

Reception – Overview 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme / Inspiration	Harvest	Toys	Frozen Worlds	Pirate Explorers	Roots, Shoots and Muddy Boots	Mad about Minibeasts
Focus Text	The Little Red Hen	Where's my Teddy Jez Alborough	Lost and Found by Oliver Jeffers.	The Night Pirates	Jasper's Beanstalk by Nick Butterworth.	The Very Busy Spider by Eric Carle
PRIME AREAS						
Personal, Social and Emotional Development	Showing feelings Developing concentration. Taking turns and sharing with support. Forming good relationship with familiar adult.	Aware of own feelings. Demonstrates friendly behaviour. Forming good relationships with peers.	Confidence in asking others for help. Confident to try new activities. Being self-motivated to learn.	Being able to select activities Independently. Being able to use resources Independently.	Takes steps to resolve problems. Negotiates and solve problems without aggression	Confident to speak to others about own needs. Positive about own self. Understands that own actions affects others
Communication and Language	Listening to others. Listening to stories Joins in with repeated refrains. Following instructions	Focusing attention. Shows understanding of prepositions. Responds to simple instructions. Begins to understand 'how' and 'why' questions.	Using language to create imaginary roles. Recall simple event in order. Beginning to use more complex sentences.	Uses a range of tenses. Build up vocabulary that reflects breath of experience. Introduce a storyline or narrative in to their play	Maintains attention, concentrates and sits quietly during appropriate times. Can listen and do for short span. Responds to two or more step instructions	Able to follow a story without pictures of props. Listens and responds to ideas expressed by others. Extends vocabulary
Physical development	Funky fingers to develop and strengthen fine motor skills for writing. Show some	Continue to with funky fingers to develop fine manipulative skills. Focus on developing correct	Learning about healthy foods and drinks to ensure we stay strong and well. Experiments with different ways of	Use small and large equipment to travel under, over, through etc... to develop co-ordination. Has a secure	Can handle a range of tools safely and use effectively with good control and co-ordination. Understand the	Is aware of their own safety and how to manage risk when facing challenges. To hold a pencil correctly forming all

	understanding with regards to well-being (handwashing, eating well).	pencil grip.	moving and able to adjust speed and direction.	understanding on their well-being and can manage basic hygiene routines.	importance of exercise and the effects on their body.	letters accurately using correct formation.
SPECIFIC AREAS						
Literacy	<p>Phase 1/2 Phonics.</p> <p>Rhyme and rhythm.</p> <p>Shows interest in books and stories.</p> <p>Recognises familiar signs and words.</p> <p>Knows that print carries meaning</p> <p>Holds books correctly.</p> <p>Continue a rhyming string</p>	<p>Phase 2 Phonics.</p> <p>Ascribes meaning to the marks they make</p> <p>Begin to be aware of the way stories are structured.</p> <p>Looks at books independently.</p>	<p>Phase 3 Phonics.</p> <p>Begins to represent some sounds accurately in writing.</p> <p>Writes own names and other things, such as labels and captions.</p> <p>Reads simple CVC words.</p>	<p>Phase 3 Phonics.</p> <p>Begin to write for a range of purposes using their phonic knowledge.</p> <p>Segment sounds in simple words and blend them together to read simple sentences</p>	<p>Phase 3 Phonics.</p> <p>To write and spell using their phonic knowledge.</p> <p>Describe main story events, characters and settings.</p> <p>Vocabulary and speech are influenced by their experience of books.</p>	<p>Phase 3 / 4 Phonics.</p> <p>Attempts to write short sentences in meaningful contexts and can read these back.</p> <p>Writes some tricky words correctly.</p> <p>Reads simple sentences independently.</p>
Mathematics – Maths Mastery	<p>Numbers to 5 – counting accurately and ordering.</p> <p>Sorting in to groups.</p> <p>Comparing quantities of identical objects</p>	<p>Comparing quantities of non-identical objects.</p> <p>One more / one less.</p> <p>My Day</p>	<p>Number bonds to 5.</p> <p>Counting to 6,7,8.</p> <p>Counting to 9.10.</p> <p>Comparing groups up to 10.</p> <p>Combining 2 groups to find the whole</p>	<p>Number bonds to 10 – tens frame.</p> <p>Number bonds to 10 – part/whole model.</p> <p>Spatial awareness. 2d shape.</p> <p>3d shape.</p>	<p>Making simple patterns.</p> <p>Exploring more complex patterns.</p> <p>Adding by counting on.</p> <p>Taking away by counting back.</p> <p>Counting to 20</p>	<p>Doubling.</p> <p>Halving and Sharing.</p> <p>Odds and Evens.</p> <p>Length, height and distance.</p> <p>Weight and capacity</p>
Understanding the World	<p>Talk about people and events that are significant to them.</p> <p>Begin to comment and ask questions about the local environment and community.</p>	<p>Enjoys joining in family customs and routines.</p> <p>Operates simple ICT.</p>	<p>Talks about how things happen and why things work.</p> <p>Shows care and concern for living things and environment.</p>	<p>Can talk about some of the things they have observed.</p> <p>Beginning to use scientific vocabulary.</p> <p>Take ownership on</p>	<p>Begins to understand growth and change over time.</p> <p>Looks closely at similarities, differences patterns and change.</p>	<p>Knows that information can be retrieved by computers.</p> <p>Completes simple programs using ICT – tablets / beebots.</p>

			Explore cause and effect activities.	their immediate environment by taking care of flowers and plants in our outdoor area.		
Expressive Arts and Design	<p>Enjoying a range of songs and singing from memory.</p> <p>Explore a range of media and construct with a purpose in mind.</p>	<p>Begin to explore a range of media to include oil pastels and brusho.</p> <p>Enjoys a wider range of songs and musical instruments to explore rhythm.</p>	<p>Exploring 2D and 3D art using a wider range of materials.</p> <p>Play co-operatively as a group to develop and act out their own narratives.</p>	<p>Explore 2D and 3D art.</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p>	<p>Use open ended resources to enhance imaginative play.</p> <p>Enjoys a wider range of songs, learning these from memory.</p>	<p>Use natural resources to create art pieces.</p> <p>Performs own music and plays.</p>
Religious Education	<p>Focus - Why is the word 'God' important to Christians'?</p> <p>Begin to discuss why some words are special and why.</p>	<p>Focus – Why do we perform nativity plays at Christmas?</p> <p>Finding out about Jesus and how Christians tell the story of his birth.</p>	<p>Focus – How can we help others when they need it?</p> <p>Thinking about when and how we ask for help. Learning about how Christians ask for God's help.</p>	<p>Focus – Why do Christians put a cross in an Easter garden?</p> <p>Finding out why Easter is important to Christians. Talking about what the cross represents.</p>	<p>Focus – What makes every single person unique and precious?</p> <p>Understanding that we are all special and how we can be similar or different to others. Discussing how God had great plans for his followers.</p>	<p>Focus – How can we care for our wonderful world?</p> <p>Finding out about our world. Who should look after it and why? Discussing what Christians say.</p>