

Reception Overview 2022 - 2023



Subject	Autumn 1 Marvellous Me	Autumn 2 Up in the Sky	Spring 1 All Change	Spring 2 Transport & Travel	Summer 1 Pets are Our Friends	Summer 2 Happily Ever After
Role Play	Home Corner Hospital/Police Station	Space Command Rocket	Fruit & Vegetable Shop Garden Centre/Cafe	Train Station Tourist Information	Pet Shop Vets	Castle Palace
PSED (Personal, Social & Emotional Development)	The prime areas of learning are the foundation for all learning in both EYFS, and for future learning. We will sometimes have explicit whole class lessons in these areas and these will include some of our PSHE, RHE and RE lessons. Much of our learning in PSED will happen through play, high quality learning environment and teacher interactions. We use the Development Matters Reception statements as a guide to what we expect most children can do at this age and stage of their learning.					
CL (Communication & Language)	The prime areas of learning are the foundation for all learning in both EYFS, and for future learning. We will sometimes have explicit whole class lessons in these areas, but most of our learning in Communication & Language will happen through play, storytime, high quality learning environment and teacher interactions. We use the Development Matters Reception statements as a guide to what we expect most children can do at this age and stage of their learning. Conversations with characters					
PD (Physical Development)	The prime areas of learning are the foundation for all learning in both EYFS, and for future learning. We will sometimes have explicit whole class lessons in these areas, e.g we will work on our gross motor skills in PE, but most of our learning in Physical Development will happen through play, storytime, high quality learning environment and teacher interactions. We use the Development Matters Reception statements as a guide to what we expect most children can do at this age and stage of their learning.					
Maths	Subitising to 5 Composition of numbers to 5 Representing numbers Counting to 20 Knowing 1 more 1:1 counting Comparing sets Copy and continue AB and ABC patterns Find errors in AB and ABC patterns Create own AB and ABC patterns Sorting 2D and 3D shapes Explore size, mass and capacity		Subitising to 5 and beyond Composition of numbers to 7 Representing numbers Sorting odd and even numbers Doubles to 10 Knowing 1 more and 1 less Comparing groups using equal and unequal Counting beyond 20 Copy and continue ABC and ABBC patterns Find errors in ABC and ABBC patterns Create own ABC and ABBC patterns Name and compare 2D and 3D shapes Describe size and mass To make and test predictions about size, mass		Counting larger sets Arranging doubles to 10 Comparing numbers Copy, continue and create AB, ABC, ABB and ABBC patterns around a circle. Find errors in these patterns Find 2D shapes within 3D shapes, Compare size, mass and capacity Describe capacity To make and test predictions about capacity	

Literacy (Comprehension)	<p>Sharing both familiar and new books together</p> <p>Sharing ideas about characters in books together.</p>	<p>Sharing ideas about plot and characters in books together</p> <p>Asking and answering simple questions about books.</p> <p>Answering who, what, where, when questions.</p>	<p>To ask questions about stories</p> <p>To answer 'why' questions about stories.</p>	<p>To anticipate key events in a story</p> <p>Using vocabulary from non-fiction</p>	<p>To anticipate key events in a story</p> <p>To use vocabulary from stories during my play</p> <p>To retell stories on own words</p> <p>To know that information can be retrieved from books</p>	<p>To anticipate key events in a story</p> <p>To use vocabulary from stories and poems during my play</p> <p>To retell stories in my own words</p> <p>To know that information can be retrieved from books</p> <p>To answer questions about what we have independently read</p>
Literacy (Key Texts)	<p>I am absolutely too small for school, Lauren Child</p> <p>All Kinds of Families, Catherine & Lawrence Anholt</p> <p>Alfie Starts School, Shirley Hughes</p> <p>The Colour Monster, and, The Colour Monster at School, Anna Llenas</p> <p>Ruby's Worrry, Tom Percival</p>	<p>The Way Back Home, Oliver Jeffers</p> <p>Whatever Next, Jill Murphy</p> <p>Tidy, Emily Gravett</p>	<p>The Tale of Jack Frost, David Melling</p> <p>Supertato, Sue Hendra</p> <p>The Little Red Hen, Fiona Patchett</p> <p>Errol's Garden, Gillian Hibbs</p>	<p>The 100 Decker Bus, Mike Smith</p> <p>Where the Wild Things Are, Maurice Sendak</p> <p>Lost and Found, Oliver Jeffers</p>	<p>The Tiger who came to Tea, Judith Kerr</p> <p>Lulu Gets a Cat, Anna McQuinn</p> <p>What the Ladybird Heard, Julia Donaldson</p> <p>My Pet Goldfish by Catherine Rayner</p>	<p>Zog, Julia Donaldson</p> <p>George and the Dragon, Chris Wormell</p> <p>Billy and the Dragon, Nadia Shireen</p> <p>Dragon Post, Emma Yarlett</p> <p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p>
Literacy (Writing)	<p>Fine Motor Skills</p> <p>Mark making</p> <p>Writing the first Set 1 sounds</p> <p>Copying names</p>	<p>Fine Motor Skills</p> <p>mark making</p> <p>Writing Set 1 sounds</p> <p>Writing cvc words</p> <p>Copying names</p>	<p>Writing Set 1 sounds</p> <p>Writing Set 1 special friends</p> <p>Writing cvc words</p> <p>Writing names</p>	<p>Writing Set 2 sounds</p> <p>Consolidating writing</p> <p>Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</p>	<p>Writing Set 2 sounds</p> <p>Consolidating writing</p> <p>Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</p>	<p>Writing Set 2 sounds</p> <p>Consolidating</p> <p>Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</p>

				<p>Writing captions and phrases</p> <p>Beginning to write sentences</p> <p>To form lower case letters correctly</p> <p>To begin to form some capital letters</p>	<p>Writing captions, phrases and full sentences which use a capital letter, finger spaces and full stop</p> <p>Writing sentences which use a capital letter, finger spaces and full stop</p> <p>Writing a list</p> <p>Writing instructions</p> <p>To form lower case letters correctly</p> <p>To form some capital letters</p>	<p>To begin to write longer words which are spelt phonetically plausible</p> <p>To spell some taught tricky words correctly</p> <p>Writing captions, phrases</p> <p>Writing sentences which use a capital letter, finger spaces and full stop</p> <p>Writing a list</p> <p>Writing simple instructions</p> <p>To form lowercase and capital letters correctly</p> <p>To read work back and check it makes sense</p>
<p>Literacy (Reading and RWI Phonics)</p> <p>See RWI Progression Map for more details</p>	<p>Introduce RWI Set 1 Speed Sounds</p> <p>Use Fred Talk to orally blend</p> <p>Read cvc words with first 16 sounds</p>	<p>Finish learning all RWI Set 1 Speed Sounds</p> <p>Use Fred Talk to orally blend</p> <p>Read cvc words with first 16 sounds</p>	<p>Introduce RWI Set 1 'Special Friends'</p> <p>Consolidate RWI Set 1 Speed Sounds</p> <p>Read cvc, cvcc, ccvc, ccvcc words using Set 1 sounds</p> <p>Read alien words with Set 1 sounds</p> <p>Begin to use Fred in your Head to blend words silently</p> <p>Read short ditties and</p>	<p>Introduce RWI Set 2 Speed Sounds</p> <p>Consolidate RWI Set 1 Speed Sounds</p> <p>Consolidate RWI Set 1 'Special Friends'</p> <p>Read cvc, cvcc, ccvc, ccvcc words using Set 1 sounds</p> <p>Read words with Set 2 sounds</p> <p>Read alien words with Set 1 and Set 2 sounds</p>	<p>Continue learning RWI Set 2 Sounds</p> <p>Consolidate RWI Set 1 Speed Sounds</p> <p>Consolidate RWI Set 1 'Special Friends'</p> <p>Read cvc, cvcc, ccvc, ccvcc words using Set 1 sounds</p> <p>Read words with Set 2 sounds</p> <p>Read alien words with Set 1 and Set 2 sounds</p>	<p>Consolidate RWI Set 2 Sounds</p> <p>Consolidate RWI Set 1 Speed Sounds inc special friends</p> <p>Read cvc, cvcc, ccvc, ccvcc words using Set 1 sounds</p> <p>Read words with Set 2 sounds</p> <p>Read alien words with Set 1 and Set 2 sounds</p> <p>Use Fred in your Head</p>

			phrases Read first RWI Red Words	Use Fred in your Head to blend words silently Read sentences Read longer words and multisyllabic words Red Words	Read longer multisyllabic words Read sentences with increasing fluency using Fred in your Head Read longer words and multisyllabic and compound words Read Red Words	to blend silently Read longer multisyllabic words Read sentences fluently Read longer words and multisyllabic and compound words Read Red Words
UTW (Understanding of The World)	The human body Thinking about how we change Families and communities People who help us	Seasons Exploring our school environment Making simple maps Exploring how other countries celebrate Christmas - Australia Looking at a globe	Changes over the year - seasons Plants Objects from the past Past and present, timelines	Materials Our local area Exploring maps A contrasting location - Antarctica	Pets and wild animals A contrasting location - Kenya Exploring animals around the world	Plants Special celebrations Kings and Queens Making maps
EAD (Expressive Art and Design)	Large and small mark making Outdoors mark making Exploring materials Large scale collaborative art Self portraits Collage Printing to explore texture and pattern Sharing ideas about different types of music Large scale collaborative art Exploring materials		Eric Carle Rachel Jones expressing feelings through art Exploring materials Colour mixing representing nature in different ways Joining using different materials Talking about art Moving to different kinds of music from around the world Watching dances from around the world		Exploring Henri Rousseau Exploring pastels Large and small sculpture Relief printing Large 3D collage Using clay Explaining artistic process Listening to music from around the world Making music from around the world	
PE 1 (NS Sport)	Multi Skills Invasion Game (Basketball)	Multi Skills Invasion Game (Basketball)	Net/ Wall Games Striking/ Fielding (Netball)	Net/ Wall Games Striking/ Fielding (Netball)	Striking/ Fielding Athletics Sports Day Activities	Striking/ Fielding Athletics Sports Day Activities

			(Handball)	(Handball)		
PE 2	Physical Development Skills	Physical Development Skills	Dance	Gymnastics - rolling and rocking skills	Gymnastics - jumping and travelling skills	Dance Outdoor Activities Athletics
Computing	Core skills for computing: listening, following instructions	Core skills for computing: listening, following instructions	Using a desktop computer	Programming: moving a robot	Computing Systems: technology around us	
Music	Musical Routines (Learning to make music as a class)	Nativity (Preparing for a performance)	Musical Variation (Exploring different ways to vary sound)		Musical Expression (Creatively use voice and my rights for different moods and effect)	
French	Greetings, courtesies, animals, face parts	Greetings, courtesies family members, colours	What is it? Where is it? New animals, colours & size	4 key weather statements, winter clothing.	Modes of transport Zoo animals	Garden insects Picnic & Games at the seaside, summer clothes
RE	Myself - Domestic Church (Family) Welcome - Baptism Birthday - Advent Hinduism - Diwali Judaism - Hanukkah		Celebrating - Local Church (Community) Gathering - Eucharist (Our parish family) Growing - Lent Islam - Special objects		Good News - Pentecost Friends - Reconciliation Our World - Universal Church Islam - Ramadan and Eid Sikhism -Our Sikh community	
PSHE	Being Me and Celebrating Difference <ul style="list-style-type: none"> - starting school - making friends - my feelings - being gentle - standing up for myself - my rights and responsibilities - my home is special 		Dreams and Goals <ul style="list-style-type: none"> - persevering and tackling challenges - setting and working towards goals - encouraging peers with kind words - feeling proud 		Relationships <ul style="list-style-type: none"> - make friends and break friends - falling out and bullying - feeling calm - using Zones of Regulation and Size of the Problem to help me understand how I feel Changing Me <ul style="list-style-type: none"> - expressing how I feel moving into Year 1 - talking about worries about Year 1 - sharing my memories of Reception 	
RHE	Created and Loved by God <ul style="list-style-type: none"> - we are all unique and special - our bodies: head, shoulders, knees, toes - looking after our bodies: food & exercise - looking after our bodies: hygiene & sleep - we are similar and different 		Created to Love Others <ul style="list-style-type: none"> - we are part of God's family - living like Jesus - who our special people are - friendship: what makes a good friend - resolving conflict 		Created to Live in Community <ul style="list-style-type: none"> - understanding what a community is - exploring our communities - exploring our responsibility in our communities - thinking about Jesus in his community 	

	<ul style="list-style-type: none">- different feelings- managing behaviour and emotions- life stages as we grow up	<ul style="list-style-type: none">- staying safe inside and outside- online safety and stranger danger- privacy and asking for help from trusted adults- staying safe around medicines- people who help us in our community	
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