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|  | Autumn 1Reception 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?  | REEaster | 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 SchoolSo MuchWhat I like About Me  | WinterThe Jolly Christmas Postman | Once Upon a TimeThe Jolly PostmanA house for a mouseThe Naughty Bus | Splash | The Princess and The PeaJack and the BeanstalkRapunzel | Lost and FoundBilly’s Bucket |
| Key Events | HarvestHalloweenGrandparents Day | Bonfire nightDiwaliRemembrance DayHanukkahChristmas | New YearChinese New YearPancake Day | EasterMother’s Day | Queen’s BirthdaySt George’s DayWorld 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 makingRecognising own nameReading Books | Introduce Phase 2 Graphemes;ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nkIntroduce Tricky words;as, and, has, his, her, go, no, to, into, she, he, of, we, me, beWords with ‘s’ added at the endWords 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, erIntroduce Tricky words;was, you, they, my, by, all, are, sure, pureWords with double letters; dd, mm, tt, bb, rr, gg, pp, ffLonger 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 lettersWords with two or more digraphsReview longer wordsWords ending in –ing, es. | Introduce Phase 4CVCC, CCVC, CCVCC, CCCVC, CCCVCC Introduce Tricky Words;said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, todayLonger WordsCompound WordsRoot Words ending in;-ing, ed,  | Review Phase 4  CVCC, CCVC, CCVCC, CCCVC, CCCVCCReview 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 MathsMastering Number NCETM | White Rose MathsMastering Number NCETM | White Rose MathsMastering Number NCETM | White Rose MathsMastering Number NCETM | White Rose MathsMastering Number NCETM | White Rose MathsMastering 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  |