

Reception Yearly Overview 2019 – 2020

Topics	What makes me, me? Where are we going? Can you tell me a story? What's that growing? Poetry		
	Autumn	Spring	Summer
<p>C & L</p> <p>Literacy</p>	<p>Storytelling</p> <ul style="list-style-type: none"> • Listens to stories with increasing attention and recall. <p>Books</p> <ul style="list-style-type: none"> • Owl babies • Handas Surprise • No dinner • Oliver's vegetables • Anna Hibiscus Song • Biscuit Bear • Here's a little Poem <p>Non-fiction texts</p> <ul style="list-style-type: none"> • Weather/Seasons • Eid, Sukkoth, Rosh Hashanah, Diwali • Christmas, Halloween, Guy Fawkes/fireworks, Remembrance Day <p>Phonics</p> <ul style="list-style-type: none"> • Phase 1 • Phase 2 • Phase 3 • Jolly phonics • HFW 	<p>Storytelling</p> <ul style="list-style-type: none"> • Beginning to be aware of the way stories are structured. Demonstrate understanding when talking with others about what they have read. <p>Books</p> <ul style="list-style-type: none"> • The story machine • The gigantic turnip • On sudden hill • The magic train ride • T-rex on Tour • Yucky Worms • Here's a little Poem <p>Non – Fiction texts</p> <ul style="list-style-type: none"> • Real life superheroes • People who help us • Different occupations • Growth and changes • Pancake Day • Easter <p>Phonics</p> <ul style="list-style-type: none"> • Phase 2 • Phase 3 • Phase 4 • Jolly phonics 	<p>Storytelling</p> <ul style="list-style-type: none"> • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <p>Books</p> <ul style="list-style-type: none"> • Billy's Bucket • The everywhere bear • Meerkat Mail • Here's a little poem <p>Non- Fiction texts</p> <ul style="list-style-type: none"> • St Georges day • Weather • Changes • Transitions • Ramadan <p>Phonics</p> <ul style="list-style-type: none"> • Phase 2 • Phase 3 • Phase 4 • Jolly phonics • HFW

		<ul style="list-style-type: none"> • HFW 	
Role play area	Home corner Santa workshop	Hospital Travel agents	
Maths	<p>Number</p> <ul style="list-style-type: none"> • Recites numbers in order to 20. • Knows that numbers identify how many objects are in a set. • Compares two groups of objects, saying when they have the same number. • Shows an interest in number problems. • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. • Shows an interest in representing numbers. • Recognise some numerals of personal significance. • Recognises numerals 1 to 20. • Counts up to three or four objects by saying one number name for each item. • Counts actions or objects which cannot be moved. • Counts objects to 10, and beginning to count beyond 10. • Counts out up to six objects from a larger group. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Shows an interest in shape and space by playing with shapes or making arrangements with objects. 	<p>Number</p> <ul style="list-style-type: none"> • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. • Counts an irregular arrangement of up to ten objects. • Estimates how many objects they can see and checks by counting them. • Uses the language of 'more' and 'fewer' to compare two sets of objects. • Finds the total number of items in two groups by counting all of them. • Says the number that is one more than a given number. • Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. • Records, using marks that they can interpret and explain. • Begins to identify own mathematical problems based on own interests and fascinations. • Count reliably with numbers from one to 20, 	<p>Number</p> <ul style="list-style-type: none"> • Children count reliably with numbers from one to 20, • Order numbers to 20 • Say what is one more or one less than a given number. • Add and subtract two single-digit numbers and count on or back to find the answer. • Solve problems, including doubling, halving and sharing. <p>Shape, space and measure</p> <ul style="list-style-type: none"> • Children use everyday language to talk about size, • Children use everyday language to talk about weight, • Children use everyday language to talk about capacity, • Children use everyday language to talk about position, • Children use everyday language to talk about distance, • Children use everyday language to talk about time • Children use everyday language to talk about money.

	<ul style="list-style-type: none"> Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Can identify a square, rectangle, triangle, circle, pentagon and hexagon 	<p>Shape, space and measure</p> <ul style="list-style-type: none"> Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. 	<ul style="list-style-type: none"> They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<p>PD</p>	<p>Moving and handling</p> <ul style="list-style-type: none"> Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. 	<p>Moving and handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. 	<p>Moving and handling</p> <ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. <p>Health and self-care</p> <ul style="list-style-type: none"> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

	<ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. <p>Health and self- care</p> <ul style="list-style-type: none"> • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely 	<ul style="list-style-type: none"> • Shows a preference for a dominant hand. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. <p>Health and self- care</p> <ul style="list-style-type: none"> • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. 	<ul style="list-style-type: none"> • They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
<p>UW</p>	<p>People and communities</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. 	<p>People and communities</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. • Children talk about past and present events in their own lives and in the lives of family members. <p>The World</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. • Children know about similarities and differences in relation to places, objects, materials and living things. 	<p>People and communities</p> <ul style="list-style-type: none"> • They know that other children don't always enjoy the same things, and are sensitive to this. • They know about similarities and differences between themselves and others, and among families, communities and traditions. <p>The World</p> <ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how

	<p>The World</p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>Technology</p> <ul style="list-style-type: none"> • Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. • Shows an interest in real objects such as cameras or mobile phones. • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. • Knows that information can be retrieved from computers <p>Celebrations</p> <ul style="list-style-type: none"> • Birthdays • Eid, Chanukkah, Diwali, Ramadan, Sukkoth, Rosh Hashanah, • Christmas, Guy Fawkes, Hallowe'en, Remembrance Day, 	<ul style="list-style-type: none"> • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, • Talk about changes. <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes <p>Celebrations</p> <ul style="list-style-type: none"> • Chinese new year, Shrove Tuesday, Easter 	<p>environments might vary from one another.</p> <ul style="list-style-type: none"> • They make observations of animals and plants and explain why some things occur, • Talk about changes. <p>Technology</p> <ul style="list-style-type: none"> • Completes a simple program on a computer. • Uses ICT hardware to interact with age-appropriate computer software. • Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes <p>Transitions</p>
EA&D	Exploring and using media and materials	Exploring and using media and materials	Exploring and using media and materials

- Enjoys joining in with dancing and ring games.
- Sings a few familiar songs.
- Beginning to move rhythmically.
- Imitates movement in response to music.
- Taps out simple repeated rhythms.
- Explores and learns how sounds can be changed.
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Joins construction pieces together to build and balance.
- Realises tools can be used for a purpose.

Being imaginative

- Developing preferences for forms of expression.
- Uses movement to express feelings.
- Creates movement in response to music.
- Sings to self and makes up simple songs.
- Makes up rhythms.

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.
- Explores what happens when they mix colours.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using.

Being imaginative

- Create simple representations of events, people and objects.
- Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.
- Chooses particular colours to use for a purpose.
- Introduces a storyline or narrative into their play.

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

	<ul style="list-style-type: none"> • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	<ul style="list-style-type: none"> • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	
PSED	<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"> • Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. 	<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"> • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. 	<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"> • Children are confident to try new activities, and say why they like some activities more than others. • They are confident to speak in a familiar group, • They will talk about their ideas, and will choose the resources they need for their chosen activities. • They say when they do or don’t need help.
Key dates	<ul style="list-style-type: none"> • 5/9– world teachers day • 9/9 – Rec start • 13/9 – Roald Dahl day • 19/9 – international talk like a pirate day • 21/9 – international day of peace • 26/9 – European day of language 	<ul style="list-style-type: none"> • 25/1 – Chinese new year • 1/2 – National storytelling week • 1/2- UNICEF day for change • 14/2 – Valentine’s day • 25/2- Shrove Tues • 1/3 – St David’s day • 5/3 – World book day 	<ul style="list-style-type: none"> • 23/4 – St Georges day • 24/4 1st day Ramadan • 8/6 – world oceans day • 21/6 – Father’s day • 21/6 – world music day • 8/7 – writers day

	<ul style="list-style-type: none"> • 1/10 – world veg day • 1/10 – black history month • 4/10 – world smile day • 4/10 – world animal day • 16/10 – world food day • 31/10 – Halloween • 5/11 – Guy Fawkes • 11/11 – Remembrance Day • 13/11 – world kindness day • 15/11– Enterprise week • 18/11 – Children in need • 20/11- universal children’s day • 21/11 – world hello day • 21/11– road safety week • 27/11 – national tree week • 3/12– tree dressing day 	<ul style="list-style-type: none"> • 9/3 – Holi • 17/3 – St Pats day • 20/3 world storytelling day • 20/3 international day of happiness • 21/3 – world poetry day • 22/3 – Mother’s day 	
Learning Experiences	<ul style="list-style-type: none"> • Cooking • Post a letter • Christmas crafting • Visit a library 	<ul style="list-style-type: none"> • Author visit • Cooking 	<ul style="list-style-type: none"> • Visit a farm (Barleylands) • Cooking • Picnic/tea party