

## Reception Yearly Overview 2023 – 2024

	Autumn		Spring		Summer	
	Autumn 1 4/9/23-21/10/23 7 Weeks	Autumn 2 30/10/23-19/12/23 7 Weeks	Spring 1 4/01/24-16/2/24 6 Weeks	Spring 2 26/2/24-27/3/24 6 Weeks	Summer 1 15/4/24-24/5/24 6 Weeks	Summer 2 3/6/24-23/7/24 7 Weeks
Topics covered	What makes me, me?	How can we keep Healthy? Christmas E-safety Assembly.	What's that growing?	Where would you go?	The World	Imagine Feelings
C & L	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary</li> <li>Use new vocabulary through the day</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events in some detail</li> <li>Engage in story times.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in non-fiction books.</li> </ul>		<ul style="list-style-type: none"> <li>Describe events in some detail</li> <li>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>Develop social phrases</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> </ul>		<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul>	
Literacy	Writing	Comprehension	Writing	Comprehension	Writing	Comprehension
	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>Name writing</li> <li>Letter formation</li> <li>Writing CVC Words</li> <li>Nelson handwriting mark making.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories,</li> </ul>	<ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Write simple phrases and sentences that can be read by others.</li> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/</li> <li>Nelson handwriting, Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about</li> </ul>

		non-fiction, rhymes and poems and during role play		poems and during role play		stories, non-fiction, rhymes and poems and during role play.		
<b>Book Focus</b>	The Colour Monster  My Body Scholastic Discover more.  Handas Surprise – Linked to diversity and Global Citizenship.	Leaf Man  Anna Hibiscus Song  The Gruffalo  A Christmas Carrot – Literacy Shed Video Clip	Astro Girl  Happy in our skin.  Oliver's Fruit Salad	Runaway Pea  Elmer  Grendel	Rosie's Walk  A year in Adam's Farm  Clean up  Camille and the sunflowers	Ruby's worry  Blue Penguin  The story machine  What did the tree see?		
<b>Phonics &amp; Reading</b>	<b>Phonics</b>	<b>Word Reading</b>	<b>Phonics</b>	<b>Word Reading</b>	<b>Phonics</b>	<b>Word Reading</b>		
	Phase 2 (Little Wandle Letters and Sounds). HFW	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them</li> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>necessary, a few exception words.</li> <li>Say a sound for each letter of the alphabet.</li> <li>Blending &amp; Segmenting</li> </ul>	Phase 3 (Little Wandle Letters and Sounds). HFW	<ul style="list-style-type: none"> <li>Read some letter groups that each represent one sound and say sounds for them</li> <li>Read a few common exception words matched to the school's phonic programme.</li> <li>Know at least 10 digraphs</li> <li>Blending &amp; Segmenting</li> </ul>	Phase 4 (Little Wandle Letters and Sounds). HFW	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>		
<b>Maths</b>	<b>Number</b>	<b>Numerical Patterns</b>	<b>Shape, Space &amp; Measure</b>	<b>Number</b>	<b>Numerical Patterns</b>	<b>Shape, Space &amp; Measure</b>		
	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Link the number symbol</li> </ul>	<ul style="list-style-type: none"> <li>Understand the 'one more than/one less than' relationship</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in order to</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number</li> </ul>	<ul style="list-style-type: none"> <li>Odd</li> <li>Evens</li> <li>Doubles</li> <li>Halves</li> </ul>	<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children recognise a</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the</li> </ul>	<ul style="list-style-type: none"> <li>Verbally count beyond 20, recognising the pattern of</li> </ul>

	<p>(numeral) with its cardinal number value</p> <ul style="list-style-type: none"> <li>Count beyond ten.</li> <li>Continue, copy and create repeating patterns.</li> <li>Subitise.</li> </ul>	<p>between consecutive numbers.</p> <ul style="list-style-type: none"> <li>Comparing amounts and numbers</li> </ul>	<p>develop spatial reasoning skills.</p> <ul style="list-style-type: none"> <li>Position</li> <li>2D shapes</li> </ul>	<p>bonds for numbers 0–10.</p> <ul style="list-style-type: none"> <li>Addition</li> <li>Subtraction</li> </ul>		<p>shape can have other shapes within it, just as numbers can</p> <ul style="list-style-type: none"> <li>3D Shapes</li> <li>Size and capacity</li> </ul>	<p>composition of each number.</p> <ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul>	<p>the counting system.</p> <ul style="list-style-type: none"> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<ul style="list-style-type: none"> <li>2D &amp; 3D shapes</li> </ul>
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PD	<b>Gross Motor skills</b>	<b>Fine Motor skills</b>	<b>Gross Motor skills</b>	<b>Fine Motor skills</b>	<b>Gross Motor skills</b>	<b>Fine Motor skills</b>
	<ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Develop overall body-strength, balance, co-ordination and agility</li> <li>Know and talk about the different factors that support their overall health and wellbeing:</li> </ul>	<ul style="list-style-type: none"> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Hold a pencil effectively</li> <li>Use a paint brush</li> </ul>	<ul style="list-style-type: none"> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Combine different movements with ease and fluency</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming</li> </ul>	<ul style="list-style-type: none"> <li>Use scissors</li> <li>Hold a pencil effectively</li> </ul>	<ul style="list-style-type: none"> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>

UTW	<b>People, Culture &amp; communities</b>	<b>The Natural World</b>	<b>Past and Present</b>	<b>People, Culture &amp; communities</b>	<b>The Natural World</b>	<b>Past and Present</b>	<b>People, Culture &amp; communities</b>	<b>The Natural World</b>	<b>Past and Present</b>			
	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Online safety – Talk about images that may worry us.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Knows some similarities and differences between different religious and cultural communities.</li> <li>• Use technology- Programmable toy.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Look at differences and similarities between things in the past and things now.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>• Know some similarities and differences between different religious and cultural communities in this country.</li> <li>• Explain some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>			
EA&D	<b>Creating with Materials</b>		<b>Being imaginative and Expressive</b>		<b>Creating with Materials</b>		<b>Being imaginative and Expressive</b>		<b>Creating with Materials</b>		<b>Being imaginative and Expressive</b>	
	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Create collaboratively sharing ideas, resources and skills</li> <li>• Using props to act out and recall stories.</li> <li>• Create a representation of a person.</li> </ul>		<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Develop storylines in their pretend play.</li> <li>• Sing a range of songs and nursery rhymes.</li> </ul>		<ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>• Share their creations, explaining the process they have used</li> </ul>		<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance,</li> </ul>		<ul style="list-style-type: none"> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role</li> </ul>		<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and song</li> <li>• Perform songs, rhymes, poems and stories with others, and (when</li> </ul>	

	<ul style="list-style-type: none"> <li>Use a range of materials experimenting with colour and design.</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of materials experimenting with colour, design and texture.</li> </ul>	performing solo or in groups	playing characters in narratives and stories.	appropriate) try to move in time with music.
<b>PSED</b>	<p>Being me in my world</p> <p>Celebrating difference</p> <ul style="list-style-type: none"> <li>Playing together talking turns.</li> <li>Making friends</li> <li>Able to use the toilet independently</li> <li>Show an understanding of their own feelings and feelings of others.</li> <li>Understand why we have rules and our SMART values.</li> <li>Confident to try new activities.</li> <li>Being able to follow instructions.</li> <li>Our body and our body parts.</li> <li>NSPCC PANTS and Privacy.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>	<p>Dreams and goals</p> <p>Healthy Me</p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> <li>Show sensitivity to theirs and other's needs.</li> <li>Understand the importance of healthy food choices.</li> <li>Set simple goals.</li> <li>Use of technology in everyday life.</li> <li>NSPCC PANTS and Privacy</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Talk about members of their immediate family, community.</li> <li></li> </ul>	<p>Relationships</p> <p>Changing Me</p> <ul style="list-style-type: none"> <li>They are confident to speak in a familiar group,</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (Relate to E-Safety)</li> <li>NSPCC PANTS and Privacy.</li> <li>Think about the perspectives of others.</li> <li>Talk about the lives of the people around them and their roles in society.</li> <li>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> <li>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</li> </ul>			
<b>Key dates</b>						
<b>Learning Experiences</b>	<ul style="list-style-type: none"> <li>Post a letter</li> <li>Walk in the woods</li> <li>Christmas crafting</li> <li>Harvesting and cooking</li> <li>Camp Fire for bonfire</li> </ul>	<ul style="list-style-type: none"> <li>Cooking</li> <li>Visit a library</li> <li>Growing own vegetables</li> </ul>	<ul style="list-style-type: none"> <li>Visit a farm (Barleylands)</li> <li>Cooking</li> <li>Picnic/Tea party</li> <li>Camp Fire</li> </ul>			

This plan is subject to change depending on the base line assessments.