



Reception Overview

Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic		All About Me Friendship	Autumn Traditions	Winter Penguins	Sharing Journeys	Lifecycles	Recycling and the world
Communication and Language		Engage in story-times. Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in non-fiction books. Listen carefully to rhymes paying attention to how they sound.	Listen to and talk about stories to build familiarity and understanding. Understand how to listen carefully and why listening is important. Learn new vocabulary. Engage in story times. Engage in non-fiction books.	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Use new vocabulary through the day. Articulate their ideas and thoughts. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Connect one idea or action to another using a range of connectives, Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Use talk to help work out problems and organise thinking and actions. Explain how things work and why they might happen. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition.	Use new vocabulary in different contexts. Ask questions to find out more and to check they understand what has been said to them. Connect one idea or action to another using a range of connectives. Re-tell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words.
		Reading Focus Text Supporting Texts	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of a known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and a few common exception words.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programmes.	Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. Read a few common exception words matched to the school's phonic programmes
			The Friendship Bench and Amazing	The Little Red Hen and The Leaf Thief	Hello Penguin and The Storm Whale	The Elephant's Umbrella and Chimpanzee	Seed to Plant and The Woolly Caterpillar
			– Press Here by Harve Tullet – What Happened to you? – The Colour Monster by Anna Llenas	– The Squirrels who Squabbled by Rachel Bright – Tree by Patricia Hegarty	– Six Dinner Sid by Inga Moore – Coming to England by Floella Benjamin	– Pip and Egg by Alex Latimer – The Tiny Seed by Eric Carle –	– Do You Love Bugs? by Matt Robertson – Tad by Benji Davies
							Somebody Ate Stanley and Hundred Decker Bus

		- Home by Carson Ellis - The Koala Who Could by Rachel Bright - The Little Red Hen - Once There Were Giants by Martin Waddell - Along Came a Different by Tom McLaughlin - Barbara Throws a Wobbler by Nadia Shireen - Hoot Owl by Sean Taylor	- Pumpkin Soup by Helen Cooper - The Stick Man by Julia Donaldson - Twas the Night Before Christmas - The Christmas Owl by Ellen Kallish - The Jolly Christmas Postman - The Christmas Pine by Julia Donaldson - A little Bit Worried by - Autumn is Here - The Dot by Peter. H. Reynolds - Yayoi Kusama Covered Everything in Dots and Wasn't Sorry by Fausto Gilberti -	- Handa's Surprise - Earnest Shackleton by Little People, Big Dreams - Leaf by Sandra Diekmann - The Lighthouse Keeper's Lunch by Ronda and David Armitage - The Snail and the Whale by Julia Donaldson		- Oi Frog by Kes Gray and Jim Field - Slow Down by Rachel Williams - Tapole's Promise by Jeanne Willis																																																																																																																																																																			
	Super Six Rhymes and Poems	- Heads, shoulders... - Dingle Dangle Scarecrow - Scarecrow Scarecrow turn around - This is the way we pick up the leaves - Our God is a great big God - One World - 5 little ducks/monkeys	- 5 Current Buns - Pattacake - National Nursery Rhyme Week – 5 rhymes to learn change yearly. - Songs for the Nativity - Makaton It Was on a Starry Night	- A Sailor Went to Sea, Sea, Sea - The Big Ship Sails on the Allyallyo - Row row row your boat - The Wellerman for Kids – Pirate - Five Little Sea Shells - Under the Sea	- The animals came in two by two - How much is that doggy in the window - The Zoo	- An ugly bug ball - Incy wincey spider	- Eat your peas Louise - The wheels on the bus																																																																																																																																																																		
	Phonics	Little Wandle Grapheme chart Phase 2 and 3 <table><tr><td>s</td><td>t</td><td>p</td><td>n</td><td>m</td><td>d</td><td>g</td><td>c</td><td>r</td><td>h</td><td>b</td><td>f</td><td>l</td><td>j</td><td>v</td></tr><tr><td>s</td><td>t</td><td>p</td><td>n</td><td>m</td><td>d</td><td>g</td><td>c</td><td>r</td><td>h</td><td>b</td><td>f</td><td>l</td><td>j</td><td>v</td></tr><tr><td>ss</td><td>tt</td><td>pp</td><td>nn</td><td>mm</td><td>dd</td><td>gg</td><td>k</td><td>rr</td><td></td><td>bb</td><td>ff</td><td>ll</td><td></td><td>vv</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>ck</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>cc</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td>w</td><td>x</td><td>y</td><td>z</td><td>qu</td><td>ch</td><td>sh</td><td>th</td><td>ng</td><td>nk</td><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td></tr><tr><td>w</td><td>x</td><td>y</td><td>z</td><td>qu</td><td>ch</td><td>sh</td><td>th</td><td>ng</td><td>nk</td><td>a</td><td>e</td><td>i</td><td>o</td><td>u</td></tr><tr><td></td><td></td><td></td><td>zz</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td>s</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <table><tr><td>ai</td><td>ee</td><td>igh</td><td>oa</td><td>oo</td><td>oo</td><td>ar</td><td>or</td><td>ur</td><td>er</td><td>ow</td><td>oi</td><td>ear</td><td>air</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						s	t	p	n	m	d	g	c	r	h	b	f	l	j	v	s	t	p	n	m	d	g	c	r	h	b	f	l	j	v	ss	tt	pp	nn	mm	dd	gg	k	rr		bb	ff	ll		vv								ck															cc								w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u	w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u				zz															s												ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air													
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	Writing Composition	<u>To retell with pictures and labels</u> Depicting the main events of the story using between 3 and 5 images. Pupils label pictures using known GPCs. <u>To write captions and 3 word sentence.</u> Write captions/I am sentences for characters from the story.	<u>To write a simple sentence of three words</u> -Begin to break speech down into words. -Segment the sounds in VC and CVC words. - To use known tricky words in sentences.	<u>To write</u> -Begin to break the flow of speech into words. -Write labels and captions. -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match their spoken sound. -Spell some irregular common words. -Write CVC's	<u>To write simple sentences in character speech bubbles</u> <u>To write two simple sentences about characters in the story.</u> -Attempt to write short sentences in meaningful contexts. -Use phonic knowledge to write words in ways which match spoken sounds -Apply taught digraphs into writing.	<u>To write a fact card using sentences.</u> Use phonic knowledge to write words in ways which match spoken sounds. Spell some common irregular words. Write simple sentences which can be read by themselves and others Apply taught digraphs and trigraphs into writing. Write words with adjacent consonants.	<u>To retell a story using simple sentences.</u> <u>To write an instructional poster.</u> Write simple sentences which can be read by themselves and others (applying taught phonic sounds). Spell some common irregular words. Write phonetically plausible words. Key features of narrative in own writing. Have an awareness of capital letter and full stop when writing a simple sentence.
	Writing Transcription	Spell words by identifying the sounds and then writing the sounds with the letters	Spell words by identifying the sounds and then writing the sounds with the letters. Re-read what they have written to check that it makes sense.	Spell words by identifying the sounds and then writing the sounds with letters. Write short sentences with words with known letter sound letter correspondences. Re-read what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences. Re-read what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Spell words by identifying sounds and then writing the sound with letters. Write short sentences with words with known sound letter correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense.

Mathematics	First 4 Maths						
		Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
		Cardinality & Counting 1.1 Accurate counting of sets of objects 1-5 NB S1 episodes 9 & 10 (1:1 correspondence, cardinality) 1.2 Subitising 1-3 NB S1 episodes 1-4 (Introducing 1, 2 and 3) 1.3 Numeral Recognition to 5 Composition 1.1 Conceptual subitising – noticing numbers within numbers Comparison 1.1 Compare sets 1-5 using vocab of more / fewer / most /fewest Measures 1.1 Height & 1.2 Length (teach in same week) Shape/Space 1.1 2D shapes and their properties Pattern 1.1 Simple AB patterns 1.2 Identifying unit of repeat (teach in same week)	Cardinality & Counting 2.1 Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 (teach over 2 weeks) 2.2 Subitising 1-5 NB S1 episodes 6 & 7 (Introducing 4 and 5) Composition 2.1 Applied conceptual subitising NB S1 episode 11 (Stampolines) 2.2 Inverse operations – splitting and recombining sets of objects 1-5 including on part whole model NB S1 episode 12 (Whole of me) Comparison 2.1 Compare numbers using vocab of more/less 2.2 Find 1 more using sets of objects on tens frames and on a number track	Cardinality & Counting 3.1 Counting backwards 10-1 & ordering numbers 10-1 Composition 3.1 Systematic approach to partitioning sets of objects 1-5 including on part whole model NB S1 episode 14 (Holes) Comparison 3.1 Find 1 less using sets of objects on tens frame and on a number track Shape/Space 3.1 Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3.2 3D shapes and their properties Pattern 3.1 More complex patterns – ABB, ABBC	Composition 4.1 Recall number bonds for numbers 1-5 4.2 Partition and recombine sets of objects 6-9 Including on part whole model and tens frame NB S2 episodes 1-5 (Introducing 6-10) 4.3 Partition and recombine sets of 10 objects – recognise these as number bonds to 10 Measures 4.1 Mass Shape/Space 4.1 Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across) Numerical Patterns 4.1 Staircase patterns linked to finding 1 more/1 less using a mental numberline (link to Comparison) NB S2 episodes 6 & 7 (Just add one & 10 green bottles)	Cardinality & Counting 5.1 Counting beyond 10 noticing pattern in ones Composition 5.1 Systematic number bonds to 10 NB S2 Episode 13 (Blast Off!) Numerical Patterns 5.1 Odds & Evens NB S2 episode 11 (Odds & Evens) 5.2 Symmetry/reflections – link to doubles 5.3 Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles NB S2 episode 9 (Double Trouble)	Cardinality & Counting 6.1 Counting beyond 20 noticing pattern in tens Composition 6.1 Recall and apply number bonds for 4, 5 and 10 including doubles Measures 6.1 Capacity 6.2 Time – sequence of events Shape/Space 6.1 Relationships between shapes Pattern 6.1 Generalising pattern and transferring to another format e.g. link pattern of shapes to movements Possible Extension Sharing between more than two including on a part whole model NB S2 episode 8 (Counting Sheep) NB S2 episode 10 (The three threes)
Understanding the World	Past and Present	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past	Compare and contrast characters from stories, including figures from the past - Guy Fawkes	Compare and contrast characters from stories, including figures from the past – Shackleton		Comment on images of familiar situations in the past.	
	People, Culture and Communities	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Black History Month, Harvest	Understand that some places are special to members of their community Diwali celebration,	Recognise some similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways.		Recognise some similarities and differences between life in this country and life in other countries. – Floella Benjamin Coming to England	



				- How different climates and landscapes affect lived experiences - Chinese New Year			
	R.E. (CofE School)	Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all	That Jesus is a special person for Christians and can tell you about his birth The Christmas Story - Nativity	That the church is a special place for Christians where they can worship and there are people there who have special roles	Can tell you about special events including Christmas and Easter	Explain that the Bible is a special book for Christians. Noah's Ark – symbols of hope	That Christians believe in God and I have explored my views about God
	The Natural World	Our bodies: ☐ explore the harvest and how we fuel our bodies with a nutritious diet. ☐ name the parts of our bodies and explore how human bodies move. ☐ investigate ways to strengthen our bodies through exercises – let's strengthen our fingers. ☐ share the story 'Once There Were Giants' and observe growth changes and capabilities from baby to adult. Sequence pictures of human development. ☐ introduce a baby care kit into the home corner – what do babies need from their carers?	Leaf Study: ☐ record through photos/paintings the changing colours and textures of the leaves. Describe what they see and hear as they play in the leaves. 'Spotting' nature: observe the behaviours of the squirrels in the school grounds and research through stories and investigation how squirrels prepare for winter. Sorting plant based food: investigate cutting fruits and vegetables. Record sensory findings of colour, smell and taste. Sort into fruits and vegetables based on findings. Design and make a healthy autumnal soup as part of a DT project	Snow Study: ☐ Filter snow from different places through a paper filter to find out where it is the dirtiest. Can the children make predictions? Encourage the children to give reasons for their decisions Water: ☐ Predict and explore the different properties of water when frozen and then melted ☐ Explore ice melting in different places. ☐ investigate floating and sinking as part of a boat making DT project. Animals Habitats – cold climates: ☐ Name the animals ☐ Identify their key characteristics – what they look like / how they move ☐ Name favourite animal and give reasons why ▪ Habitats: ☐ Compare different places where penguins can live ☐ Name favourite habitat and give reasons why	Animal habitats – hot climates: ☐ Watch short video clips / read books about different animals that live in hot places ☐ Compare these animals with the animals talked about in Spring 1 - from cold places ☐ Describe and compare their hot and cold environments ☐ Talk about how the environments of the animals are different from ours 'Spotting' nature: Find different ways to record (using audio, writing, drawing, rubbings, collage photographs) and talk about what they see / find and notice in the outdoor learning environment, including: ☐ birds ☐ mini-beasts ☐ plants – signs of spring ☐ weather ☐ sounds. Compare this environment to the elephants' habitat. Properties of Materials: Explore and describe the effect of adding water to ☐ sand ☐ soil (e.g. making a mud bath for the elephants and hippos) ☐ chalk	- Describe what they hear, see and feel ▪ Understand the need to respect and care for the natural environment ☐ Handle living things with care Plants and Animals ☐ Understand and talk about how to look after animals and plants ☐ Explore and talk about a variety of animal habitats and what animals need to survive ☐ Begin to understand how plants and animals help each other ▪ Begin to recognise and name some parts of plants and animals ▪ Make observations and draw pictures of animals and plants ▪ Understand what some different parts of animals are used for e.g. wings, antennae Lifecycles ▪ Observe and begin to talk about how some animals change during their life cycle (e.g. caterpillars), using some correct terminology - cocoon, egg, hatch ▪ Understand the effect of changing seasons on the world around them. ▪	Sun / Shadow Study: ☐ Find different shady places throughout the day – record on a simple map ▪ Sea creatures: ☐ Name the animals ☐ Identify their key characteristics – what they look like / how they move ☐ Name favourite animal and give reasons why ▪ Sea Creature Habitats: ☐ Compare different habitats ☐ Name favourite habitat and give reasons why



	Computing Kapow		Computing systems and networks 1: Using a computer Learning about the main parts of a computer and how to use the keyboard and mouse. Logging in and out	Programming 1: All about instructions The children learn to receive and give instructions and understand the importance of precise instructions	Computing systems and networks 2: Exploring hardware Tinkering and exploring with different computer hardware and learning to operate a camera	Programming 2: Programming Bee-Bots Children learn about directions, experiment with programming a Bee-bot/Blue-bot and tinker with hardware	Data handling: Introduction to data Children sort and categorise data and are introduced to branching databases and pictograms
Physical	Gross Motor Skills through Complete P.E.	Locomotion: Walking and Jumping	Ball Skills: Hands 1	Gymnastics: High, low, over and under	Dance: Nursery Rhymes	Ball Skills: Feet 1	Games: Games for Understanding
	Fine Motor Skills	Developed through a range of continuous provision areas and adult- led activities e.g., Ready to Write Activities (Letterjoin), dough disco/funky fingers/dough area/construction/progression of construction materials/junk modelling/painting. Also developed through the handwriting scheme.					
	Handwriting with Letterjoin	- Wk 1/2 Circles and Spirals - Wk 2/3 Lines and Diagonals - Wk 3/4 Jellies and zigzag - Wk 4/5 Loopies and waves - Wk 5/6 ilt	- Wk 1/2 uwe - Wk 3 co - Wk 4 ad - Wk 5 nmh - Wk 7/8 Assess and Review	- Wk 1 j, y - Wk 2 g, q - Wk 3/4 b, p, k. - Wk 5/6 v, s, r - Wk 7 F, x z - Wk 8 Assess and Review	- All on lined paper. - Wk 1 ilt - Wk 2 uwe - Wk 3 co - Wk 4 ad - Wk 5 nmh - Wk 6 j, y - Assess and Review	- Wk 1 g, q - Wk 2 b, p, k. - Wk 3v, s,r - Wk 4 F, x z Easy words - Wk 5 Ill, it, lit, tilt - Wk 6 we, wet, wilt, lute - Assess and Review	- Wk 1 cow, owe, ice, coil - Wk 2 lad, add, toad - Wk 3 ham, mend, hand, them Hard words - Wk 4 yell, eye, jaw, jay. - Wk 5 huge, going, quay, queen. - Wk 6 bap, kept, apple, back. - Assess and Review
Expressive Arts and Design	Music	Rec: Music and Movement unit Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Rec: Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Rec: Musical stories unit A unit based on traditional childrens’ tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.	Rec: Transport unit (Toy transport) Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	Rec: Big Band unit Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.	Rec: Exploring Sound unit Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.
	DT through Kapow	Celebration Music: Learning about the music from a range of cultural and religious celebrations, including Diwali, Christmas, The Proms, Carnivals					
		Model Making Create an emotions model with changing features. Create collaboratively, sharing ideas, resources and skills Selecting materials for a purpose. Learn about temporary and permanent joins.	Food and Nutrient - Making pumpkin soup - Baking gingerbread men Return to and build on their previous learning, refining ideas and developing their ability to represent them. - To explore ingredients using their senses.	Model Making Design and build a boat Create collaboratively, sharing ideas, resources and skills Selecting materials for a purpose – floating, waterproof. Represent different parts of a boat and explain their choices.		Structures – Junk Modelling Create collaboratively, sharing ideas, resources and skills to build London landmarks. Textiles Hat design for royal tea party – Hamilton’s Hats	Structures Building animal homes – bug house Mechanisms Create pictures with a simple sliding mechanism



			- To use tools safely to cut. - To create fruit and vegetable soups and design packaging.	.		To develop skills of weaving and threading.	
	Art through Kapow	Drawing Return to and build on their previous learning, refining ideas and developing their ability to represent them (Drawing Self-portrait -facial features) Sculpture Explore the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. (Anthony Gormley Terracotta Army)	Paint and Mixed Media Create collaboratively, sharing ideas, resources and skills Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art. - Fireworks painting - Autumn collage inspired by Andy Goldsworthy	Painting Explore and use a variety of artistic effects to express their ideas. Study of Yayoi Kusama and using the book 'The Dot' as a starting point – create coral paintings.	Drawing Return to and build on their previous learning, refining ideas and developing their ability to represent what they see. - Observational drawings of animals	Sculpture Create natural 3D landscape pictures using found objects. - Recreate London landscape	Drawing As part of the DT project on pictures with sliding mechanisms, continue to build on previous learning, developing their ability to represent what they see (insects)
PSED	Mental Health and Well Being						
	Kapow	Building Relationships: My family and friends	Self-Regulation: My Feelings	Managing Self: Taking on Challenges	Self-Regulation: Listening to and following Instructions	Building Relationships: My Family and friends (continued)	Managing Self: Happy Head, Happy Heart
Visits Out		Coddington Church	Walk around village Farndon Church Pantomime		Library Visit for World Book Day Coddington Church	Zoo or insect/reptile expert	Coddington Church
Visitors In		Save the Families charity Vets	RSPCA Father Christmas Fire Service	Secret Reader	Secret Reader	Secret Reader	Lifeboats