

Reception Class Overview 2021 - 2022

Autumn 1 2/9/20 -22/10/20 6 weeks 4 days	Autumn 2 2/11/20 - 22/12/20 7 weeks 2 days	Spring 1 5/1/21 - 12/2/21 5 weeks 4 days	Spring 2 22/2/21 - 1/4/21 5 weeks 4 days	Summer 1 13/4/21 - 21/5/21 5 weeks 4 days	Summer 2 7/6/21 - 16/7/21 6 weeks
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Nurture Theme.	Global Citizenship - Picture News		Global Citizenship - Picture News		Global Citizenship - Picture News	
Big questions and festivals for worship.	Harvest	Advent Christmas	Epiphany Lent	Mother's Day Easter	Ascension and Pentecost	Father's Day
Termly Class Theme.	<u>ALL ABOUT ME!</u>		<u>IT'S STORY TIME!</u>		<u>AROUND THE WORLD AND BEYOND.</u>	
	*Family *Birthday's *Celebrations *Doctors *Dentist *Community *People Who Help Us *At the Panto		*Traditional Tales Mix Up *Poetry *Growth *Food *Minibeasts *Dinosaurs		*Transport *Holidays *Space *Travel (air, sea, land) *Animals *David Attenborough *Pirates	
Core Texts	*Kipper's Birthday *Owl Babies *On the Way Home *The Gruffalo *Goodnight Moon *Katie Morag Delivers the Mail *A balloon for Grandad		*Handa's Surprise *Rosie's Walk *Six Dinner Sid *SHHH! *Farmer Duck *The Very Hungry Caterpillar		*Whatever Next *Mr Grumpy's Outing *Mrs Armitage on Wheels	
Wow Days!	*Growth Mindset Challenge *Roald Dahl Day *Parents stay and play *Children in Need *Nativity *Guy Fawkes bonfire night *Diwali *Hanukkah *Black History Month *Remembrance Day *MacMillan Coffee Morning		*Chinese New Year *World Book Day *Red Nose Day *Safer Internet Day *Valentines Day *Easter *Planting seeds *Mother's Day *Queens Birthday		*Sports Day *Parents teddy bears picnic *Queen's Jubilee *Start of Ramadan *Eid *Pirate day *D Day *Father's Day stay and play.	
PSED	Core Theme 1 : Making relationships *Friendships *Emotions *Valuing each other *Boundaries and creating rules		Core Theme 2: Managing feelings and behaviour *Feelings and behaviour *Problems and conflicts *Healthy choices		Core Theme 3: Self-confidence and self-awareness *Keeping safe *Growing and changing *Independence	

<p>C&L</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p>	<ul style="list-style-type: none"> *Settling in activities *Making friends *Children talking about experiences that are familiar to them *What are your passions / goals / dreams? *This is me! Sharing facts about me! *Mood Monsters *Model talk routines through the day. For example, arriving at school: “Good morning, how are you?” 	<ul style="list-style-type: none"> *Develop vocabulary *Discovering Passions *Tell me a story - retelling stories *Story language *Word hunts Listening and responding to stories *Following instructions *Takes part in discussion *Understand how to listen carefully and why listening is important. *Use new vocabulary throughout the day. *Choose books that will develop their vocabulary. 	<ul style="list-style-type: none"> *Using language well Ask’s how and why questions... *Discovering Passions. Retell a story with story language. *Ask questions to find out more and to check they understand what has been said to them. *Describe events in some detail. *Listen to and talk about stories to build familiarity and understanding. *Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> *Describe events in detail – time connectives *Discovering Passions Understand how to listen carefully and why listening is important. *Use picture cue cards to talk about an object: “What colour is it? Where would you find it?” *Sustained focus when listening to a story . 	<ul style="list-style-type: none"> *Discovering Passions *Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives 	<ul style="list-style-type: none"> *Weekend news *Discovering Passions *Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. *Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
<p>Gross Motor Skills</p>	<p>Body Awareness</p> <p>Introduction to PE</p> <p>Moving safely, running, jumping, throwing, catching, rolling.</p>	<p>Body Awareness</p> <p>Fundamentals</p> <p>Hopping, galloping, skipping, sliding, jumping, changing direction, balancing, running.</p>	<p>Gymnastics</p> <p>Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling.</p>	<p>Dance</p> <p>Travelling, copying and performing actions, balance, coordination.</p>	<p>Ball Skills</p> <p>Rolling a ball, tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball.</p>	<p>Games</p> <p>Running, changing direction, striking a ball.</p>
<p>Fine Motor Skills</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paintbrush beyond</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely. Holding Small</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly. Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture</p> <p>Start to draw pictures that are recognisable / Build</p>

	whole hand grasp Pencil Grip	them in what to draw, write or copy. Teach and model correct letter formation.	Items / Button Clothing / Cutting with Scissors		cut along a curved line, like a circle / Draw a cross	things with smaller linking blocks, such as Duplo or Lego
English - Word Reading	Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. rhyming, alliteration, Picture books - children to tell the story.	Blending CVC sounds, knows that print is read from left to right. Show children how to touch each finger as they say each sound. For tricky words such as 'the' and 'into', help children identify the sound that is tricky to spell. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.	*Rhyming strings, common themes in traditional tales, identifying characters and settings. *Help children to become familiar with digraphs/trigraphs as they move through phase 3. *Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.	*Story structure-beginning, middle, end. *Innovating and retelling stories to an audience, non-fiction books. *Listen to children read some longer words made up of GPC they know: 'rabbit', 'himself', 'jumping'. *Distinguishing capital letters and lower case letters.	*Non-fiction texts, *Internal blending, *Naming letters of the alphabet. *Distinguishing capital letters and lower case letters.	*Reading simple sentences with fluency. *Reading CVCC and CCVC words confidently. *End of term assessments *Transition work with Year 1 staff
English - Writing Texts may change due to children's interests. Only ask children to write sentences when they have sufficient knowledge GPC	Texts as a Stimulus: Nursery Rhymes Label characters Kipper's Birthday - write an invitation. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions.	Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles. Owl Babies (Tale of Fear) CVC words / simple sentence writing using high frequency words Name writing, labelling using initial sounds, story scribing. Retelling stories in the writing area. Help children identify the sound that is tricky to spell. Sequence the story. Write a sentence	The Three Billy Goats Gruff (Defeat Monster) Create a wanted poster to catch the troll. *Writing some of the tricky words such as I, me, my, like, to, the. *Writing CVC words, c *Guided writing based around developing short sentences in a meaningful context. *Create a storyboard.	Texts as a Stimulus: Jack and the Beanstalk – retell parts of the story / repeated refrains / speech bubbles Hungry Caterpillar - (Cumulative) Describe foods / adjectives *Writing recipes, lists. *writing captions and labels, writing simple sentences. *Writing short sentences to accompany story maps. *Order the Easter story. *Labels and captions – life cycles *Character descriptions. *Write 2 sentences	Mr Gumpy's Outing (Cumulative) Report about the animals falling into the water. *Writing for a purpose in role play using phonetically plausible attempts at words, *Beginning to use finger spaces. *Form lower-case and capital letters correctly. *Rhyming words.	Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing. *Story writing, writing sentences using a range of tricky words that are spelt correctly. *Beginning to use full stops, capital letters and finger spaces. *Innovation of familiar texts Using familiar texts as a model for writing own stories. *Character description – pirates. *Write three sentences – B, M & E.

<p>English - Comprehension</p> <p>-Developing a passion for reading Children will visit the library weekly</p>	<p>*Joining in with rhyme *Having a favourite rhyme *Joining in with stories that have repeated refrains *Sequencing stories with pictures *Engage in conversations about stories *Learn new vocabulary</p>	<p>*Retell stories related to events through acting/role play. *Christmas letters/lists. *Retelling stories using images / apps. * Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. *Non-Fiction Focus *Retelling of stories. *Sequence story – use vocabulary of beginning, middle and end. *Blend sounds into words, so that they can read short words made up of known GPCs *Enjoys an increasing range of books</p>	<p>*Making up stories with themselves as the main character *Encourage children to record stories through picture drawing/mark making. *Read simple phrases and sentences made up of words with known GPC's and, where necessary, a few tricky/HF words.. *Make the books available for children to share at school and at home.</p>	<p>*Information leaflets about animals in the garden/plants and growing. *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. *Timeline of how plants grow. *Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *They develop their own narratives and explanations by connecting ideas or events. *Stories from other cultures and traditions</p>	<p>*Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. *Rhyming words. *Can explain the main events of a story - Can draw pictures of characters/ events / settings in a story. *May include labels, sentences or captions.</p>	<p>*Can draw pictures of characters/ event / setting in a story *Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. *Make predictions *Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to the front cover, back cover, spine, blurb, illustration, illustrator, author and title. *Sort books into categories.</p>
<p>Mathematics (Power Maths) (Numberblocks)</p>	<ul style="list-style-type: none"> ● Baseline ● Number and place value - Numbers to 5 ● Sorting into 2 groups ● Comparing quantities of nonidentical objects ● One more/1 less ● My day 		<ul style="list-style-type: none"> ● Introducing the part-whole model ● Counting 6-10 ● Comparing groups up to 10 ● Combining two groups to find the whole ● Using a ten frame ● The part-whole model to 10 ● Spatial awareness ● 2D and 3D shapes 		<ul style="list-style-type: none"> ● Making simple patterns ● Exploring more complex patterns ● Add by counting on ● Taking away by counting back ● Counting to 20 ● Doubling ● Halving and sharing ● Odds and evens ● Length, height and distance ● Weight ● Volume and capacity 	
<p>People, Culture and Communities</p>	<p>*Identifying their family. Commenting on photos of their family; naming who they can see and of what</p>	<p>Harvest Use world maps to show children where some stories are based</p>	<p>*Introduce the children to Sir David Attenborough *To introduce children to a range of fictional</p>	<p>*Use Handa's Surprise to explore a different country.</p>	<p>*Discuss how they got to school and what mode of transport they used. Introduce the children to</p>	<p>*Introduce the children to NASA and America. *Who is Neil Armstrong? *Environments – Features</p>

	<p>relation they are to them. *Can draw similarities and make comparisons between other families. *Name and describe people who are familiar to them. *Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p>	<p>*Introduce children to different occupations and how they use transport to help them in their jobs. *Stranger danger. Talking about occupations and how to identify strangers that can help them when they are in need. *Can children talk about their homes and what there is to do near their homes? *Look out for children drawing/painting or constructing their homes. *Encourage them to comment on what their home is like. *Show photos of the children's homes and encourage them to draw comparisons.</p>	<p>characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>		<p>a range of transport and where they can be found. *Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. *Use bee-bots on simple maps. Encourage the children to use navigational language. o Can children talk about their homes</p>	<p>of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p>
The Natural World	<p>*Welly Walk - Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences</p>	<p>*Welly Walk *Nocturnal Animals Making sense of different environments and habitats *Change in living things – Changes in the leaves, weather, seasons, *Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p>	<p>*Welly Walk *Explore a range of jungle and farm animals. Learn their names and label their body parts. *Compare animals from a jungle to those on a farm. *Use images, video clips, shared texts and other resources to bring the wider world into the classroom. *Listen to what children say about what they see</p>	<p>*Welly Walk *Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. * After close observation, draw pictures of the natural world, including animals and plants *Create a bug hotel.</p>	<p>*Welly Walk *Introduce the children to recycling and how it can take care of our world. *Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p>	<p>*Welly Walk *Can children differentiate between land and water? *Materials: Floating / Sinking – boat building Metallic / non metallic objects *Sea animals *Share non-fiction texts that offer an insight into contrasting environments.</p>

Past and Present	*Can talk about what they do with their family and places they have been with their family. *Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.	*Can talk about what they have done with their families during Christmas' in the past. *Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based	*To plant seeds so the children can observe changes over time.	*To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. *Learn about what a Palaeontologist is and how they explore really old artefacts. *Introduce Mary Anning as the first female to find a fossil.	*Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.	*Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. *Seasides long ago – Magic Grandad
Charanga! Music	Me!	My Stories!	Everyone!	Our World.	Big Bear Funk.	Reflect, Rewind and Replay.
Expressive Arts and Design	Role play birthday party. Self portraits Shoe drawing	Artist - Van Gogh - Starry Night Christmas cards	Artist - Georgia O Keeffe - flowers.	Salt dough fossils Get Set Play - Dinosaurs	Artist - Andy Goldsworthy - making art using natural materials.	Design and make rockets. Design and make objects they may need in space, thinking about form and function.

Early Learning Goals – for the end of the year -Holistic / best fit Judgement!

Communication and Language.	Personal, Social and Emotional Development.	Physical Development.	Literacy.	Mathematics.	Understanding the World.	Expressive Arts and Design.
<p>ELG: 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</p> <p>ELG: 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, nonfiction, 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.</p>	<p>ELG: 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.</p> <p>ELG: 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 choice</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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</p>	<p>ELG: 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.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction 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.</p> <p>ELG: 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.</p>	<p>ELG: 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.</p> <p>ELG: 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.</p>