

Reception Yearly Overview

Our yearly planning is flexible in the Foundation Stage and although we plan themes for the year ahead, with the nature of Early Years we find that the needs and interests of the children do not always fit with the planned topics, with this in mind we adapt our planning to the needs and interests of the children. Our topic headings are broad allowing us to adapt and allow for individual needs and interests to be explored.

[illegible]

Personal, social and emotional development	<ul style="list-style-type: none"> • Settling in. • Selecting new activities and routines. • Manage their own needs (go to the toilet independently and washing hands). • Building new relationships with peers and grown-ups. • Understanding rules in the classroom. • Teach 3 STEPs to resolve conflicts with support. 	<ul style="list-style-type: none"> • Continue to build new relationships with peers. • Being respectful to others and the environment. • To be able to express their feelings. • Giving opinions and listening to others. • Healthy choices-exercise (linked to PE), tooth brushing • Working as a team 	<ul style="list-style-type: none"> • Begin to use 3 STEPs independently to solve problems. • To be able to express their feelings and consider the feelings of others. • Think of other's needs. • Planning how to achieve a simple goal. 	<ul style="list-style-type: none"> • Use 3 STEPs independently to solve problems. • To be able to express their feelings and consider the feelings of others. • Think of other's needs. • Healthy choices-food, sleep, screen time, road safety • Planning how to achieve a simple goal. 	<ul style="list-style-type: none"> • Use 3 STEPs independently to solve problems. • Planning how to achieve a simple goal. • See themselves as a valuable individual. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Preparing for next year (transition) • Planning how to achieve a simple goal.
	Ongoing throughout the year: Zones of regulation 3 step rules Waiting patiently for their turn Building resilience and perseverance					
Jigsaw PSHE	<u>Being me in my world</u>	<u>Celebration differences</u>	<u>Dreams and goals</u>	<u>Healthy me</u>	<u>Relationships</u>	<u>Changing me</u>
Physical development	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie • Negotiating space (using different body parts) • Lining up, queueing • Climbing- building muscle strength • Developing core muscle strength to achieve good posture when sitting. <u>Fine motors</u> <ul style="list-style-type: none"> • Pencil grip • Using tools (scissors, paintbrushes, cutlery) <u>Complete PE</u> Locomotion	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie • Climbing – building muscle strength • Developing core muscle strength to achieve good posture when sitting. <u>Fine motors</u> <ul style="list-style-type: none"> • Pencil grip • Using tools (scissors, paintbrushes, cutlery) • Improving accuracy in drawing <u>Complete PE</u> Gymnastics – Moving - High, Low, over, under	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie • Develop ball skills (throwing, catching, kicking, passing) • Balancing <u>Fine motors</u> <ul style="list-style-type: none"> • Pencil grip • Using tools (scissors, paintbrushes, cutlery) • Improving accuracy in drawing <u>Complete PE</u> Ball skills - hands 1 - feet 1	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie • Develop ball skills (throwing, catching, kicking, passing) • Balancing <u>Fine motors</u> <ul style="list-style-type: none"> • Improving accuracy in drawing <u>Complete PE</u> Dance -Dinosaurs	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie Develop ball skills (batting, aiming) <u>Fine motors</u> <ul style="list-style-type: none"> • Develop a fast and efficient writing style <u>Complete PE</u> Ball skills - hands 2 - attack and defence	<u>Gross motor</u> <ul style="list-style-type: none"> • Daily movement to boogie • Develop ball skills (batting, aiming) • Sports day activities <u>Fine motors</u> <ul style="list-style-type: none"> • Develop a fast and efficient writing style <u>Complete PE</u> Ball skills - attack and defence Athletics
Handwriting	<ul style="list-style-type: none"> • Mark making • Attempt forming some lower case letters 	<ul style="list-style-type: none"> • Form lower case letters 	<ul style="list-style-type: none"> • Form lower case letters • Look at capital letters and the differences between lower case 	<ul style="list-style-type: none"> • Look at capital letters and the differences between lower case • Form lower case letters correctly and some capitals 	<ul style="list-style-type: none"> • Form lower case and capital letters correctly 	<ul style="list-style-type: none"> • Form lower case and capital letters correctly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Incredible me	Let's celebrate	Once Upon a Time...	Transport	Heroes and Villains	Our World Life cycles
Literacy	<ul style="list-style-type: none"> Orally compose sentences Reading single letter sounds Oral blending Counting words in a sentence Counting syllables Reading modelled writing Instructions (making playdough) 	Text: Whatever Next Christmas <ul style="list-style-type: none"> Orally compose sentences Reading single letter sounds Rhyming rockets labelling using initial and final sounds finding labels that match lists (letters to santa) captions 	Text: The Three Little Pigs Text: Little Red Hen Making bread Chinese New Year <ul style="list-style-type: none"> Captions and labels CVC words sense of a sentence and sentence structure – spaces, cut up sentences Reading simple phases using know letter sounds. Reading books for enjoyment. 	Text: Naughty Bus Easter <ul style="list-style-type: none"> Book making sense of a sentence and sentence structure – spaces, cut up sentences writing a sentence Reading simple phases using know letter sounds. Reading books for enjoyment. 	Text: Supertato Text: Humpty Dumpty Creation <ul style="list-style-type: none"> Writing a sentence Rereading own sentences Humpty dumpty crime report If I was a superhero writing	Non-Fiction Text: Someone Swallowed Stanley <ul style="list-style-type: none"> Writing a sentence Rereading own sentences Reading for information. Instructions (how to grow a plant) Non-fiction writing (minibeasts)
Phonics	Little Wandle – See Overviews.					
Mathematics	<ul style="list-style-type: none"> Baseline assessment. Recapping ABAB patterns. Representing numbers up to 5. Making pairs. Composition of to 5 using objects. <u>Ongoing in Autumn 1:</u> <ul style="list-style-type: none"> Subitising to 3. Reciting numbers up to and past 10. Recognising numerals up to 10. Length, mass and capacity opportunities in provision. 	<ul style="list-style-type: none"> Positional Language 2D shape (recognising and describe features). Composition of 5 using objects. Comparing numbers to 5. One more. <u>Ongoing in Autumn 2:</u> <ul style="list-style-type: none"> Recognising numerals up to 10. Subitising to 5 (ongoing throughout year). Recite numbers to 20 (ongoing throughout year). 	<ul style="list-style-type: none"> One less. Length and Height (link to Literacy of Three Little Pigs) Addition and Subtraction to 5. Composition and comparing numbers to 10. Making pairs (odd and even numbers). 	<ul style="list-style-type: none"> Mass and Weight ABB patterns 3D Shape. Composition and comparing to 10. Combining 2 groups. Number bonds to 10 (working on bonds up to 5). <u>Ongoing in Spring 2:</u> <ul style="list-style-type: none"> Time (what does 1 minute feel like? - Provision). Reciting numbers past 20 (ongoing for Summer 2). Recognising numerals up to 20. 	<ul style="list-style-type: none"> Number bonds to 10 (Recapping bonds to 5 and working on bonds up to 10). Spatial Reasoning: Match, rotate and manipulate shapes. Compose and decompose shapes. Addition and Subtraction up to 10. Doubling facts. Deeper understanding of 10. <u>Ongoing in Summer 1:</u> <ul style="list-style-type: none"> Reciting numbers past 20 (ongoing for Summer 2). Recognising numerals up to 20. 	<ul style="list-style-type: none"> Sharing and grouping. Odd and Even numbers. Building numbers beyond 10. Capacity. Mapping (Assault course, map drawing linking positional language). Consolidation. Deeper understanding of 10.
	<u>Ongoing throughout the year:</u> Subitising to 5. Capacity – taught in active learning in water area. Take away – taught through counting back songs such as 10 green bottles, 5 little ducks and 5 current buns. Counting objects, actions and sounds – taught during active learning and starter activity. One more and one less – taught on number lines during daily counting in class and in starter activities. Time – Days of the week.					

Understanding the world	<ul style="list-style-type: none"> Talk about families Black history month – figures from the past Senses boxes (exploring the world around them) 	<ul style="list-style-type: none"> Diwali –shadow puppets Hindu temple visit know similarities and differences between cultural communities. Space (linked to whatever next) Seasons 	<ul style="list-style-type: none"> Past and present-photos, old and new maps (linked to three little pigs) Talk about their houses and where they live 	<ul style="list-style-type: none"> Different environments in the world (linked to transport) Past and present-photos, old and new Seasons Learn address 	<ul style="list-style-type: none"> Drawing information from a map Compare and contrast characters from stories, including figures from the past 	<ul style="list-style-type: none"> Drawing information from a map Similarities and differences between countries Seasons Recycling.
Understanding Christianity	<p style="text-align: center;">Incarnation Why do Christians give presents at Christmas?</p>		<p style="text-align: center;">Salvation How can we help others when they need it?</p>		<p style="text-align: center;">Creation Why is the word 'God' so important to Christians? How can we care for our wonderful world?</p>	
Expressive art and design	<p>Drawing/painting assessment</p> <ul style="list-style-type: none"> Teaching how to use the art area. Teaching how to use poster paints. Sing in a group. Developing story lines in their pretend play. 	<ul style="list-style-type: none"> Name the primary colours – link to Diwali. Name the secondary colours. Colour mixing to create secondary colours. Manipulating clay to a desired effect (Diva Lamps) Sing in a group. Clapping and moving to the pulse in a piece of music. <p>Artist link: Kandinsky/Mondrian shapes – maths links.</p>	<p>Drawing/painting assessment</p> <ul style="list-style-type: none"> Clapping and moving to the pulse in a piece of music. Share creations explaining the processes they have used. Teaching how to use water colours. Encouraging mixed media and collage (link traditional tales). To know what textures are. Go on a texture hunt. Manipulating materials to have a planned affect. Colour mixing to create secondary colours for a purpose. 	<ul style="list-style-type: none"> Explore making music and dance in groups. Watch and talk about dance performances expressing their feelings. Sing increasingly matching the pitch. Share creations explaining the processes they have used. Create collaboratively, sharing ideas, resources and skills (link making naughty buses). Teaching how to use water colours. Colour mixing to create secondary colours for a purpose. 	<ul style="list-style-type: none"> Sing increasingly matching the pitch. Create collaboratively, sharing ideas, resources and skills Teaching how to mix powder paints. Colour mixing to create secondary colours for a purpose. 	<p>Drawing/painting assessment</p> <ul style="list-style-type: none"> Sing increasingly matching the pitch. Teaching how to mix powder paints. Colour mixing to create secondary colours for a purpose. <p>Artist Link: Van Gough – Sunflowers.</p>
	<p>Ongoing throughout the year: Listen and move to music and talk about how it makes them feel. Use props and materials when roleplaying characters. Performing (music, dance and drama).</p>					