new toys Descriptions</p>	<p>Ongoing focus Write short sentences with words with known letter sound correspondences using capital letter and full stops Re-read what they have written to check it makes sense Form lower case and upper case correctly</p> <p>Pirates Recount</p>	<p>Ongoing focus Write simple sentences and phrases that can be read by others</p> <p>People who help us When I grow up speech bubbles</p> <p>Exercise Making a class book</p> <p>The Gruffalo Using story language. Retell the story, with some repetition and some in their own words. Animals Non-fiction and descriptions Class trip recount</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Cinderella To retell the story using story language, new vocabulary and sequencing.</p> <p>Smartest Giant To write sentences using taught phonic sounds, capital letters and full stops. To identify and continue rhyming strings.</p> <p>Aliens love underpants To retell the story using story language, new</p>

Reception Yearly Overview All Areas

	<p>To recall a simple story. To hear initial sound in cvc word.</p>	<p>To orally rehearse writing using familiar story vocab. To write cvc words with increasing independence Little red riding hood To orally rehearse writing using familiar story vocab. To write cvc words and taught key words with increasing independence.</p>	<p>Lunar new year All around the world Pizza making instructions Mini beasts Fact files</p>	<p>Wanted posters Growing/life Non-fiction descriptions Easter Seasons Keeping healthy Fact files</p>		<p>vocabulary and sequencing. Creating a sequence of sentences to build a short narrative.</p>
Writing Skills	<p>Understand that print carries meaning and in English it is read from left to right and top to bottom Name writing - on all work Writing some recognisable letters</p>	<p>Representing sounds in order Initial sounds Writing CVC words Writing Key words Phase 2 & 3: <i>I no the to go into he she we me</i></p>	<p>Writing CVC words with phonetically plausible spellings Captions and simple sentences Writing Phase 2 and some phase 3 key words <i>into he she we me be you are her was all they my</i></p>	<p>CVC/ CVCC/ CCVC words with phonetically plausible spellings using some diagraphs Writing Phase 2 & 3 key words embedded Simple sentences Start to use a full stop Use finger spaces</p>	<p>CVC/ CVCC/ CCVC words with phonetically plausible spellings Writing Phase 4 key words <i>said have like so do some come little one were</i> Use a full stop Start to use capital letters Re-read what is written and check it Use finger spaces Write more than 1 sentence</p>	<p>Writing clearly read by others CVC/ CVCC/ CCVC words with phonetically plausible spellings Phase 4 key words embedded Use a full stop Use capital letters Re-read what is written and check it Use finger spaces Write more than 1 sentence</p>

Reception Yearly Overview All Areas

			Use finger spaces			
Maths	<u>White Rose Maths</u> Just like me! Match and sort Compare amount Compare size, mass & capacity Exploring pattern It's Me 1 2 3 Representing 1,2 & 3 Comparing 1,2 3	<u>White Rose Maths</u> It's Me 1 2 3 Composition of 1 2 3 Circles and triangles Positional language Light and Dark Representing numbers to 5 One more and less Shapes with 4 sides Time	<u>White Rose Maths</u> Alive in 5! Introducing zero Composition of 4 & 5 Compare capacity Compare mass Growing 6,7& 8 6, 7 & 8 Combining 2 amounts Making pairs Time	<u>White Rose Maths</u> Building 9 & 10 Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3d shapes Spatial awareness Patterns	<u>White Rose Maths</u> Superhero to 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning match, rotate, manipulate Find my pattern Doubling Spatial reasoning Visualise and build First Then Now Adding more Taking away	<u>White Rose Maths</u> First Then Now Spatial reasoning compose and decompose Find my pattern Even and Odd Sharing and grouping
Characteristics of Effective Learning	Children will be introduced to the Characteristics	To name a characteristic when they have	Creating and thinking critically. Can we talk about our creations and	Active learning Looking at how the children are motivated to	Playing and Exploring. How do we play and explore, are we willing to give new things? Was Pirate Pete a	Children to choose the best characteristic to link to their learning. They are encouraged to talk about

Reception Yearly Overview All Areas

	<p>of Effective Learning. They will develop an understanding of how they learn and explore at school.</p> <p>To name a characteristic when they have spotted it in themselves</p>	<p>spotted it in themselves.</p>	<p>how we can improve them?</p>	<p>learn and do things and enjoying achieving what we set out to do.</p>	<p>good explorer, did he try new things?</p>	<p>the characteristics that best fit what they are doing and name as they use each one.</p>
<p>Communication and Language</p>	<p>Use talk to organise themselves and their play. Understand a question or instruction that has two parts.</p> <p>Elmer Understand why questions, like: Why do you think the elephants decided to dress up?</p> <p>Owl babies Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Start a conversation with an adult or friend and continue it for many turns. Ask questions to find out more and to check they understand what has been said to them.</p> <p>Fairytale texts: Use a wider range of vocabulary Be able to talk about familiar books and tell a long story.</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well formed sentences.</p>	<p>Describe events in some detail. Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>

Reception Yearly Overview All Areas

	<p>Goldilocks and the three bears Understand how to listen carefully and why listening is important. Learn new vocabulary.</p>	<p>Describe events in some detail</p>				
<p>Personal, Social and Emotional Development</p>	<p>To develop their sense of responsibility and membership of a community (their class). Talk about their feelings using words like happy sad angry or worried.</p>	<p>To extend and elaborate play ideas when playing with others.</p> <p>Understand gradually how others may be feeling.</p>	<p>See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.</p>	<p>Express their feelings and consider the feelings of others.</p>	<p>Think about the perspective of others. Know and talk about the different factors that support their over all health and wellbeing.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show sensitivity to their own and to others' needs.</p>
<p>Understanding of the World</p>	<p>Marvellous me Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about</p>	<p>Fireworks and Diwali and Christmas Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Autumn</p>	<p>Old and new toys Comment on images of familiar situations in the past.</p> <p>Lunar new year Recognise that people have</p>	<p>Pirates Draw information from a simple map.</p> <p>Animals Explore the natural world around them.</p>	<p>People who help us Talk about the lives of the people around them and their roles in society.</p>	<p>Then and now Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>

Reception Yearly Overview All Areas

	the differences between people.	Understand the effect of changing seasons on the natural world around them.	different beliefs and celebrate special times in different ways. Minibeasts Explore the natural world around them. Describe what they see, feel and hear whilst outside.	Describe what they see, feel and hear whilst outside. Growing/life Explore the natural world around them. Describe what they see, feel and hear whilst outside. Easter Understand the effect of changing seasons on the natural world around them.		
Expressive Art and Design	Marvellous me Draw with increasing complex and detail; to make self-portraits Remember and sing entire songs.	Explore and use a variety of artistic effects through firework pictures, autumn leaf printing and three little pigs collage.	Develop story lines in their own play - linked to role play areas (dino cave and under the sea). All around the world - national dance Watch and talk about dance and performance	Across a range of topics - Create collaboratively, sharing ideas, resources and skills. Return to and build on their previous learning,	People who help us Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.	Then and Now Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Reception Yearly Overview All Areas

			<p>art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>refining ideas and developing their ability to represent them (focus on painting and play doh)</p>		
PE and Games	<p>Revise and refine the fundamental movement skills they have already acquired: through the use of benches and mats.</p>	<p>To continue developing ball skills such as throwing, catching and passing.</p>	<p>Dance Progress towards amore fluent style of moving with developing control and grace.</p>	<p>Using apparatus Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Using the wall bars Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>Dance Progress towards amore fluent style of moving with developing control and grace.</p>

Reception Yearly Overview All Areas

RE		Celebrating Birthdays	Special	New life	To be updated at the end of Spring Term	To be updated at the end of Spring Term