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|  | Autumn 1  Reception Yearly Overview | Autumn 2 | Spring 1 | Spring 2 | 1 Week | Summer 1 | Summer 2 |
| Whole School Subject Focus | History  ‘Marvellous Me!’  What is good about being me? | RE  ‘Fantastic Festivals’  What different celebrations are there? | Geography  ‘Tickets Please!’  Where do I belong? | Art ‘Amazing Animals!’  How do artists paint water? | RE  Easter | History ‘Look at how we’ve Grown’  How have things changed? | Geography  ‘Fun at the Seaside’  Where in the World?  (Africa and Antartica) |
| Cultural Capital | Timeline of our life | Diwali Experience  Christmas Performance | Local Walk | Visit to a body of water | | Visit to Historical site  (Thornton Abbey) | Africa Day – in touch with Harari in Zimbabwe |
| POR Text | Ruby’s Worry | The Christmas Story | All Aboard the London Bus | Bog Baby | | Jack and the Jelly Beanstalk | Handa’s Surprise |
| Additional Texts | The Colour Monster Goes to School So Much  What I like About Me | Winter  The Jolly Christmas Postman | Once Upon a Time  The Jolly Postman  A house for a mouse  The Naughty Bus | Splash | | The Princess and The Pea  Jack and the Beanstalk  Rapunzel | Lost and Found  Billy’s Bucket |
| Key Events | Harvest  Halloween  Grandparents Day | Bonfire night  Diwali  Remembrance Day  Hanukkah  Christmas | New Year  Chinese New Year  Pancake Day | Easter  Mother’s Day | | Queen’s Birthday  St George’s Day  World Bee Day | Father’s Day |
| Understanding the World | Who is in my family?  How have I changed? | What different celebrations are there? | What places are special to me?  Can I use them on a map? | Can I make observations of plants and animals? | | How have things changed? | How are different countries similar or different to us? |
| R.E. |
| History |
| Geography |
| STEM | **Making a house** | | **Boats** | | | **Fruit Salad** | |
| Expressive Arts and Design | Can I draw a self-portrait? | Can I create props for different narratives and stories?  Can I perform songs and rhymes? (Christmas play) | Can I make and draw things from my environment? | Can I create collaboratively?  Can I share my creations? | | Can I invent, adapt and recount narratives and stories? | What artwork is around the world?  Can I perform songs and rhymes, while keeping in time with the music? |
| Art |
| Music |
| Communication and Language | Can I engage in whole class discussions?  Can I expressive my thoughts and feelings using full sentences? | Can I offer my ideas and thoughts using relevant vocabulary? | Can I ask questions to clarify my understanding? | Can I express my opinions appropriately when discussing the work of others? | | Can I use past, present and future tense when talking about things that have happened? | Can I ask relevant questions based on what has been learned? |
| Literacy *(Phonics)* | Introduce Phase 2 Graphemes; s, a, t, p, i, n, m, d, g, o, c, k, ck, e, e, u, r, h, b, f, l.  Introduce Tricky words;  Is, I, the.  Initial mark making  Recognising own name  Reading Books | Introduce Phase 2 Graphemes;  ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk  Introduce Tricky words;  as, and, has, his, her, go, no, to, into, she, he, of, we, me, be  Words with ‘s’ added at the end Words ending in ‘s’ /z/ *(his, bags)*  Writing Captions / Labels | Introduce Phase 3 Graphemes;  ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er  Introduce Tricky words;  was, you, they, my, by, all, are, sure, pure  Words with double letters; dd, mm, tt, bb, rr, gg, pp, ff  Longer Words | Review Phase 3 Graphemes;  ai, ee, igh, oa, oo, oo,ar, or, ur, ow, oi, ear,air, er.  Review all Tricky words so far and secure spelling.  Review words with double letters  Words with two or more digraphs  Review longer words  Words ending in –ing, es. | | Introduce Phase 4 CVCC, CCVC, CCVCC, CCCVC, CCCVCC   Introduce Tricky Words; said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today  Longer Words Compound Words Root Words ending in; -ing, ed, | Review Phase 4   CVCC, CCVC, CCVCC, CCCVC, CCCVCC  Review all Tricky words so far and secure spelling.  Phase 4 Words ending –s, s (z), -es, -ing, ed (t), -ed (id), -ed (d)  Root words ending in  –er and -est |
| Maths | White Rose Maths  Mastering Number NCETM | White Rose Maths  Mastering Number NCETM | White Rose Maths  Mastering Number NCETM | White Rose Maths  Mastering Number NCETM | | White Rose Maths  Mastering Number NCETM | White Rose Maths  Mastering Number NCETM |
| PSE | **Being Me in My World**  Can I show confidence to try new activities and make new friends? | **Celebrating Difference**  Can I show sensitivity to the feelings and needs of others? | **Dreams and Goals**  Can I set and work towards different goals? | **Healthy Me**  Can I understand the important of healthy foods? | | **Relationships**  Can I understand what make a positive relationship? | **Changing Me**  Can I show understanding of what I can do now, compared with what I could not do before or want to do in the future? |
| Physical Development | Can I hold a pencil accurately?  **PE**  *Fundamental Skills*  - Develop balancing whilst stationary and on the move  - Develop running and stopping  - Develop changing direction  - Develop jumping and landing  - Explore different ways to travel | Can I begin to take care and show accuracy when drawing?  Can I demonstrate strength and balance when negotiating space?  **PE**  *Introduction to PE*  **-** Move around safely in a space  - Follow instructions and stop safely  - Develop control using equipment  -Play safe in a group  - Take turns  - Work co-operatively with a partner  **-** | Can I move accurately and energetically in a variety of ways? E.g. skipping crawling running, hopping.  **PE**  *Dance*  - Use count of 8’s to know when to change action  - Explore different body parts and how they move  - Remember and repeat actions  - Express and communicate ideas through movement  - Copy and repeat actions  - Move with control and coordination | Can I negotiate space safely and consider those around me?  **PE** *Gymnastics*  - Copy and create shapes with the body  - Create shapes whilst on apparatus  - Develop balancing and taking weight on different body parts – Develop jumping and landing  - Develop rocking and rolling  - Copy and create short sequences linking actions together. | | Can I use a range of small tools effectively?  **PE**  *Ball Skills*  - Develop rolling a ball to a target  - Develop stopping a rolling ball  - Develop accuracy when throwing to a target  - Develop bouncing and catching a ball  - Develop dribbling a ball  - Develop kicking a ball | Can I move confidently using my gross and fine motor skills?  **PE**  *Games*  - To develop accuracy when throwing and practice keeping score.  - Move safely when playing tagging games  - Play against an opponent  - Develop coordination  - Strike a ball  - Work as a team |