Reception Yearly Overview 2024/25

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| General Themes | **All about Me**Starting school/ my new class/ staying healthy/ food/ senses/ human bodyHow have I changed?My family/ what makes me special? Being kind, staying safe. Oral hygieneAutumn | **Magical Moments**DiwaliBonfire night Remembrance day Christmas The Nativity Christmas lists Letters to Father Christmas  | **Amazing Heroes**Make a SupertatoEvil Pea Wanted posters Superhero masks/badges/vehiclesReal life heroes- firefighers, police, paramedics etc What are our super powers? | **Out of this world**Facts about SpaceCreate a planet How will we get to the Moon?What will we take to the Moon? | **Ready, steady, Grow**Plants and Flowers Weather Planting seeds Life cycles Habitats  | **Big Wide World** Around the townHow do I get there? Where in the world have you been? HolidaysMap making Other countries- similarities and difference |
| Key texts  | **The colour Monster goes to school****Super Duper You** **It’s Not a Stick** **The Leaf Thief** | **Stickman** **Nativity** **The Jolly Christmas Postman** | **Supertato books****Super Daisy****Super Worm**  | **Whatever Next!** **Q Pootle 5** **Non-fiction books about Space** | **What the Ladybird heard** **The Very Hungry Caterpillar** **Betsy Bugslove saves the bees** **Jasper’s Beanstalk** | **Martha maps it out**  |
| Potential ‘Wow’ moments and celebrations | Autumn walkHarvest Dental visitRosh HashanahYom Kippur | Bonfire Night Christmas celebrations Nativity Diwali Advent HannukahBlack history month Rememberence day Children in need Anti-Bullying Week  | Superhero dayLunar New YearShrove Tuesday Valentine’s Day Visit from Fire-engine/ParamedicsRamadan Holi  | Wonder Dome Spring Walk Easter | Minibeast huntPlanting beansLiving eggs |  Summer WalkTrip to Peak Wildlife ParkMap work Post a letter  |
| RE | Creation and Covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | To the ends of the Earth | Dialogue and encounter  |
| RSE | Handmade with Love | Handmade with Love | I am Me! Head, Shoulders, Knees and toesReady Teddy  | I like, you likewe all like.Good feelings, bad feelings.Lets get real | Growing up  | God is LoveLoving God, loving others Me, You, Us |
| PSED | Building RelationshipsInitiate play, offer cues to peer to join with them.Become familiar with class routines.Checking in jarsCircle Times.Golden Rules.Select and use resources with help.Explore stories about caring for one another and God’s World.ELG Work and play cooperatively and take turns with others. BRELG Form positive attachments to adults and friendships with peers BR | FeelingsBe aware of own feelings and know that some actions and words can hurt others’ feelings.Begin to accept the needs of others.Enjoy carrying out small tasks.Intro to Challenge cardsELG Show sensitivity to their own and others’ needs. BRELG Understand the importance of healthy food choices MS | Managing SelfBegin to show confidence when taking part in an activity.Confident to talk to other children when playing and will talk about own home experiences.ELG Be confident to try new activities Know right from wrongManage basic hygiene | Self- regulationELG Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. SRELG Be able to wait for what they want. SRBegin to focus and respond appropriately even when engaged in an activity, and show ability to follow instructions. | ChangeBegin to explain own understanding and ask appropriate questions of others. ELG Be confident to try new activities and show independence and resilience MS | Moving OnBecome confident to speak to others about own needs, wants, interests and opinions.Initiate conversations, attend to and take account of what others say.Understands that own actions affect other people (ie tries to comfort another child if they have upset them)ELG Explain the reasons for rules , know right from wrong and behave accordingly.MS |
| Physical Development | Move freely with confidence in a range of ways, such as crawling, rolling, jumping, hopping, skipping.Stand momentarily on one foot when shown.Can tell adults when hungry, tired or when they want to rest or play.Observe the effects of exercise on their bodies.Learn about healthy diet (visit from school dental team) Posters – Healthy foods/ not healthy foodsDaily MileCommando ClubWork with PE specialistELG Runs and negotiates space and obstacles safely GMS.Introduction to RWI schemeCopy some letters (eg; from name)Shows a preference for a dominant hand.ELG Holds pencil between thumb and two fingers. Tripod grip FMS | Show increasing control over an object, in pushing, patting, throwing and catching. Using simple tools, construction and malleable materials safely and with increasing control.Travels with confidence and skill around, under, over and through balancing and climbing equipment both indoors and outdoors.Exploring ways of travelling using different parts of body. (in the hall using benches and mats,)Daily MileWork with PE specialist Discuss importance of exercise after PE Jumpstart Johnny Daily MileELG Demonstrate strength balance and coordination when playing. GMSELG Use a range of small tools, scissors paintbrushes, cutlery. FMS | Begin to form recognisable letters.Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.Shows understanding of the need for safety when tackling new challenges and considers and manages some risks. Shows some understanding that exercise, eating and sleeping and hygiene can contribute to good health.Daily MileWork with PE specialistSports DayELG Move energetically, running jumping dancing climbing hopping and skipping GMSELG Begin to show accuracy and care when drawing FMS |
| Fine Motor Daily opportunities  | Threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paintbrush beyond whole hand grasp. Pencil grip Teach and model correct letter formation. Dough disco  | Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities, guide them on what to draw, write or copy. Teach and model correct letter formationDough disco  | Threading, cutting, weaving, playdough. Begin to form letters correctly.Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding small items/button clothing/ cutting with scissorsDough disco  | Threading, cutting, weaving, playdough. Hold pencil effectively with comfortable grip. Form recognisable letters, most correctly formed. Dough disco  | Threading, cutting, weaving, playdough. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/start to cut along a curved line, like a circlePen disco  | Threading, cutting, weaving, playdough. Form letters correctly and develop own handwriting styleBegin to draw diagonal lines, like a triangle/start to colour inside the lines of a picture accuratelyStart to draw pictures that are recognisableBuild things with smaller linking blocks such as Lego Pen disco  |
| Communication & LanguageListening, Attention and UnderstandingSpeaking | Listens to others, one to one or in small groups offering own ideas and using recently introduced vocabulary.Listens to regular story sessions with increasing attention and recall.Joins in with repeated reframes and anticipates key phrases in rhymes and stories (using story sticks and Traditional Tales)Focuses attention and can follow simple instructionsCircle Times small group discussionsIntroduction of Talk PartnersIntroduction of Tales Toolkit to develop story tellingTalking Tables (children look at artefacts and describe them)Introduction of DEAL activitiesRole Play area linked to topicVocabulary wall: word of the weekELGHold conversation, back and forth exchanges with their teacher and peers  | Make comments about what they have heard and begin to ask questions to clarify understanding.Begin to use more complex sentences to link thoughts (using and, because)Retell simple events in the correct order.Talk about past experiencesELGExpress ideas and feelings about their experiences using full sentences, including use ofpast present and future tenses.Offer explanations to connect ideas, explain what is happening and anticipate what might happen next, using recently introduced vocabulary.Use talk in pretending that objects stand for something else in playUse language to imagine and recreate roles and experiences in play situations.Build up a vocabulary that reflects their experiences.Role Play area linked to topicELGMake comments about what they have heard and ask questions | Maintain attention and sits quietly during appropriate activityAble to follow a story without pictures or propsELGListen and respond to questions and comments when being read to.Express ideas and feelings in full sentences including use of past, present and future tenses, making use of conjunctions (with modelling and support from the teacher)Role Play area linked to topic. |
|  LiteracyComprehensionWordReading | Joining in with rhymes and showing an interest in stories with repeated refrains.Environment print. Having a favourite story/rhyme. Understand the 5 key concepts about print- print has meaning- print can have different purposes- we read text from left to right and from top to bottom- the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.Enjoys an increasing range of books |  Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.  | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events | Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. | Can draw pictures of characters/ event / setting in a story.Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. |
| RWI phonics  | Phonic Sounds: RWI Set 1 whole class.Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.Help children to read the sounds speedily. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Book without words for story telling.  | Phonic Sounds: RWI Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.  | Phonic Sounds: RWI Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.  | Phonic Sounds: RWI Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.  | Phonic Sounds: RWIReading: Non-fiction texts, Internal blending, Distinguishing capital letters and lower-case letters.Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were | Phonic Sounds: RWI Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments |
| Writing | Sometimes give meaning to marks as they draw write and paintIntroduce mark making areas both indoors and outdoorsIntroduction to RWI Correction formation of letters.Experiences of writing letters in sand, salt, paint, waterBegin to write own name. | Making booksListsLetters to Father ChristmasWriting cvc games (roll and write)“I can” sentences linked to topic of All about MeMaking info posters about looking after our teeth and healthy eating choices. (labels)ELGWrite recognisable letters, most of which are correctly formed | Writes own name and attempts things such as labels, captions.Uses some clearly identifiable letters to communicate meaningDevelop Tales Toolkit for writing words linked to storytelling.ELGCan spell words by identifying sounds in them and representing the sounds with a letter. | Begin to use different formats to write words, speech bubbles,Postcards. | Begin to use phonic knowledge to write words in ways which match the spoken soundsAttempt to write short meaningful sentencesWriting fact books about the planetsDEAL activities- hot seatingTales Toolkit story writing | Writing fact booksWriting a WOW sentence to include adjectives. (size, colour, amount)Tales Toolkit stories.ELG Write simple phrases and sentences which can be read by themselves and othersSpell words by identifying sounds in them and representing sounds with letters. |
| Maths |  Number Use some number names and language spontaneously.Realise that anything can be counted  (claps jumps hops)Recite numbers in order to 10.Subitise up to 5Begin to understand different ways to make 5, number bonds to 5Introduction to 5 framesIntroduction to part part wholeKnow that numbers identify how many objects are in a set.Begin to subitise numbers up to 5Using the language of more and fewer to compare two sets of objectsAddition and subtractionComparing quantities, counting objects, sortingNumicom recognition and use for adding one more.Find one more/less from a group of 5 objectsSorting into groups……. Buttons– similar, differentBegin to count objects to 5 and beyondInvestigate patterns, using numbers, familiar objects and shapes.Shape, shape and MeasureBegin to use mathematical language for 2d shapes and “solid” 3d shapes.Introduction to time using 1minute timers.My day: Order and sequence familiar events (making timeline of their day or a familiar story)Eye colour pictogramsIntroduction to Number blocks…ELGSubitise up to 5. NRecognise and construct patterns using numbers and objects NPRecognise when one quantity is greater, less than or the same as another. NP  | Number Compare two groups of objects saying which has the same, more, less.Find the total in two groups by counting themBegin to count up to 10 forwards and backwardsSay the number that is one more than a given numberAddition and SubtractionNumber bonds to 10 ten frameNumber bonds to 10 Part-whole frameShape, space and measureDescribe their position such as “behind” “next to”Order two or three items by length and height weight and capacitySOCK WEEKOrdering socksMaking patterns with socksMatching pairs Developing a sense of time…..using 1 minute timersRecord using marks that they can explainELGRecall number bonds up to 5, including subtraction facts. NHave a deep understanding of number 10, including the composition of each number. NExplore and represent patterns within numbers up to 10, evens and odds and double facts. NP | Numerical patternsCounting to 20 verballyAddition and subtractionAdding by counting onTaking away by counting backMultiplication and DivisionDoublingHalving and sharing amountsOdds and evensShape , space and measureIntroduction to moneyIdentify the coins and begin to add simple amounts of moneyEstimate how many objects they can see and check themSOCKS How many cubes will fill the sockContinue to use mathematical terms to describe 3d shapesMeasurementLength, height and distanceWeightCapacityIn practical activities and discussion begin to use the vocabulary involved in adding and subtracting.Begin to solve simple addition and subtraction problems using apparatus or number lines.ELGRecall number bonds to 10 including double facts. N |
| Understanding the worldPast and PresentPeople, Culture and communitiesThe Natural World | Know some of the things that make them unique and talk about similarities and differences in relation to family and friendsRecognise and describe special times or events for family and friends.Introduction of class Memory Boxes for the year ahead Visit from the dentist.ELGTalk about the lives of the people around them and their roles in society. PPCuriosity Cubes- Natural world -Autumn North Pole-Animals/winterELGBecome familiar with their local environment, through observations, maps, non -fiction texts.Drawing a plan of the classroom and the outdoor areaI can see I can hear I can touch Triangle BookSt Andrews Day Facts about Scotland using Barnaby BearCan talk about some of the things which they have observed such as plants, animals around them.The 5 sensesChanges since birth (baby photos)Seasonal changesWalk to Bruntwood Park – Autumn HarvestELGExplore the natural world around them, make observations, drawing pictures of plants and animals. | Investigate Space- looking at the planets in detailChildren use technology to gain informationMaking space rockets, planets.Focus on women in SpaceFocus on the Moon landingRemember and talk about significant events in their own experienceRecognise special times or events with their family and friends.ELGUnderstand the past through characters and events in books read in class. PPRecognise some local heroes in the community.How do they help us? Delivery drivers/PoliceVisit from Fire-engine/paramedicsEaster story/ celebrationsCuriosity CubeLunar New Year Facts about China/celebrationsSt David’s Day Facts about the countries using Barnaby BearSt Patrick’s Day Facts about the countries using Barnaby BearELGKnow some similarities and differences between different religions and cultures in this country. | Look closely at similarities, differences, patterns and changesResearch Minibeast factsMinibeast Hunt in the wildlife area and Bruntwood ParkIdentifying minibeasts and classifying them in groups.ELGInvestigate the processes and changes in the natural world.Investigate household items from the past (library loan box) reading the story “Peepo”ELGKnow some similarities and differences between things in the past and now. PPInvestigate other countries, looking at the Environment, food, people and celebrations.St George’s Day Facts about England using Barnaby BearLondon week- Look at facts and buildings in LondonKatie goes to London/the Queens KnickersELGExplain some similarities and differences between life in this country and life in other countries.Investigate contrasting environments – topic of IndiaSummer walk to Bruntwood parkELGKnow some similarities and differences in contrasting environments. |
| Expressive Arts & DesignCreating with MaterialsBeing Imaginative and Expressive | **Artist; Freda Kahlo**Explore how colours can be changedColour mixingNaming coloursExperimenting and using Primary coloursSelf- portraits, painting and drawingHandprints3d autumn pictures using a variety of media. Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.Sing call-and-response songs, so that children can echo phrases of songs you sing.Self-portraits, family portraits, junk modelling, take picture of children’s creations and record them explaining what they did.Provide opportunities to work together to develop and realise creative ideas. Engage in role-play based on own first-hand experiencesUse movement to express feelingsCreate movement in response to musicMusic sessions in class and using instruments in the outdoor area.Use a variety of resources to create props to support role-play (role play area) | Use different textures and materials.Listen to music and make their own dances in response.Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems,  The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.Role Play Parties and Celebrations Role Play of The Nativity  | Superhero craftsChildren will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating superhero masks.Making lanterns, Chinese writing, puppet making, Chinese musicTeach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue | Make different textures; make patterns using different colours.Space crafts- marbling inkDesign and make rockets Mother’s Day crafts Easter crafts  | Investigating patterns in MinibeastsSymmetrical butterfliesMaking 3d minibeasts and homes for the minibeasts. | Understand that different media can combine new effectsManipulate materials to achieve a planned effectConstructs with a purpose in mind using a variety of resourcesAnd adapts work where necessaryThey represent their own ideas, thoughts and feelings through design, technology, art music, dance and roleplayJunk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. |
| Computing | Exploring ipads/interactive whiteboards | Create a digital picture | Taking photos | Simple City | Unplugged algorithms | Beebots |