

## Reception Overview



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
<b>Role Play</b>	Home Corner Hospital, Police Station Doctors and Baby Clinic	Space Command Rocket	Fruit & Vegetable Shop Garden Centre/Cafe	Train Station Tourist Information	Pet Shop Vets	Castle Palace
<b>PSED (Personal, Social &amp; Emotional Development)</b>	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 <b>PSED</b> 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.					
<b>CL (Communication &amp; Language)</b>	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 <b>Communication &amp; Language</b> 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					
<b>PD (Physical Development)</b>	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 <b>Physical Development</b> 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.					
<b>Maths</b>	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 Investigate patterns of doubles 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 length and height		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	

<p><b>Literacy (Comprehension)</b></p>	<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>
<p><b>Literacy (Key Texts)</b></p>	<p>I am absolutely too small for school, Lauren Child</p> <p>All Kinds of Families, Catherine &amp; 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 Worry, Tom Percival</p> <p>Supertato, Sue Hendra</p>	<p>The Way Back Home, Oliver Jeffers</p> <p>Astro Girl, Ken Wilson-Max</p> <p>Whatever Next, Jill Murphy</p> <p>Fox in the Night, Martin Jenkins</p> <p>What's Next, Timothy Knapman</p> <p>Stick Man, Julia Donaldson</p>	<p>The Tale of Jack Frost, David Melling</p> <p>The Little Red Hen, Fiona Patchett</p> <p>Errol's Garden, Gillian Hibbs</p> <p>Jasper's Beanstalk, Nick Butterworth</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>
<p><b>Literacy</b></p>	<p>Fine Motor Skills</p>	<p>Fine Motor Skills</p>	<p>Writing Set 1 sounds</p>	<p>Writing Set 2 sounds</p>	<p>Writing Set 2 sounds</p>	<p>Writing Set 2 sounds</p>

<p><b>(Writing)</b></p>	<p>Mark making (indoors and outdoors)</p> <p>Writing the first Set 1 sounds</p> <p>Copying names</p>	<p>Mark making (indoors and outdoors)</p> <p>Writing Set 1 sounds and Set 1 special friends</p> <p>Writing cvc words</p> <p>Copying names, moving to independently writing own name</p> <p>Write simple captions and phrases</p> <p>Begin lower case letters correctly</p>	<p>and Set 1 special friends</p> <p>Writing cvc words</p> <p>Writing names</p> <p>Write simple captions and phrases</p> <p>Writing a simple list</p> <p>Beginning to write a simple sentence.</p> <p>Begin to form some capital letters</p> <p>Form lower case letters correctly independently</p>	<p>Consolidating writing Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</p> <p>Writing captions and phrases</p> <p>Continuing to write sentences</p> <p>Form lower case letters correctly independently</p> <p>Begin to form some capital letters</p>	<p>Consolidating writing Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</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>Consolidating Set 1 sounds</p> <p>Writing cvc, cvcc, ccvc, ccvcc words</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><b>Literacy (Reading and RWI Phonics)</b></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 using Fred Talk</p>	<p>Finish learning all RWI Set 1 Speed Sounds</p> <p>Learn all Set 1 special friends)</p> <p>Use Fred Talk to orally blend</p> <p>Read cvc words with first 16 sounds using Fred Talk</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>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>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>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 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 phrases</p> <p>Read first RWI Red Words</p>	<p>Practise using Fred in your Head to blend words silently</p> <p>Read short ditties and phrases</p> <p>Consolidate first RWI Red Words developing automaticity</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 to blend words silently</p> <p>Read sentences</p> <p>Read longer words and multisyllabic words</p> <p>Read Red Words</p>	<p>Read words with Set 2 sounds</p> <p>Read alien words with Set 1 and Set 2 sounds</p> <p>Read longer multisyllabic words</p> <p>Read sentences with increasing fluency using Fred in your Head</p> <p>Read longer words and multisyllabic and compound words</p> <p>Read Red Words</p>	<p>Read alien words with Set 1 and Set 2 sounds</p> <p>Use Fred in your Head to blend silently</p> <p>Read longer multisyllabic words</p> <p>Read sentences fluently</p> <p>Read longer words and multisyllabic and compound words</p> <p>Read Red Words</p>
<p><b>UTW</b> <b>(Understanding of The World)</b></p>	<p>Naming parts of the human body</p> <p>Thinking about how we change and how we have changed since we were babies</p> <p>Naming and describing People who help us</p> <p>Families and communities - what is a community?</p> <p>Sequencing personal/recent events</p> <p>Diwali</p>	<p>Changes over the year - seasons (Autumn and Winter)</p> <p>Night and Day &amp; Light and dark</p> <p>Exploring the natural world around us using our senses</p> <p>Exploring our school environment</p> <p>Hanukkah</p> <p>Special objects in the Muslim faith</p>	<p>Changes over the year - seasons (Winter and Spring)</p> <p>Plants</p> <p>Our local area</p> <p>Making maps</p> <p>Past and present, timelines</p> <p>Objects from the past</p> <p>Lunar New Year</p>	<p>Our local area</p> <p>Exploring maps A contrasting location - Antarctica</p> <p>Materials</p>	<p>Changes over the year - seasons (Spring and Summer)</p> <p>Pets and wild animals</p> <p>A contrasting location - Kenya and Nigeria - discussing similarities and differences</p> <p>Exploring animals around the world</p>	<p>Plants</p> <p>Special celebrations - similarities and differences between celebrations</p> <p>Kings and Queens</p>

<p><b>EAD (Expressive Art and Design)</b></p>	<p>Large and small mark making Outdoors mark making Exploring materials Large scale collaborative art Self portraits from a variety of artists Collage Printing to explore texture and pattern Sharing ideas about different types of music Large scale collaborative art Exploring materials</p>		<p>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</p>		<p>Learn that Wassily Kandinsky was an abstract artist Know that abstract art explores the relationship between shape, colour and space Recognise the difference between straight and curved lines</p> <p>Know the shape names that Kandinsky used in his artwork</p> <p>Understand that Kandinsky loved music and could play the cello and the piano. His paintings were even inspired by music.</p>	
<p><b>PE 1 (NS Sport)</b></p>	<p>Multi Skills Invasion Game (Basketball)</p>	<p>Multi Skills Invasion Game (Basketball)</p>	<p>Net/ Wall Games Striking/ Fielding (Netball) (Handball)</p>	<p>Net/ Wall Games Striking/ Fielding (Netball) (Handball)</p>	<p>Striking/ Fielding Athletics Sports Day Activities</p>	<p>Striking/ Fielding Athletics Sports Day Activities</p>
<p><b>PE 2</b></p>	<p>Physical Development Skills</p>	<p>Physical Development Skills</p>	<p>Gymnastics - rolling and rocking skills</p>		<p>Gymnastics - jumping and travelling skills</p>	<p>Dance Outdoor Activities Athletics</p>
<p><b>Computing</b></p> <p>In EYFS we use the Barefoot Computing curriculum which develops computational thinking across a number core concepts and approaches</p> <p>Computational Thinking' is defined as <i>a set of problem solving skills that we can use in everyday life</i>.</p>	<p>Core skills for computing: listening, following instructions</p> <p><b>Busy Bodies</b></p> <p><u>Parts of our Body</u> Logic Pattern Abstraction</p> <p><u>Make a body</u> Abstraction Decomposition Algorithms</p> <p><b>Awesome Autumn</b></p> <p><u>Garlands Galore</u></p>	<p>Core skills for computing: listening, following instructions</p> <p><b>Super Space</b></p> <p><u>Amazing Aliens</u> Creating Decomposition Pattern Logical reasoning</p> <p><u>Build a rocket</u> Tinkering Creating Abstraction Collaboration</p> <p><b>Winter Warmers</b></p>	<p>Core skills for computing: listening, following instructions</p> <p><b>Spring Time</b></p> <p><u>Seed Sequencing</u> Algorithms Decomposition Collaborating</p> <p><u>Rabbit Run</u> Algorithms Persevering Collaborating</p> <p><u>Junk Scarecrows</u> Algorithms Persevering Collaborating</p>		<p><b>People who help us</b></p> <p><u>Delivery Day</u> Algorithms Decomposition Collaborating</p> <p><u>Pattern Patrol</u> Creating Pattern Logical Reasoning</p> <p><u>Firefighter Fun</u> Abstraction Creating Collaboration</p>	<p><b>Summer Time</b></p> <p><u>Colour Collections</u> Creating Pattern Persevering</p> <p><u>Journeys</u> Logic Algorithms Creating Collaborating</p> <p><u>Seaside Tangrams</u> Tinkering Creating Debugging Persevering</p>

	Creating Pattern Logic <u>Leaf Labyrinth</u> Logic Algorithms Decomposition Creating	<u>Scarves for Snowmen</u> Creating Pattern Logic			
<b>Music</b>	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)
<b>French</b>	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
<b>RE</b>	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
<b>RHE</b>	Created and Loved by God <ul style="list-style-type: none"> <li>- we are all unique and special</li> <li>- our bodies: head, shoulders, knees, toes</li> <li>- looking after our bodies: food &amp; exercise</li> <li>- looking after our bodies: hygiene &amp; sleep</li> <li>- we are similar and different</li> <li>- different feelings</li> <li>- managing behaviour and emotions</li> <li>- life stages as we grow up</li> </ul>		Created to Love Others <ul style="list-style-type: none"> <li>- we are part of God's family</li> <li>- living like Jesus</li> <li>- who our special people are</li> <li>- friendship: what makes a good friend</li> <li>- resolving conflict</li> <li>- staying safe inside and outside</li> <li>- online safety and stranger danger</li> <li>- privacy and asking for help from trusted adults</li> <li>- staying safe around medicines</li> <li>- people who help us in our community</li> </ul>		Created to Live in Community <ul style="list-style-type: none"> <li>- understanding what a community is</li> <li>- exploring our communities</li> <li>- exploring our responsibility in our communities</li> <li>- thinking about Jesus in his community</li> </ul>