



# Reception Overview 2023-24



Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<p><b>Marvellous Me</b></p> <p>Starting school Getting to know each other Buddy Assembly My Family How I have Grown We are all Special</p>	<p><b>Celebrations /Christmas</b></p> <p>Bonfire night Road safety Stranger Danger Hibernation Christmas Traditions Nativity</p>	<p><b>Poles Apart</b></p> <p>New Year Chinese New Year Valentine's Day Different habitats Animals around the world</p>	<p><b>Spring/New Life</b></p> <p>Planting Seeds Where does our food come from? Life cycles World Book Day Mother's Day Easter time</p>	<p><b>All Creatures Great and Small</b></p> <p>Minibeasts Habitats Healthy eating</p>	<p><b>Our Wonderful World</b></p> <p>How can we look after our earth? Celebrating the end of the year Buddy Assembly Father's Day Transition with Y1</p>
Communication and Language (Listening and attention, understanding and speaking)	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p> <p>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.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their</p>	<p>Describe events in some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their</p>	<p>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>Use new vocabulary in different contexts.</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, with modelling and support from their teacher.</p>

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	<p>Speech and Language assessments carried out on children who have moved up and new children who have joined our school</p> <p>Learn new vocabulary          Use new vocabulary through the day.          Use new vocabulary in different contexts.          Listen carefully to rhymes and songs, paying attention to how they sound.          Learn thymes, poems and songs.</p>					
<p><b>Personal, Social and Emotional Development</b></p>	<p>School rules and routines. Deciding class rules after discussion with class.          What are rules for?          Who do we go to for help?          How do people help us?          Establish routines and boundaries. Reinforce snack routines          Modelling play indoor and outdoor areas.          Making new friends; sharing &amp; getting along</p>	<p>School rules, routines.          What are rules for?          Who is in your class? Who do we go to for help?          Keeping friends.          What makes a good friend?          Why is it important to share?          Feelings-what makes you happy? What are you scared of? How do we wash our hands properly?          What is good hygiene?</p>	<p>Recap the school rules.          Discussion about how we can resolve conflict in and out of the school environment.          Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how they can improve it.          Discussion about the Christmas holiday.          Circle Time</p>	<p>How can we share? How can we maintain our good friendships? How do you feel when...?          Independent child initiated choices, working in a group, asking for help if they need.          What activities do you like to do and why?</p>	<p>Play co-operatively taking turns with others.          Confident to speak. in a familiar group Able to say when they do or don't need help.          Independent child initiated choices, working in a group, asking for help if they need.          What activities do you like to do and why?</p>	<p>Maintaining good friendships.          Getting ready for change.          Moving up.          Transition to Year 1 expectations          How do you feel about going to Year 1?          How do you need to behave?          Describing ourselves in positive ways Discuss different cultures and religious beliefs</p>

	with each other.	Healthy eating choices Making choices Turn taking Vote for monitors Listening to others	Turn taking Role play – dealing with situations Talk about own ideas Trying new activities Keeping safe			Managing feelings Resolving conflicts Confident to try new activities Caring for our world
Physical Development	Fundamental movements  Explore different ways to move.  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Fundamental movements  Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Fundamental movements  Develop throwing, catching, kicking, passing, batting, and aiming using beanbags and balls etc.  Dance  Combine different movements with ease and fluency.	Multi-Skills  Confidently and safely use a range of large and small apparatus indoors and outside and in a group.	Ball skills/ Team Games  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Athletics and Outdoor Sports  Practise races/activities for Sports Day
	Develop fine motor skills-holding pencil correctly, using scissors etc. Becoming increasing independent using the toilet and getting dressed and undressed, for example, putting on jumpers/coats and doing up zips etc. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Help to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting.					
Literacy Comprehension, word reading, Writing	Little Wandle  Phonic Sounds: s a t p i n m d g o c k d e u r h b f l Tricky words: is l the	Little Wandle  Phonic Sounds: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put* pull* full* as and has his her go no to into she push* he of	Little Wandle  Phonic Sounds: ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words: was you they my by all are sure pure	Little Wandle  Phonic Sounds Review Phase 3 Tricky words: review the words taught so far.	Little Wandle  Phonic learning: phase 4 4- Short vowels with adjacent consonants • CVCC CCVC CVCVC CCCVC CCCVCC •	Little Wandle  Phonic learning: Phase 4 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC •

	<p>Listening and attention games.</p> <p>Read wordless books to develop understanding of story structure.</p> <p>Recognise own name.</p> <p>Fine motor activities</p> <p>Mark Making</p> <p>Practice writing own name with a capital letter.</p> <p><b>Baseline Assessments</b> <b>Talk 4 Writing –</b> <b>Mr Wiggle and</b> <b>Mr Waggle</b></p>	<p>we me be</p> <p>Continue Listening and attention games.</p> <p>Read wordless books to develop understanding of story structure.</p> <p>Mark Making</p> <p>Develop correct pencil grip.</p> <p>Write own name. Write recognisable letters, most of which are correctly formed. Write CV and CVC words.</p> <p>Write lists attempt to write own captions with spaces.</p> <p>Introduce sentences and how you write them using capital letters and the beginning, finger spaces and full stops.</p> <p><b>Autumn Assessments</b></p>	<p>Letter formation</p> <p>Read wordless books to develop understanding of story structure.</p> <p>Read Phonic Books.</p> <p>Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write CVC and CVCC words.</p> <p>Attempt to write own captions and sentences.</p> <p>Label pictures and models with words and captions.</p> <p><b>Talk 4 Writing</b> <b>Lost and Found</b></p>	<p>Read Traditional Tale wordless books to develop understanding of story structure.</p> <p>Read Phonic Books.</p> <p>Read simple captions.</p> <p>Write own captions and sentences.</p> <p>Label pictures and models with words and captions.</p> <p><b>Talk 4 Writing</b> <b>The Little Red Hen</b></p> <p><b>Spring Assessments</b></p>	<p>longer words and compound words</p> <p><b>Tricky words:</b> said so have like some come love do were here little says there when what one out today</p> <p>Read a variety of fiction and nonfiction books.</p> <p>Read Phonic Books.</p> <p>Read sentences and longer texts.</p> <p>Write own captions and sentences.</p> <p>Label pictures and models with words and captions.</p> <p>Write their own short stories and recounts.</p> <p>Form lower-case and capital letters correctly.</p> <p><b>Helicopter stories</b></p>	<p>words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ – er, –est •</p> <p>longer words and compound words</p> <p><b>Tricky words:</b> Review all taught so far.</p> <p>Read a variety of fiction and nonfiction books.</p> <p>Read Phonic Books.</p> <p>Read sentences and longer texts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p><b>Summer Assessments</b></p>
		Recognise numbers	Recognise numbers 1-10	Recognising numbers	Using numbers 0-10	Using numbers 0-20

<p style="text-align: center;"><b>Mathematics</b></p>	<p>0-5 Ordering numbers Comparing objects and sets Sorting Estimate and check by counting Recognise numbers in the environment Explore numbers to 5 Place value Part, Part, Whole Subitise Number Bonds Practical addition and subtraction. Sequence of Time - days of the week, months of the year.</p> <p style="text-align: center;"><b>Baseline Assessments</b></p>	<p>Explore numbers to 10 Place value Part, Part, Whole Subitise Number Bonds Practical addition and subtraction Sequence of Time - days of the week, months of the year. Positional language Name and describe 2D shapes. Continue, copy and create repeating patterns. Measuring - length and height. Problem solving</p> <p style="text-align: center;"><b>Autumn Assessments</b></p>	<p>0-20. Explore numbers to 10 Place value Part, Part, Whole Subitise Number Bonds Practical addition and subtraction-start recording. Sequence of Time - days of the week, months of the year. Measurement- length, weight and capacity. Positional language Money- adding coins together and finding the total. Doubling, halving and Sharing. Counting in 2s. Continue, copy and create repeating patterns. Problem solving</p> <p style="text-align: center;"><b>Spring Assessments</b></p>	<p>Explore numbers to 10 Part, Part, Whole Place value Subitise Number Bonds Practical addition and subtraction –record. Measurement- length, weight and capacity. Positional Language Money- adding coins together and finding the total. Doubling, halving and Sharing. Counting in 2s. Continue, copy and create repeating patterns. Problem solving</p>	<p>and beyond. Place Value Subitise Automatically recall number Bonds 0-5 and some to 10. Addition and Subtraction – add and subtract 2 single digit numbers. Estimate a number of objects and check quantities by counting up to 20. Doubling, halving and sharing. Counting in 2s and 5's. Problem solving</p>	<p>and beyond. Place Value Subitise Automatically recall number Bonds 0-5 and some to 10. Addition and Subtraction – add and subtract 2 single digit numbers. Estimate a number of objects and check quantities by counting up to 20 Doubling, halving and sharing. Counting in 2s, 5s and 10s. Problem solving</p> <p style="text-align: center;"><b>Summer Assessments</b></p>
<p style="text-align: center;"><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, drawing on</p>	<p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Plant beans and grow beanstalks.</p>	<p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities.</p>	<p>Explore the natural world around them.</p> <p>Explore Floating and sinking.</p> <p>Similarities and differences between the natural world around them and</p>

	<p>Talk about their own experiences with people who are familiar to them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Linked to Our Senses A sound causing a vibration.</p>	<p>Know some similarities and differences between in the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Look at how we have grown over time. How have we changed from when we were babies?</p> <p>Road Safety Keeping safe in the darker evenings.</p> <p>Objects making shadows. Light traveling through transparent materials.</p>	<p>their experiences and what has been read in class.</p> <p>Look at two contrasting countries and compare discussing the similarities and differences between the two places.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Grow cress in different ways and experiment with light water and soil.</p> <p>Learn about the life cycle of different animals – Butterflies/frogs</p> <p>Explore different occupations. Farmer, Vets, etc.</p>	<p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Explore/find minibeasts in our garden area. How do mini-beasts help the environment?</p> <p>Draw information from a simple map.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>	<p>contrasting environments.</p> <p>Draw information from a simple map.</p> <p>Compare and contrast characters from stories, including figures from the past.</p>
	<p>Describe what they see, hear and feel whilst outside.</p> <p>Explore the natural world around them.</p> <p>Understand the effect of changing seasons on the natural world around them. – Links with Time (Months/Days/Morning/Evening)</p> <p>Use class computer and iPad-games.</p> <p>Bee-Bots E-safety – Links to Ten Ten Resources</p> <p>Forest School</p>					

<p><b>Expressive Arts and Design</b></p>	<p>Develop storylines in their pretend play.</p> <p>Write Dance</p> <p>Drawing skills assessment.</p> <p>Creating and exploring natural resources to create art.</p> <p>Charanga Music – Unit 1 Me</p>	<p>Enjoy learning new songs and singing together.</p> <p>Learn new Christmas songs and carols.</p> <p>Enjoy watching the Christmas pantomime.</p> <p>Creating and exploring natural resources to create art.</p> <p>Charanga Music – Unit 2 My Stories</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Charanga Music – Unit 3 Everyone</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Charanga Music – Unit 5 – Big Bear Funk</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Encourage children and model to them how to make their own music.</p> <p>Charanga Music – Unit 6 – Reflect, Rewind and Replay</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Encourage children and model to them how to make their own music.</p> <p>Charanga Music – Unit 4 – Our World</p>
	<p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Observation drawing</p>					
<p><b>Religion</b></p>	<p><b>Come and See</b>          Myself          Welcome          Birthday</p> <p><b>Ten:Ten Resources</b>          Handmade with Love          I Am Me          Head, Shoulders, Knees and Toes</p>		<p><b>Come and See</b>          Celebrating          Gathering          Growing</p> <p><b>Ten:Ten Resources</b>          Ready Teddy?          I Like, You Like, We All Like!          Good Feelings, Bad Feelings          Let's Get Real</p>		<p><b>Come and See</b>          Good News          Friends          Our World</p> <p><b>Ten:Ten Resources</b>          God is Love          Loving God, Loving Others          Me, You, Us</p>	

<p style="text-align: center;"><b>Key Books</b></p>	<p>Owl Babies Elmer Dem Bones Funny Bones Ruby's Worry</p>	<p>The Gingerbread Little Red Riding Hood Ravi's Roar Peepo! Each Peach Pear Plum</p> <p>The Christmas Story</p>	<p>Lost and Found Cuddly Duddly Penguin Small Cuddly Dudley The Emperor's Egg Hot Hippo</p> <p>Chinese New Year Perfectly Norman</p>	<p>Jack and the Beanstalk The Little Red Hen The Very Hungry Caterpillar The Crunching Munching Caterpillar Jasper's Beanstalk How to Grow a Sunflower</p>	<p>Supertato The Very Ugly Bug The Bad-Tempered Ladybird What the Ladybird Heard Runaway Pea</p>	<p>The Snail and the Whale Sharing a Shell The Rainbow fish What will you dream of tonight? The Great Explorer Queen Elizabeth</p>
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