


Yearly Overview Year Reception 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core School Values	September: Kindness and Cooperation October: Thankfulness	November: Friendship and Sharing December: Respect	January: Unity February: Responsibility	March: Hope and Peace April: Patience and Perseverance	May: Trust and Honesty	June: Happiness July: Courage
British Values 	Democracy	Tolerance	Mutual Respect	Rule of Law	Individual Liberty	Rule of Law
Events and Celebrations	Harvest	Divali (12.11) Bonfire /Firework Night (05.11) St. Andrew's Day (30.11) Christmas	New Year (10.2) Lunar New Year (01.02) Valentine's Day (14.02)	St. David's Day (01.03) World Book Day (07.03) St. Patrick's Day (17.03) Mother's Day (10.3) Easter (31.3)	St. George's Day (23.04) Eid (9/04 - 10/4)	Father's Day (19.06) Sandy Carnival (15.06)
Year Group Theme	Marvellous Me!					Transitions
Key Texts	<ul style="list-style-type: none"> ▪ The Invisible String by Patrice Karst ▪ The Colour Monster by Anna Llenas ▪ The Colour Monster Goes to School by Anna Llenas ▪ Non-Fiction books about ourselves & families, Harvest 	<ul style="list-style-type: none"> ▪ Perfectly Norman by Tom Percival ▪ The Nativity & Christmas Stories ▪ Non-Fiction books about Autumn, Divali, Bonfire Night, Christmas 	<ul style="list-style-type: none"> ▪ Chocolate Mudcake ▪ The Smeds and the Smoos by Julia Donaldson 	<ul style="list-style-type: none"> ▪ How to Catch A Star by Oliver Jeffers ▪ Supertato (various books) by Sue Hendra ▪ People who help us books ▪ Non-Fiction books about real life heroes (people who help us) 	<ul style="list-style-type: none"> ▪ The Snail and the Whale by Julia Donaldson ▪ The Bad Tempered Lady Bird by Eric Carle ▪ The Crunching Munching Caterpillar by Sheridan Cain ▪ Mad About MiniBeasts by Giles Andreae (poetry) ▪ Superworm by Julia Donaldson ▪ Non-Fiction books about Mini-Beasts 	<ul style="list-style-type: none"> ▪ Lost and Found by Oliver Jeffers ▪ Up and Down by Oliver Jeffers ▪ Various other books by Oliver Jeffers ▪ Stories from Other Countries ▪ Maps and Atlases
Personal, Social, Health, Citizenship Education (P.S.H.C.E)	Statements from Development Matters (2021): Children in reception will be learning to: <ul style="list-style-type: none"> ▪ See themselves as a valuable individual ▪ Build constructive and respectful relationships. ▪ Express their feelings and consider the feelings of others. ▪ Show resilience and perseverance in the face of challenge. ▪ Identify and moderate their own feelings socially and emotionally. ▪ Think about the perspectives of others 			Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> ○ regular physical activity ○ healthy eating ○ toothbrushing ○ sensible amounts of 'screen time' ○ having a good sleep routine 		

	<ul style="list-style-type: none"> ▪ Manage their own needs: <ul style="list-style-type: none"> ○ Personal hygiene <p>Children will also have the time to discuss during Circle Times, Meditation and Mindfulness sessions.</p>		<ul style="list-style-type: none"> ○ being a safe pedestrian 				
Physical Development	PE session: Fundamental Skills	PE session: Movement – Floor Work	PE session: Dance	PE session: Gym / Wall Frame	PE session: Ball Skills	PE session: Athletics	
	<p>Statements from Development Matters (2021): Children in Reception will be learning to:</p> <ul style="list-style-type: none"> ▪ Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing ▪ Progress towards a more fluent style of moving, with developing control and grace. ▪ Develop the overall body strength, co-ordination, 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. ▪ Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 			<ul style="list-style-type: none"> ▪ Combine different movements with ease and fluency. ▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, coordination 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. ▪ Develop the foundations of a handwriting style which is fast, accurate and efficient. ▪ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> ○ lining up and queuing ○ mealtimes <p>Children will also practice yoga.</p>			
Communication & Language	<p>Statements from Development Matters (2021): Children in Reception will be learning to:</p> <ul style="list-style-type: none"> ▪ 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 ▪ Articulate their ideas and thoughts in well-formed sentences ▪ Connect one idea or action to another using a range of connectives ▪ Describe events in some detail o Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen ▪ Develop social phrases 			<ul style="list-style-type: none"> ▪ Engage in story times ▪ Listen to and talk about stories to build familiarity and understanding ▪ Retell the story, once they have developed a deep familiarity with the text, some as exact repetitions and some in their own words, ▪ Use new vocabulary in different contexts o Listen carefully to rhymes and songs, paying attention to how they sound ▪ Learn rhymes, poems and songs ▪ Engage in non-fiction books ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 			
Writing	Mark making & emergent writing (writing station) Names Labels for monsters	Mark making & emergent writing (writing station) Phonics Letter formation/ handwriting CVC words	Mark making & emergent writing (writing station) Phonics Letter formation/ handwriting CVC words Tricky words	Mark making & emergent writing (writing station) Phonics Letter formation/ handwriting CVCC words	Mark making & emergent writing (writing station) Phonics Letter formation/ handwriting	Mark making & emergent writing (writing station) Phonics Letter formation/ handwriting	

		Tricky words Descriptive Words (Fireworks) Bonfire poetry Letters to Father Christmas	Thank you letters to Father Christmas	Tricky words Common exception words Descriptive Words Sentence Writing	Tricky words Common exception words Sentence Writing	Descriptive Words Sentence Writing Tricky words Common exception words
Phonics and Reading	Phase 1 Recap – focus on oral blending and segmenting	Phase 2 <ul style="list-style-type: none"> Step 1: s a t p Step 2: i n m d Step 3: g o c k Step 4: c k e u r Tricky Word Reading: the, to Step 5: h b f f l l s s Tricky Word Reading: no, go, l Revise Steps 1-5 	Phase 3 <ul style="list-style-type: none"> Step 6: j v w x Tricky Word Reading: no, go, l, the, to Step 7: y z z z q u c h Tricky Word Reading: he, she Tricky Word Writing: the, to sh th (unvoiced) th (voiced) ng Tricky Word Reading: we, me, be ai ee igh oa Tricky Word Reading: was Tricky Word Writing: no, go, l oo (short) oo (long) ar or Tricky Word Reading: my ur ow oi ear Tricky Word Reading: you air ure er Tricky Word Reading: they Practise all Level 3 GPCs Tricky Word Reading: here, all, are 	Phase 3 Recap <ul style="list-style-type: none"> Trigraphs and Consonant Digraphs Recap: was, my Letter Sounds and Vowel Digraphs Recap: we, they Practise all Level 3 GPCs Revision of all Phase 3 tricky words Tricky Word Writing: the, to, no, go, l 	Phase 4 <ul style="list-style-type: none"> CVCC Words Tricky Word Reading: said, so Tricky Word Writing: he, she, me, we, be CCVC Words Tricky Word Reading: have, like, come, some Tricky Word Writing: was, you Adjacent Consonants Tricky Word Reading: were, there, little, one Tricky Word Writing: they, are, all Polysyllabic Words Tricky Word Reading: do, when, out, what Tricky Word Writing: my, here 	
	Weekly School Library Visit Wordless Reading Books	Weekly School Library Visit Word wallets Phonic Reading Book Phonic workbooks	Weekly School Library Visit Word wallets Phonic Reading Book Phonic workbooks	Weekly School Library Visit Word wallets Phonic Reading Book Phonic workbooks	Weekly School Library Visit Word wallets Phonic Reading Book Phonic workbooks	Weekly School Library Visit Word wallets Phonic Reading Book Phonic workbooks
Mathematics	White Rose Maths: <ul style="list-style-type: none"> Getting to know you <ul style="list-style-type: none"> Baseline Routines Positional language Exploring inside and outside 	White Rose Maths: <ul style="list-style-type: none"> Alive in 5! <ul style="list-style-type: none"> Number: Introducing zero; Comparing Numbers to 5; Composition of 4 and 5 Measure, shape and special thinking: Compare Mass; Compare Capacity Growing 6,7,8 	White Rose Maths: <ul style="list-style-type: none"> To 20 and beyond <ul style="list-style-type: none"> Number: Building Numbers beyond 10; Counting Patterns Beyond 10 Measure, shape and special thinking: Spatial Reasoning – Match, Rotate Manipulate 			

	<ul style="list-style-type: none"> ▪ Just like me <ul style="list-style-type: none"> o Number: Match and sort; compare amounts o Measure, shape and special thinking: compare size, mass and capacity; exploring pattern. ▪ It's me 123 <ul style="list-style-type: none"> o Number: Representing, comparing and composition of 1,2,3 o Measure, shape and special thinking: Circles and Triangles; Positional Language ▪ Light & dark <ul style="list-style-type: none"> o Number: Representing numbers to 5; One More and Less o Measure, shape and special thinking: Shapes with 4 sides; Time 	<ul style="list-style-type: none"> o Number: 6,7 & 8; Combining 2 amounts; o Making Pairs o Measure, shape and special thinking: Length and Height; Time ▪ Building 9&10 <ul style="list-style-type: none"> o Number: Counting to 9 and 10; Comparing o Numbers to 10; Bonds to 10 o Measure, shape and special thinking: 3-d shapes; Spatial Awareness; Patterns 	<ul style="list-style-type: none"> ▪ First, then, now <ul style="list-style-type: none"> o Number: Adding More, Taking Away o Measure, shape and special thinking: Spatial Reasoning – Compose and Decompose ▪ Find my pattern <ul style="list-style-type: none"> o Number: Doubling; Sharing and Grouping; Even and Odd o Measure, shape and special thinking: Spatial Reasoning – Visualise and Build ▪ On the move <ul style="list-style-type: none"> o Number: Deepening Understanding; Patterns and Relationships o Measure, shape and special thinking: Spatial Reasoning - Mapping
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Understanding the World	<ul style="list-style-type: none"> ▪ Monthly observation of seasonal changes and changes in nature ▪ Forest School Activities ▪ Daily observations of weather ▪ Similarities and differences ▪ Likes and dislikes ▪ All about me boxes ▪ Our families ▪ Family celebrations incl. birthdays ▪ Our senses ▪ Harvest ▪ Remote controlled toys ▪ Navigating around our school 	<ul style="list-style-type: none"> ▪ Monthly observation of seasonal changes and changes in nature ▪ Forest School Activities ▪ Daily observations of weather ▪ Beebots ▪ Diwali ▪ Remembrance ▪ Bonfire night (Guy Fawkes) ▪ Advent ▪ The story of the First Christmas, nativity. ▪ St Andrew ▪ Explore light 	<ul style="list-style-type: none"> ● Monthly observation of seasonal changes and changes in nature ● Forest School Activities ● Daily observations of weather ● Materials ● RSPB bird watch ● Lunar New Year 	<ul style="list-style-type: none"> ● Monthly bservation of seasonal changes and changes in nature ● Forest School Activities ● Daily observations of weather ● St David ● St Patrick ● St George ● Easter story ● Different occupations – people who help us ● Recycling 	<ul style="list-style-type: none"> ● Monthly bservation of seasonal changes and changes in nature ● Forest School Activities ● Daily observations of weather ● Bug habitats ● Identifying creatures ● Observing life cycle of butterflies ● Wormery ● Minibeast hunting ● Eid 	<ul style="list-style-type: none"> ● Monthly observation of seasonal changes and changes in nature ● Forest School Activities ● Daily observations of weather ● Exploring a globe and maps – world & local journeys we have taken ● Map work – drawing own & following ● A journey in Sandy – physical & human features - walk around the estate ● Vehicles/forms of transport ● Comparison with life in other countries/cultures
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	environment					
Expressive Arts & Design	<ul style="list-style-type: none"> • Singing songs and rhymes • Harvest songs and performance • Listen & respond to music • Exploring with musical instruments • Mark making • Using different media to create marks – dots, spots, lines, curved, straight • Self-portraits - sketch, basic shapes, different colours • Cooking 	<ul style="list-style-type: none"> • Singing songs and rhymes • Christmas songs and performance • Listen & respond to music • Exploring with musical instruments • Mark making • Using different media e.g. Firework pictures, poppies • Manipulate materials to form cones and cylinders e.g. rocket • Clay Mehndi patterned hands (printing) • Colour mixing – autumn leaves – orange • Printing (poppies) • Cooking 	<ul style="list-style-type: none"> • Singing songs and rhymes • Listen & respond to music • Exploring with musical instruments • Mark making • Manipulate materials • Sketch (observational drawing) • Lunar New Year – lanterns – animal of year • Colour mixing – Smeds & Smoos - purple • Cooking 	<ul style="list-style-type: none"> • Singing songs and rhymes • Easter songs and performance • Listen & respond to music • Exploring with musical instruments • Mark making • Manipulate materials • Cooking 	<ul style="list-style-type: none"> • Singing songs and rhymes • Listen & respond to music • Exploring with musical instruments • Mark making • Manipulate materials • Exploring textures - collage • Artist – Henri Matisse – The Snail • Natural art • Clay minibeast • cooking 	<ul style="list-style-type: none"> • Singing songs and rhymes • Songs and music from around the world • Listen & respond to music • Exploring with musical instruments • Mark making • Manipulate materials • Design and make a junk model vehicle • Art styles from around the world <ul style="list-style-type: none"> • cooking
Enrichment days and trips		Christmas production	Pantomime Teddy Bears Picnic	World Book Day (Dress Up)	Marvellous Mini-Beast Celebration (Dress Up)	Sports Day Local Walk

<p>Home engagement</p>	<p>WOWS Marvellous Me Communication All about me box Wordless reading books Parental observations</p>	<p>WOWS Marvellous Me Communication Phonics: sound & word wallets (weekly) Reading Books Autumn walk treasures bag Parental observations Parents phonics info session Parent phonics drop ins</p>	<p>WOWS Marvellous Me Communication Phonics: sound & word wallets (weekly) Reading Books Parental observations</p>	<p>WOWS Marvellous Me Communication Phonics: sound & word wallets (weekly) Reading Books Parental observations</p>	<p>WOWS Marvellous Me Communication Phonics: sound & word wallets (weekly) Reading Books Parental observations</p>	<p>WOWS Marvellous Me Communication Phonics: sound & word wallets (weekly) Reading Books Parental observations</p>
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