<table>
<tr><td></td><td colspan="6">Yearly Overview - Reception</td></tr>
<tr><td></td><td>Autumn 1</td><td>Autumn 2</td><td>Spring 1</td><td>Spring 2</td><td>Summer 1</td><td>Summer 2</td></tr>
<tr><td>Possible Themes</td><td>All about me / Autumn
Ourselves and our family. Autumn changes and Hedgehogs</td><td>Lets celebrate / Magic
Exploring the world around us- link to various celebrations – Halloween, Remembrance Day, Diwali, Christmas</td><td>Superheroes
Exploring healthy eating, real life superheroes and story writing</td><td>On the farm
Life cycles of a chick, farm animal homes
Where does food come from?
Easter links</td><td>On the move
Transport- On foot Trains, cars, boats and hot air balloons</td><td>Under the sea
Exploring ocean creatures and the parts of a fish</td></tr>
<tr><td rowspan="3">Communication & Language</td><td colspan="6">Listening, Attention and Understanding 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and forth exchanges with their teacher and peers.
Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.</td></tr>
<tr><td colspan="2">Autumn Term</td><td colspan="2">Spring Term</td><td colspan="2">Summer Term</td></tr>
<tr><td colspan="2">• Understand how to listen carefully and why listening is important.
• Learn new vocabulary.
• Use new vocabulary through the day.
• Ask questions to find out more and to check they understand what has been said to them.
• Develop social phrases.
• Engage in story times.
• Listen to and talk about stories to build familiarity and understanding.
• Listen carefully to rhymes and songs, paying attention to how they sound.</td><td colspan="2">• Connect one idea or action to another using a range of connectives.
• Describe events in some detail.
• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
• Learn rhymes, poems and songs.</td><td colspan="2">• Articulate their ideas and thoughts in well-formed sentences.
• Engage in non-fiction books
. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.
• Use new vocabulary in different contexts</td></tr>
<tr><td rowspan="2">Physical Development</td><td colspan="6">Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</td></tr>
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<tr><td></td><td colspan="2">• Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling - walking - jumping - running - hopping - skipping – climbing
• Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
• Develop the foundations of a handwriting style which is fast, accurate and efficient.</td><td colspan="2">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
• Combine different movements with ease and fluency.
• Further develop the skills they need to manage the school day successfully: - lining up and queuing - meal times / personal hygiene.
• Progress towards a more fluent style of moving, with developing control and grace.
• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</td><td colspan="2">• Develop overall body-strength, balance, co-ordination and agility.
• 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.
• 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.</td></tr>
<tr><td>Personal, Social & Emotional Development</td><td colspan="6">Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</td></tr>
<tr><td></td><td colspan="2">Autumn Term</td><td colspan="2">Spring Term</td><td colspan="2">Summer Term</td></tr>
<tr><td></td><td colspan="2">• Build constructive and respectful relationships.
• Manage their own needs.
• Express their feelings and consider the feelings of others.</td><td colspan="2">• Show resilience and perseverance in the face of challenge.
• See themselves as a valuable individual.</td><td colspan="2">• Identify and moderate their own feelings socially and emotionally.
• Think about the perspectives of others.</td></tr>
<tr><td>Literacy Core texts</td><td>Spot starts school
Funnybones
The Gruffalo
Hands for not for hitting (PSED Link)
Non fiction -hedgehogs
It was a cold dark night
Owl babies</td><td>Meg and Mog
Room on the broom
Winnie the Witch
Diwali Non fiction texts
The tiger who came to tea
Postman Bear
The Gingerbread man
The nativity</td><td>Pom pom the superhero
Superworm
Super daisy
Supertato
Charlies superhero underpants
Superbat
Love monster
Valentines</td><td>Farmyard Hallyabaloo
What the ladybird heard
Marvin wanted more
Non fiction - cows
Little red hen
Super duck
The little red hen makes pizza
Mrs Wishy washys farm
The odd egg

Non – fiction;
cows</td><td>Rosie’s walk
Duck in the truck
Mr Gumpy’s motor car
The naughty bus
You can’t take an elephant on the bus
Gordons Great escape
Hot air balloons – Non fiction
The train ride
Planes-- Non fiction</td><td>Tiddler
Commotion in the ocean
Somebody swallowed Stanley
The snail and the whale
The fish who could wish
The rainbow fish
Sharing a shell
Non fiction -
Clownfish
sharks</td></tr>
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<tr><td></td><td></td><td></td><td></td><td>Easter
Rabbits</td><td></td><td></td></tr>
<tr><td>Literacy</td><td colspan="6">Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing 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. Write simple phrases and sentences that can be read by others.</td></tr>
<tr><td></td><td colspan="2">Autumn Term</td><td colspan="2">Spring Term</td><td colspan="2">Summer Term</td></tr>
<tr><td></td><td colspan="2">• Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Form lower-case and capital letters correctly. • Read a few common exception words matched to the school's phonic programme.</td><td colspan="2">• Read some letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Spell words by identifying the sounds and then writing the sound with letter/s</td><td colspan="2">• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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 it makes sense.</td></tr>
<tr><td>Mathematics</td><td colspan="6">Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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.
Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</td></tr>
<tr><td></td><td colspan="2">Autumn Term</td><td colspan="2">Spring Term</td><td colspan="2">Summer Term</td></tr>
<tr><td></td><td>Counting songs
Matching and Sorting
Comparing size, mass, amounts, capacity
Exploring patterns</td><td>Representing 1,2,3
Composition of 1,2,3
Comparing 1,2,3
Circles and triangles
Positional Language
Representing numbers to 5
Composition of 4,5
Shapes with 4 sides /Time</td><td>Introducing 0
Comparison to 5
Composition to 5
Comparing mass
Compare capacity
Comparing 6,7,8
Making pairs
Combining 2 groups
Length and Height
Time</td><td>Composition of 9 and 10
Comparing numbers to 10
Bonds to 10
3D shapes
Pattern
Counting on and back

Consolidation activities</td><td>Building numbers beyond 10
Counting patterns beyond 10
Spatial reasoning: match, rotate and manipulate
Adding more
Taking away
Spatial reasoning: Compose and Decompose</td><td>Doubling
Sharing and grouping
Even and Odd
Deepening Understanding
Patterns and Relationships
Spatial Reasoning</td></tr>
<tr><td>Understanding the World</td><td colspan="6">Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Cultures and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</td></tr>
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	The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside (Autumn)	Recognise that people have different beliefs and celebrate special times in different ways. Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past Understand that some places are special to members of their community	How to contact the emergency services Naming fruit and vegetables Freeing / melting Explore the natural world around them, making observations and drawing pictures of animals and plants	Where do get milk from? Explore the natural world around them, making observations and drawing pictures of animals and plants	How do things move? Draw information from a simple map. Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.	Floating and sinking • Recognise some similarities and differences between life in this country and life in other countries.
Expressive Arts and Design	**Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
	Autumn Term		**Spring Term**		**Summer Term**	
	• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Develop storylines in their pretend play. • Create collaboratively sharing ideas, resources and skills.		• Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Sing in a group or on their own, increasingly matching the pitch and following the melody.		Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.	