

## Reception Yearly Overview 2021 – 2022

	Autumn		Spring		Summer	
	Autumn 1 1/9/21 - 22/10/21 7 Weeks	Autumn 2 1/11/21 - 17/12/21 7 Weeks	Spring 1 4/1/22 - 11/2/22 6 Weeks	Spring 2 21/2/22 - 1/4/22 6 Weeks	Summer 1 19/4/22 - 27/5/22 6 Weeks	Summer 2 6/6/22 - 22/7/22 7 Weeks
Topics covered	What makes me, me? What would life be like?	How can we keep Healthy? Christmas	Where would you go?	What's that growing?	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> </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>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 Gruffalo The Colour Monster Handas Surprise Anna Hibiscus Song		Leaf Man Have you filled a bucket today Oliver's Vegetables Dinosaurs day out	The Magic Train Ride T-rex on Tour Grendel The Paint Box	Runaway Pea Elmer Jack and the beanstalk		Clean up Camille and the sunflowers What did the tree see	Ruby's worry Blue Penguin The story machine	
<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 1 Phase 2 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 1 Phase 2 Phase 3 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 2 Phase 3 Phase 4 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>	<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> </ul>	<ul style="list-style-type: none"> <li>Understand the 'one more than/one less than'</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes in</li> </ul>	<ul style="list-style-type: none"> <li>Explore the composition of numbers to 10.</li> </ul>	<ul style="list-style-type: none"> <li>Odd</li> <li>Evens</li> <li>Doubles</li> </ul>	<ul style="list-style-type: none"> <li>Compose and decompose shapes so that children</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>	<ul style="list-style-type: none"> <li>Time</li> <li>Money</li> <li>Capacity</li> </ul>

	<ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value</li> <li>Count beyond ten.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>relationship between consecutive numbers.</li> <li>Comparing amounts and numbers</li> </ul>	<ul style="list-style-type: none"> <li>order to develop spatial reasoning skills.</li> <li>Money</li> <li>Position</li> <li>2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Automatically recall number bonds for numbers 0–10.</li> <li>Subitise.</li> <li>Addition</li> <li>Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Halves</li> </ul>	<ul style="list-style-type: none"> <li>recognise a shape can have other shapes within it, just as numbers can</li> <li>3D Shapes</li> <li>Size and capacity</li> </ul>	<ul style="list-style-type: none"> <li>composition of each number.</li> <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>	<ul style="list-style-type: none"> <li>the counting system.</li> <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>
<b>PD</b>	<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>			

UW	<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> </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> </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>Jigsaw- Puzzle 1 Being me in my world (Piece 1-6)</p> <p>Jigsaw- Puzzle 2 (Piece 1-6) 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.</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> </ul>	<p>Jigsaw Puzzle 3 (Piece 1-6) Dreams and goals</p> <p>Jigsaw Puzzle 4 (Piece 1-6) 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> </ul>	<p>Jigsaw puzzle 5 (Piece 1-6) Relationships</p> <p>Jigsaw puzzle 6 (Piece 1-6) 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.</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> </ul>	<ul style="list-style-type: none"> <li>Cooking</li> <li>Visit a library</li> </ul>	<ul style="list-style-type: none"> <li>Visit a farm (Barleylands)</li> <li>Cooking</li> <li>Picnic/tea party</li> </ul>			

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