

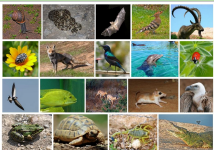

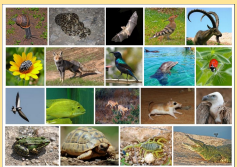


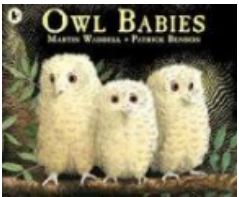

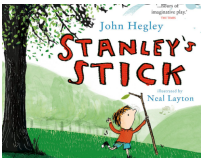


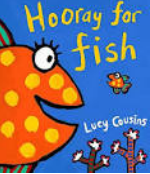
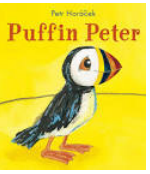
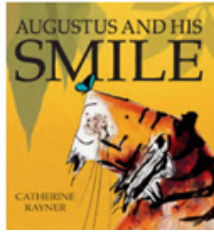


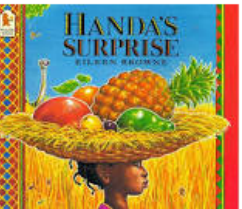

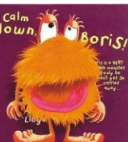
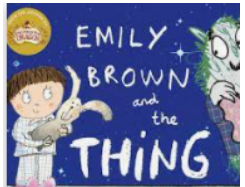




## Reception Yearly Overview 2022-2023

Reception Yearly Overview	Term					
<u>Educational Program</u>	<b>Autumn 1</b> ALL About Me What Would Peppa Do? 	<b>Autumn 2</b> The World Around Me 	<b>Spring 1</b> Animals 	<b>Spring 2</b> India 	<b>Summer 1</b> Animals 	<b>Summer 2</b> Monsters 
<p><b>Literacy</b>            (links to English)  <b>ELGs</b> : Comprehension, words reading and writing  <b>Comprehension</b>            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.  <b>Writing</b>            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><b>Maths</b>            (Link to Maths)  <b>ELG Number</b>            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.  <b>ELG Numerical Patterns</b></p>	Numbers to 5 Sorting Comparing amounts Change within 5  Basic number skills : subitising, cardinality, stable order		Numbers to 10, composition to 10 Rekenreks  Number Bonds to 10, addition using part part whole models		Counting on and back Numbers to 20 Numerical patterns  Composing and decomposing shapes	

<p>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>			Exploring patterns, position and direction, 2-D and 2-D shape			
<p><b>PSED</b> <b>(Links to PSED)</b> <b>ELG Self-Regulation ELG</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Work and play cooperatively and take turns with others; -</p>	<p>School rules Making relationships and following routines</p>	<p>Understanding feelings - link to Sudden Hill</p>	<p>Empathise with characters in stories</p>	<p>Empathise with characters in stories  Understand their feelings and other's feelings</p>	<p>Empathise with characters in stories  Understand their feelings and other's feelings</p>	<p>Transitions Calm Down Boris - Self regulation Friendships - Sylvia and the Bird</p>
<p><b>CAL</b> <b>ELG Listening and Attention, Speaking</b> <b>Listening and attention</b> 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. <b>Speaking</b> 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, non-fiction, 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>Following instructions Talking about their families/homes</p>	<p>Following instructions Positional language</p>	<p>Re telling stories Giving instructions</p>	<p>Re telling stories Learning new vocabulary</p>	<p>Re telling stories  Answering how and why questions</p>	<p>Following two part instructions  Answering how and why questions</p>
<p><b>PD</b> <b>(links to PE)</b> <b>ELG - Gross Motor Skills:</b> 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>Different ways of moving</p>	<p>Throwing and catching skills Games</p>	<p>Balancing jumping and way of travelling</p>	<p>Indian Dancing - traditional and Bollywood - links to EAD</p>	<p>Games</p>	<p>Moving like Monsters - exploring ways of moving  Sports Day</p>
<p><b>UW</b> <b>(links to History)</b> <b>ELG Past and Present</b> Talk about the lives of 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</p>	<p>Talking about families People who help us Talking about past and</p>	<p>Fireworks and Guy Fawkes Remembrance Talking about past and present</p>	<p>Talking about past and present events in stories and in the children's</p>	<p>Talking about past and present events in stories and in the children's</p>	<p>Talking about past and present events in stories and in the children's</p>	<p>The Gruffalo Story Map - ordering events looking at past and present through</p>

read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.	present events in stories and in the children's lives	events in stories and in the children's lives	lives	lives	lives	settings Changes - moving to Year 1
<p><u>UW</u> <u>(links to Geography)</u> <b>ELG People, Culture and Communities</b> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p><b>ELG The Natural World</b> 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>Exploring settings in stories - links to Bear Hunt</p> <p>Visit to the woods</p>	<p>Trip to local library</p> <p>Exploring settings</p>	<p>Where do puffins live?</p> <p>Looking at maps -finding land and seas</p>	<p>Where is India Comparing their homes/ environment to that in India</p> <p>Looking at maps</p>	<p>Where is Kenya?</p> <p>Similarities and differences</p> <p>Looking at maps</p>	<p>Sensory Map</p> <p>Making a map</p>
<p><u>UW</u> <u>(links Science)</u> <b>ELG Managing Self</b> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG The Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants Understanding some important processes and changes in the natural world around them, including seasons and changing states of matter</p>	<p>Hand washing</p> <p>Owl babies - light and dark, where do owls lives</p> <p>Bear Hunt Trip to the Woods</p> <p>Naming the body parts through songs and rhymes</p> <p>Similarities and differences between themselves and their friends</p>	<p>Looking after our teeth</p> <p>Autumn and changes over time</p> <p>Changes to matter - sand wet and dry</p>	<p>Winter - Ice and melting</p> <p>Mini beasts - links to CLPE text</p> <p>Animals - facts about puffins, their habitats and where they live - links to CLPE texts</p> <p>Looking at patterns on animals</p>	<p>Healthy Eating and food groups</p> <p>Changes over time - Spring</p> <p>Planting and growing</p> <p>Looking at patterns on animals</p>	<p>Animal habitats</p> <p>Comparing animals</p> <p>Changes over time - summer</p>	<p>Mud day - exploring the natural world</p> <p>Similarities and Differences between Monsters</p>

<p><b><u>UW - Discovery RE</u></b>  <b><u>(links to RE)</u></b>          ELG People, Culture and Communities          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.</p>	<p>Theme: Special People</p> <p>Key Question: What makes people Special?</p> <p>Religions: Christianity, Judaism</p>	<p>Theme: Christmas</p> <p>Key Question: What is Christmas?</p> <p>Religions: Christianity Christian Concept: Incarnation</p>	<p>Theme: Celebrations</p> <p>Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Key Question: What is Easter?</p> <p>Religions: Christianity</p> <p>Christian Concept: Salvation</p>	<p>Theme: Story time</p> <p>Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Sikhism, Hinduism, Islam</p>	<p>Theme: Special places</p> <p>Key Question: What makes places special?</p> <p>Religions Christianity, Sikhism, Hinduism, Islam:</p>
<p><b><u>EAD</u></b>  <b><u>(links to Music)</u></b>          ELG - Being Imaginative and Expressive          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>	<p>Introducing instruments - basic rhythms making instruments</p> <p>Singing Familiar songs and rhymes</p>	<p>Christmas songs</p>	<p>Tapping sticks</p> <p>Lunar new year music.</p> <p>Singing Familiar songs and rhymes</p>	<p>Listening to traditional Indian music</p> <p>Carnival of the animals - how music affects how we move</p>	<p>Traditional Kenyan music - simple rhythms using drums</p>	<p>Soundscapes-creating simple scores using the scene from the text</p>
<p><b><u>EAD</u></b>  <b><u>(links to Art)</u></b>          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.</p>	<p>Self Portraits - observational drawing Drawing family</p>	<p>Printing - using leaves</p>	<p>Colour mixing</p> <p>Collage - links to Eric Carle as an artist and illustrator</p> <p>Creating own paper to use for collage by using own mixed colours</p>	<p>Mendi and Rangoli patterns</p> <p>Exploring shape, line and colour through looking at animal markings</p>	<p>Arcimboldo - fruit faces transient art</p>	<p>How to draw a Monster - exploring shape and line</p> <p>Observational drawings using charcoal</p>
<p><b><u>EAD</u></b>  <b><u>(links to DT)</u></b>          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.</p>	<p>Junk modelling - making instruments</p> <p>Key skills : scissor skills Joining materials Using glue</p>	<p>Salt dough Measuring and mixing ingredients. Baking looking at change.</p>	<p>Junk modelling</p> <p>Key skills : scissor skills Joining materials Using glue/tape</p>		<p>Healthy eating - designing and making a healthy wrap</p>	<p>Junk modelling making monsters</p> <p>Making a sandwich for The Thing</p>