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 body  How have I changed?  My family/ what makes me special?  Being kind, staying safe.  Oral hygiene  Autumn | | **Magical Moments**  Diwali  Bonfire night  Remembrance day  Christmas  The Nativity  Christmas lists  Letters to Father Christmas | | **Amazing Heroes**  Make a Supertato  Evil Pea Wanted posters  Superhero masks/badges/vehicles  Real life heroes- firefighers, police, paramedics etc  What are our super powers? | | | **Out of this world**  Facts about Space  Create 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 town  How do I get there?  Where in the world have you been? Holidays  Map 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 walk  Harvest  Dental visit  Rosh Hashanah  Yom Kippur | | Bonfire Night  Christmas celebrations  Nativity  Diwali  Advent  Hannukah  Black history month  Rememberence day  Children in need  Anti-Bullying Week | | Superhero day  Lunar New Year  Shrove Tuesday  Valentine’s Day  Visit from Fire-engine/Paramedics  Ramadan  Holi | | | Wonder Dome  Spring Walk  Easter | Minibeast hunt  Planting beans  Living eggs | | Summer Walk  Trip to Peak Wildlife Park  Map 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 toes  Ready Teddy | | | I like, you like  we all like.  Good feelings, bad feelings.  Lets get real | Growing up | | God is Love  Loving God, loving others  Me, You, Us | |
| PSED | Building Relationships  Initiate play, offer cues to peer to join with them.  Become familiar with class routines.  Checking in jars  Circle 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. BR  ELG Form positive attachments to adults and friendships with peers BR | | Feelings  Be 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 cards  ELG Show sensitivity to their own and others’ needs. BR  ELG Understand the importance of healthy food choices MS | | Managing Self  Begin 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 wrong  Manage basic hygiene | | | Self- regulation  ELG Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. SR  ELG Be able to wait for what they want. SR  Begin to focus and respond appropriately even when engaged in an activity, and show ability to follow instructions. | Change  Begin to explain own understanding and ask appropriate questions of others.  ELG Be confident to try new activities and show independence and resilience MS | | Moving On  Become 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 foods  Daily Mile  Commando Club  Work with PE specialist  ELG Runs and negotiates space and obstacles safely GMS  .  Introduction to RWI scheme  Copy 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 Mile  Work with PE specialist  Discuss importance of exercise after PE Jumpstart Johnny Daily Mile  ELG Demonstrate strength balance and coordination when playing. GMS  ELG 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 Mile  Work with PE specialist  Sports Day  ELG Move energetically, running jumping dancing climbing hopping and skipping GMS  ELG 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 formation  Dough 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 scissors  Dough 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 circle  Pen disco | | | Threading, cutting, weaving, playdough.  Form letters correctly and develop own handwriting style  Begin to draw diagonal lines, like a triangle/start to colour inside the lines of a picture accurately  Start to draw pictures that are recognisable  Build things with smaller linking blocks such as Lego  Pen disco |
| Communication & Language  Listening, Attention and Understanding  Speaking | 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 instructions  Circle Times small group discussions  Introduction of Talk Partners  Introduction of Tales Toolkit to develop story telling  Talking Tables (children look at artefacts and describe them)  Introduction of DEAL activities  Role Play area linked to topic  Vocabulary wall: word of the week  ELG  Hold 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 experiences  ELG  Express 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 play  Use language to imagine and recreate roles and experiences in play situations.  Build up a vocabulary that reflects their experiences.  Role Play area linked to topic  ELG  Make comments about what they have heard and ask questions | | | | Maintain attention and sits quietly during appropriate activity  Able to follow a story without pictures or props  ELG  Listen 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. | | | |
| Literacy  Comprehension  Word  Reading | 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: RWI  Reading: 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 paint  Introduce mark making areas both indoors and outdoors  Introduction to RWI  Correction formation of letters.  Experiences of writing letters in sand, salt, paint, water  Begin to write own name. | Making books  Lists  Letters to Father Christmas  Writing cvc games (roll and write)  “I can” sentences linked to topic of All about Me  Making info posters about looking after our teeth and healthy eating choices. (labels)  ELG  Write 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 meaning  Develop Tales Toolkit for writing words linked to storytelling.  ELG  Can 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 sounds  Attempt to write short meaningful sentences  Writing fact books about the planets  DEAL activities- hot seating  Tales Toolkit story writing | | Writing fact books  Writing 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 others  Spell 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 5  Begin to understand different ways to make 5, number bonds to 5  Introduction to 5 frames  Introduction to part part whole  Know that numbers identify how many objects are in a set.  Begin to subitise numbers up to 5  Using the language of more and fewer to compare two sets of objects  Addition and subtraction  Comparing quantities, counting objects, sorting  Numicom recognition and use for adding one more.  Find one more/less from a group of 5 objects  Sorting into groups……. Buttons– similar, different  Begin to count objects to 5 and beyond  Investigate patterns, using numbers, familiar objects and shapes.  Shape, shape and Measure  Begin 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 pictograms  Introduction to Number blocks…  ELG  Subitise up to 5. N  Recognise and construct patterns using numbers and objects NP  Recognise 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 them  Begin to count up to 10 forwards and backwards  Say the number that is one more than a given number  Addition and Subtraction  Number bonds to 10 ten frame  Number bonds to 10 Part-whole frame  Shape, space and measure  Describe their position such as “behind” “next to”  Order two or three items by length and height weight and capacity  SOCK WEEK  Ordering socks  Making patterns with socks  Matching pairs  Developing a sense of time…..using 1 minute timers  Record using marks that they can explain  ELG  Recall number bonds up to 5, including subtraction facts. N  Have a deep understanding of number 10, including the composition of each number. N  Explore and represent patterns within numbers up to 10, evens and odds and double facts. NP | | | | Numerical patterns  Counting to 20 verbally  Addition and subtraction  Adding by counting on  Taking away by counting back  Multiplication and Division  Doubling  Halving and sharing amounts  Odds and evens  Shape , space and measure  Introduction to money  Identify the coins and begin to add simple amounts of money  Estimate how many objects they can see and check them  SOCKS How many cubes will fill the sock  Continue to use mathematical terms to describe 3d shapes  Measurement  Length, height and distance  Weight  Capacity  In 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.  ELG  Recall number bonds to 10 including double facts. N | | | |
| Understanding the world  Past and Present  People, Culture and communities  The Natural World | Know some of the things that make them unique and talk about similarities and differences in relation to family and friends  Recognise and describe special times or events for family and friends.  Introduction of class Memory Boxes for the year ahead  Visit from the dentist.  ELG  Talk about the lives of the people around them and their roles in society. PP  Curiosity Cubes- Natural world -Autumn  North Pole-Animals/winter  ELG  Become familiar with their local environment, through observations, maps, non -fiction texts.  Drawing a plan of the classroom and the outdoor area  I can see I can hear I can touch Triangle Book  St Andrews Day Facts about Scotland using Barnaby Bear  Can talk about some of the things which they have observed such as plants, animals around them.  The 5 senses  Changes since birth (baby photos)  Seasonal changes  Walk to Bruntwood Park – Autumn Harvest  ELG  Explore the natural world around them, make observations, drawing pictures of plants and animals. | | | | Investigate Space- looking at the planets in detail  Children use technology to gain information  Making space rockets, planets.  Focus on women in Space  Focus on the Moon landing  Remember and talk about significant events in their own experience  Recognise special times or events with their family and friends.  ELG  Understand the past through characters and events in books read in class. PP  Recognise some local heroes in the community.  How do they help us? Delivery drivers/Police  Visit from Fire-engine/paramedics  Easter story/ celebrations  Curiosity Cube  Lunar New Year Facts about China/celebrations  St David’s Day Facts about the countries using Barnaby Bear  St Patrick’s Day Facts about the countries using  Barnaby Bear  ELG  Know some similarities and differences between different religions and cultures in this country. | | | | Look closely at similarities, differences, patterns and changes  Research Minibeast facts  Minibeast Hunt in the wildlife area and Bruntwood Park  Identifying minibeasts and classifying them in groups.  ELG  Investigate the processes and changes in the natural world.  Investigate household items from the past (library loan box) reading the story “Peepo”  ELG  Know some similarities and differences between things in the past and now. PP  Investigate other countries, looking at the  Environment, food, people and celebrations.  St George’s Day Facts about England using Barnaby Bear  London week- Look at facts and buildings in London  Katie goes to London/the Queens Knickers  ELG  Explain some similarities and differences between life in this country and life in other countries.  Investigate contrasting environments – topic of India  Summer walk to Bruntwood park  ELG  Know some similarities and differences in contrasting environments. | | | |
| Expressive Arts & Design  Creating with Materials  Being Imaginative and Expressive | **Artist; Freda Kahlo**  Explore how colours can be changed  Colour mixing  Naming colours  Experimenting and using Primary colours  Self- portraits, painting and drawing  Handprints  3d 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 experiences  Use movement to express feelings  Create movement in response to music  Music 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 crafts  Children 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 music  Teach 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 ink  Design and make rockets  Mother’s Day crafts Easter crafts | | Investigating patterns in Minibeasts  Symmetrical butterflies  Making 3d minibeasts and homes for the minibeasts. | Understand that different media can combine new effects  Manipulate materials to achieve a planned effect  Constructs with a purpose in mind using a variety of resources  And adapts work where necessary  They represent their own ideas, thoughts and feelings through design, technology, art music, dance and roleplay  Junk 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 | | |