



## Reception Overview 2021-2022

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b> (link to NC History & Geography)	All about me- My home, school & community	Festivals, faith and celebrations	Compare our experience of school with school in the past.  Identify familiar human and physical features of the local area.	People who help us. Mary Seacole. Compare Mary's home (Kingston Jamaica to our local area).	Litter in our community and the wider impact, Recycling and reusing.	Animals in contrasting environments- our pets, Antarctica, The Amazon & The African Savannah/ Grasslands
<b>Science</b>	Seasonal change: Autumn/ Winter Commenting on changing states of matter linked to changes in weather		Seasonal change: Spring Commenting on changing states of matter  Make observations about living things- living eggs in class		Seasonal change: Summer	
<b>PE</b>	Fundamental skills- agility, balance & co ordination.  Throwing and kicking a ball.	Dance & gymnastics	Apparatus, batting & catching.	Team games including ball control.	Athletics	
<b>SCARF</b>	Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
<b>Friends Resilience</b>	Friends Resilience- Meditation and relaxation/ Healthy eating/ Exercise/ Changing red thoughts to green thoughts/ Basic manners/ Anger management/ Relationships					



RE		<p>Compare the festivals of light- Hanukkah and Diwali.</p> <p>Why do Christians celebrate Christmas?</p>		<p>Why so Christians celebrate Easter?</p>	<p>Discuss why Ramadan and Eid al Fitr are important to Muslims</p>	
Music		<p>Learn and perform songs for Christmas performance.</p> <p>Introduce pitch and melody when talking about music.</p> <p>Engage in call and response &amp; keeping the pulse.</p>				<p>Learn and perform songs for end of year performance.</p>
ICT	<p>Mouse Skills – Left-Click.</p> <p>Navigating on screen menus - use of buttons and arrows.</p> <p>Painting - use the mouse to alter brush size and colour to decorate/colour.</p> <p>Drag and Drop using the mouse.</p> <p>What are the advantages of using ICT? Do You Know – Watch a weekly half episode and discuss how ICT helps us to perform unexpected tasks and the advantages of using it.</p>		<p>Keyboard Skills- Develop ability to locate specific keys on the keyboard.</p> <p>Consolidation of left and right click and using the mouse to drag and drop.</p> <p>Navigating on screen menus - use of buttons and arrows to move around screens/windows.</p> <p>Use on screen games to spot and identify differences.</p> <p>Controlling Physical Devices - Use the Beebots.</p> <p>What are the advantages of using ICT? Do You Know – Watch a weekly half episode and discuss how ICT helps us to perform unexpected tasks and the advantages of using it.</p>		<p>Sorting on Screen - Use drag and drop to sort and sequence items.</p> <p>What happens if I get lost online? - Introduce concept of “getting lost” online &amp; the idea that we can’t trust everything we find online.</p> <p>What are the advantages of using ICT? - Use of virtual pets.</p> <p>What are the advantages of using ICT? Do You Know – Watch a weekly half episode and discuss how ICT helps us to perform unexpected tasks and the advantages of using it.</p>	
Art DT	<p>Name primary colours.</p> <p>Explore different textures</p> <p>Join using tape and glue.</p>	<p>Explore colour mixing.</p> <p>Choose own materials to work with.</p>	<p>Den building in Forest School.</p> <p>Join materials in different ways.</p> <p>Shadow puppets.</p>	<p>Explore shading.</p> <p>Move to music.</p>	<p>Gallery project linked to recycling.</p>	<p>Appraise own work and suggest what they might change.</p>



## Building Knowledge Across the Year

Reception	Connections and Contexts	Personal, Social and Emotional Development	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<b>Summer 2</b>	<p>Wild animals with contrasting environments</p> <p>Jungle Asia Africa Antarctica</p> <p>Visit: Edinburgh Zoo</p>	<p>Understand theirs and others feelings. Regulate their behaviour. Set and work towards simple goals. Wait for a turn. Respond appropriately even when engaged in activity. Follow instructions involving several ideas or actions. Try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules. Manage their own basic hygiene and personal needs. Understand the importance of healthy food choices. Work and play cooperatively and take turns with others. Form positive attachments. Show sensitivity to their own and to others' needs.</p>	<p>Listen attentively and respond appropriately. Make comments and ask questions to clarify their understanding. Hold conversation when with their teacher and peers. Use recently introduced vocabulary in discussion. Offer explanations for why things might happen. Express their ideas and feelings about their experiences using full sentences. Use of past, present and future tenses. Use conjunctions, with modelling and support from their teacher.</p>	<p>PE- Athletics Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Hold a pencil effectively using the tripod grip. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Retell stories using new vocabulary. Anticipate key events in stories. Use and understand recently introduced vocabulary during discussions. 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 Read some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with letters. Write simple phrases and sentences that can be read by others.</p>	<p>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. 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. Demonstrate awareness of pattern. Use some 2d and 3d shape names.</p>	<p>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. Understand the past. Know some similarities and differences between different religious and cultural communities in this country. Explain some similarities and differences between life in this country and life in other countries. 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. Recognise that people have different beliefs and celebrate special times in different ways. Talk about the buddisht story of Siddharta &amp; the swan. Explore the natural world around them. (Forest school) Notice signs of the changing seasons.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. 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>
<b>Summer 1</b>	<p>Recycling</p> <p>Gallery project</p> <p>Visit: Washington Arts Centre</p>	<p>Follow instructions with multiple steps. Think about the perspectives of others.</p>	<p>Articulate their ideas in well formed sentences. Use talk to work out problems. Use talk to organise thinking and activities. Use talk to explain how things work and why they might happen.</p>	<p>PE- Athletics Develop the overall body strength, coordination, balance and agility. Develop the foundations of a handwriting style.</p>	<p>Phonics Phase 4 Developing confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences Use a capital letter and full stop. Form lower-case and capital letters correctly.</p>	<p>Automatically recall bonds from 0-10. Recall subtraction facts. Recall double 4 and 5, recognising patterns in odds and evens and sharing. Count in 10's Count to 100.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Talk about why Ramadan and Eid al Fitr are important to Muslims. Talk about our local environment and how we could help/ improve it. Talk about recycling and effects locally and in the wider world. (The Journey home) Explore the natural world around them. (Forest school)</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses. Return to build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Visit a gallery and contribute to the school gallery display. Share their creations, explaining the process they have used.</p>



<p><b>Spring 2</b></p>	<p>People who help us-Mary Seacole &amp; Kingston Jamaica</p> <p>Visit: Farm</p>	<p>Build constructive and respectful relationships. Find solutions to conflicts. Moderate own feelings. Take turns with a friend without support.</p>	<p>Learn and use new vocabulary throughout the day. Connect one idea or action with a range of connectives. Understand how to listen carefully and why listening is important. Listen to and talk about non fiction to develop familiarity with new knowledge and vocabulary. Express ideas in full sentences.</p>	<p>PE- Team games &amp; ball skills 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. Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Phonics Phase 3 &amp; 4 Know common features of stories such as hero/ villain, problem/ resolution, once upon a time, happily ever after. Read simple phrases and sentences including common exception words. Re-read what they have written to check that it makes sense. Say a full sentence aloud.</p>	<p>Automatically recall number bonds 0-5 and subtraction facts. Recall double 1,2,3. Share quantities into equal groups. Counting beyond 20 to 50 stopping at the 10 bridge. Count in 2's to 20'. Begin to visualise numbers and recall how many have been covered in a set to 5, can refer to bond knowledge.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Know and talk about why Easter is important for Christians. Comment on changing states of matter- Crispy cakes. Recognise some similarities and differences between life in this country and life in other countries. Begin to make contrasts between Sulgrave Washington and Kingston Jamaica. Draw information from a simple map. Know the street name, town and city the school is in. Make observations about the 'living eggs' in school. Learn some facts about Mary Seacole. Explore growing and planting. Make connections with how we grow. Explore the natural world around them. (Forest school) Notice signs of the changing seasons.</p>	<p>Show movement, noise and emotions in drawings. Explore effects created by artists. Listen attentively, move to and talk about music, expressing their feelings and responses.</p>
<p><b>Spring 1</b></p>	<p>Comparison with school in the past.</p> <p>Visit: Beamish</p>	<p>Show resilience and perseverance in the face of challenge. Express their feelings and consider the feelings of others. Begin to understand how others might be feeling. Consider things they would like to be better at. Develop a sense of community and responsibility. Understand reasons for class rules.</p>	<p>Ask questions to find out more and to check they understand. Begin to use 'which; for clarification. Express longer ideas adding connectives. (Teach and &amp; because) Learn and use new vocabulary throughout the day.</p>	<p>PE- Apparatus, bating &amp; catching. Moving with developing control. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus. Know and talk about regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. Hold pencil to form letters correctly. Move around obstacles safely. Follow a line one foot in front of the other. Drawings contain more detail.</p>	<p>Phonics Phase 3 Guided Reading- I E Recall a story using a story map. Act out a familiar narrative using vocabulary from the story. Begin to understand how and why it is important to re-read. Begin to identify a capital letter and full stop. Form most lowercase letters correctly. Say a phrase or a sentence before making attempts to write. Reading traditional tales.</p>	<p>Explore composition of numbers to 10. Count beyond 10. -from different points. -forwards and backwards. Subitize in any orientation. Recall 1 more and 1 less to 10. Explores growing patterns. Explore simple subtraction. Play board games with 2 dice. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Combine shapes to make new ones, eg a bigger triangle, an arch. Begin to describe a sequence of events, real or fictional using words such as first, then. Barrier games- able to follow and give instructions to explain their picture. Mapping and discussing from different perspectives, children are able to explain what a character may be able to see from their perspective.</p>	<p>Comment on images of familiar situations in the past. (School at Beamish) Compare and contrast characters from stories, including figures from the past through Nursery Rhymes. Recognise some environments that are different to the one in which they live. Describe what they see, hear and feel whilst outside. Identify humans and physical features locally and discuss if all places have these. Comment on aerial pictures of school. Explore the natural world around them. (Forest school) Chinese New Year.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody. Create collaboratively, sharing ideas, resources and skills. Join materials with increasing complexity Draw with increasing detail by including features of faces. Explore effects created by artists. (Shadow puppets linked to cutting skills &amp; Chinese New Year)</p>
<p><b>Autumn 2</b></p>	<p>Festivals, celebrations &amp; Faiths</p> <p>Visit: different places of worship</p> <p>Theatre- Christmas Cinema visit- Into Film Festival</p>	<p>Identify and talk about their own feelings. Keep going with support and encouragement. Wait for a short time when asked. Follow simple instructions. Is able to take turns with an adult. Know class rules and generally follow. Become more outgoing with unfamiliar people. Begin to understand how others might be feeling.</p>	<p>Describe some events in detail. Retell stories using exact repetition (Dear Santa) and some of their own words. Engage in non fiction books. Listen to and talk about stories to build familiarity and understanding. Begin to use 'what' to clarify understanding. Use tenses more accurately. Learn and use new vocabulary.</p>	<p>PE- Dance/ gymnastics Develop their small motor skills to use tools. Marks with pressure and control. Move in an empty space without collisions with their peers. Move on a bench or thick line with balance. Start taking part in group activities which they make up. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items such as moving a long plank safely. Choose the right resources to carry out their own plan.</p>	<p>Phonics Phase 2 &amp; 3 including letter names Guided Reading- V P R S Know information can be retrieved from books and online. Begin to describe characters. Talk about beginning, middle and end of stories. Identify the problem/ issue in a story.</p>	<p>Subitize to 4 in any orientation. Understand 1 more/1less than relationship between consecutive numbers to 5. Count to 10 forwards and backwards. Compare numbers greater than, less than, equal to. Begins to recognise + means amounts get bigger, - means they get smaller. Compare length, weight and capacity. Can move along a simple track boardgame accurately. Can collect the correct number of items. Discuss routes and locations using words like 'in front' and behind. Describe a familiar route. Recognises shapes eg square, rectangle and triangle in different orientations. Constructing with shapes with awareness of properties</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Know and talk about why Christians celebrate Christmas. Talk how they celebrate Christmas and begin to link to the nativity story. Compare the festivals of light- Hanukkah and Diwali. Observe and comment on changing states of matter outdoors- water freezing. Use new vocabulary to talk about what they see in the local area. Talk about some places in Sulgrave. Comment on images of familiar situations in the past. (Christmas celebrations) Explore the natural world around them. (Forest school) Notice signs of the changing seasons.</p>	<p>Cut simple lines or shapes with scissors. Visit the theatre. Begin to use pitch &amp; melody when talking about music. Begin to keep the pulse when listening to music. Engage in call and response. Manipulate clay to change the shape. Explore colour mixing. Develop their own ideas by deciding on materials. Draw images to represent happy, sad and scared. Develop storylines in their pretend play.</p>



						and reasons fo use: faces, curved, 2d, 3d, equal sides. Begin to generalise repeated patterns and translate. Confident creating repeated patterns around a circle. Explores repeated patterns fitting into a set grid.		
<b>Autumn 1</b>	<p>All about me- My home, school &amp; community</p> <p>Visit: local area walk &amp; library. Talk from members of the community about their jobs.</p>	<p>Manage their own needs. eg hang coat, say when they are upset, use the toilet and wash hands. See themselves as a valuable individual. Know things they are good at. Know people like/love them. Talk about their feelings using words like sad, happy, angry or worried. Can listen when not involved in other activities. Play with one or more other children extended and elaborating play ideas.</p>	<p>Develop social phrases. Engage in storytimes. Follow a two part instruction. Listen to rhymes and songs &amp; notice how they sound. Learn rhymes, poems and songs. Begin to create their own stories. Express ideas using past, present and future tense. Speak in longer sentences of 4-6 words. Initiate conversation. Begin to use talk to organise play. Learn and use new vocabulary.</p>	<p>PE- Throwing &amp; kicking a ball. Good posture when sitting. Further develop the skills they need to manage the school day successfully: lining up, mealtimes, personal hygiene. Throw with some aim. Kick a ball. Increasingly independent as they get dressed. Start eating independently, learning how to use a knife and fork. Show a preference for a dominant hand. Go up steps or climb using alternate feet. Skip, hop, stand on one leg and hold a pose for a game. Use large-muscle movements to wave flags and streamers, paint and make marks. More independent meeting own care. Makes marks using gross motor movements with some control.</p>	<p>Phonics Phase 1&amp;2 Guided reading V P R Talk about who, where, what next, why, what goes wrong, who helps, where last and feelings in stories. Engage in familiar role play with adults and peers. Listen to stories and make comments. Talk about favourite stories. Suggest how a story might end. Understand the key concepts about print: -print has meaning -print can have different purposes -we read English from left to write and from top to bottom -the names of different parts of the book -pages go in sequence Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound. Begin to write letters. Write some or all of their name. Make gross motor movements linked to writing (Squiggle whilst you wiggle) Manipulate dough with fingers to develop small muscle coordination (Dough Disco)</p>	<p>Compare quantities using more than fewer than. Link numeral with its cardinal number value. Know the last number reached when counting a small set of objects tells you how many. Counts objects, actions and sounds. Experiment with their own symbols and marks as well as numerals. Select shapes appropriate e.g. flat surfaces for building, a triangular prism for a roof etc. Notice when one or more items are missing from a set. Copy, continue and create repeating patterns. Talk about and identify the patterns around them eg stripy top, wall paper etc. Extend and create ABAB patterns. Notice and correct error in repeating pattern. Moves accurately along a simple track game to 10. Begins to subitize dice pattern. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.- Simple exploration eg jigsaws, match my picture. Talk about and explore 2d and 3d shapes using informal language.</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Begin to make sense of their own life story and family's history. Talk about what they see, using a range of vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Explore the natural world around them. (Forest school) Have an understanding of 'my house' and 'my school' Talk about different places &amp; map out my school. Comment on how they have changed when looking at baby photos. Know about people who help us in our community- Find their birthday on a class timeline and begin to talk about when it is. Explore and talk about different forces they can feel.</p>	<p>Snip using scissors with support. Understand how to store or transport scissors safely. Explore and engage in music making and dance, performing solo or in groups. Sing nursery rhymes. Create closed shapes with continuous lines to represent objects. Explore instruments. Develop small world stories. Take part in pretend play and represent objects. Explore materials, textures and joining using different tape and glue. Name primary colours.</p>