



Reception Yearly overview

Subject	Autumn 1 <u>All about me</u> My family, my school, my environment, the people around me, people who help us	Autumn 2 <u>Transport past and present</u> Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Spring 1 <u>Space</u> Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Spring 2 <u>Growing and changing</u> Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Summer 1 <u>Kings and Queens</u> Our Queen, coronations, The Magna Carta, Buckingham Palace, London, locally significant areas in the past	Summer 2 <u>Stories from the past</u> Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Maths	Getting to know me. Match, sort and compare. Talk about measure and pattern	It's me 1, 2, 3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6,7,8	Length and height Building 9 & 10 Explore 3D shapes	To 20 and beyond How many now Manipulate, compose and decompose.	Sharing and grouping Visualise, build and map. Make connections
Literacy	Fiction including picture books with familiar settings, relating to families, people who help us. Oral retelling of familiar stories using own words and recently introduced vocabulary. Story language: becoming familiar with phrases like 'once upon a time', 'a long time ago',	Fiction and non-fiction stories about transport Identify and anticipate key events in familiar stories including repeated refrains. Role play: using imaginative movement and vocabulary to recreate scenes from familiar stories. Initial sounds and simple CCVC words and	Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g., in free flow or in a structured lesson. List writing Reading words through sound blending as part of Little Wandle	Fiction & Non-fiction texts about how people, animals and plants grow. Labelling e.g. labelling seed pots Descriptive sentences: children begin to write to describe an object eg. The seed is tiny. The plant is tall. Letter writing including simple sentences and phrases.	Fiction & Non-fiction texts about the monarchy, history etc. Children to annotate pictures of monarchs with speech bubbles and thought bubbles. Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.	Fiction & Non-fiction books about the past. Character profiling: what do we know about St George? Using descriptive language in oral storytelling and in writing. Creating our own stories (orally or written) with a Beginning, middle and end.



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	<p>'lived happily ever after'.</p> <p>Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language.</p> <p>Initial sounds and simple CVC words in line with Little Wandle</p> <p>Opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables. Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p>	<p>more in line with Little Wandle</p> <p>opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with handwriting policy</p>	<p>Recognise common exception words within Little Wandle</p> <p>Write simple phrases and sentences. Focus on letter formation in line with handwriting policy.</p> <p>Opportunities for emergent writing (with ongoing provision for mark making) e.g., writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc. Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Verbal sequencing using temporal connectives. E.g., First I climbed on the climbing frame, then I slid down the big slide! Create fact books about kings and queens and notice the difference between writing stories and writing information.</p> <p>Role play using newly acquired vocabulary e.g., role play a coronation.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g., playdough and letter stamps, clipboards</p>	<p>Jumping into the story settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry-how authors play with words.</p> <p>Write simple phrases and sentences, making phonetically plausible attempts at writing newly acquired vocabulary.</p>
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	Focus on letter formation in line with handwriting policy				and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc.	
Reading for pleasure	Supertato The lion inside Super duper you Hello Friend The Big why Elmer	Puffin Peter The body book Splashy Rainbows The colour Monster All things that go	The Tiger who came for tea. Luna loves Art Astro Girl How to catch a star Zog	Very important animals Kind Oi Frog A great big cuddle Fair shares	Mrs Peppercot Meet the Ocean The Extraordinary Gardener Papa penguin Caterpillar cake	Ernest Shackleton Marvellous machines My must have mum Tad Wriggle and Roar The great explorer
PSHE Matters	Exploring Emotions • Express their feelings and consider the feelings of others. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others	Bullying Matters • See themselves as a valuable individual. • Build constructive and respectful relationships with adults and peers. • Work and play cooperatively and take turns with others. • Express their feelings and consider the feelings and the perspective of others. • Identify and moderate their own feelings socially and emotionally.	Difference & Diversity • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Think about the perspectives of others. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some environments that are different from	Being Healthy • Manage their own needs. Personal hygiene. • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Being Responsible • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Manage their own needs including personal hygiene. • Explore the natural world around them.	Relationships • Build constructive and respectful relationships including working and playing cooperatively and taking turns with others. • Express their feelings and show sensitivity to their own feelings and the feelings of others. • Identify and moderate their own feelings socially and emotionally.



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			the one in which they live			• Think about the perspectives of others.
Understanding the world- Past and Present (History)	<p>My past, present, future and that of others including characters from stories</p> <p>Families: when I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year?</p> <p>Our school year – what will we do this year in Reception?</p>	<p>George Stevenson; The invention of the Steam Train</p> <p>Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history</p> <p>Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p> <p>Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear</p> <p>What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system.</p> <p>The Moon landings; Neil Armstrong</p> <p>The International Space Station; when and why it was built and launched</p>	<p>Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now.</p> <p>How farming worked in the past; use of horses and carts, horses and cows pulling ploughs.</p> <p>Present day use of machinery in farming.</p>	<p>The Story of King John and the Magna Carta (Teachers to tell story based on historical events)</p> <p>Locally significant areas in the past e.g. a local historical building</p> <p>Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p>Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch</p> <p>Stories from different cultures; Anansi the Spider from the Ashanti in West Africa.</p> <p>Aesop's Fables</p> <p>The Legend of St George and the Dragon</p>
Understanding the World- People, Culture and Communities (Geography)	<p>Location of our school and the local area</p> <p>My route to school; what do I pass? Do I take</p>	<p>Transport in our local area and contrasted with transport for long journeys- children's experience of transport.</p>	<p>Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that</p>	<p>The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle.</p>	<p>Locate the places that feature in the key stories chosen for this topic.</p>



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	<p>transport? What do we like about our local area? What would we change?</p> <p>Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police shop workers, rubbish collectors.</p>	<p>Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>		<p>can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to:</p> <p>Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Oral storytelling as part of culture; how we pass on stories within our families and communities.</p> <p>Ask an elderly relative to come in and tell the children a story.</p>
<p>Understanding the World- The natural world (Science)</p>	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying</p>	<p>Forces: push, pull, twist Air transport Water transport</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do</p>	<p>Our planet Earth, land and sea, plants and animals, weather, gravity.</p> <p>The moon, the sun, the planets in our solar system, space travel, astronauts.</p>	<p>Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p>



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	<p>glasses, leaves changing colour.</p>	<p>other animals survive winter?</p> <p>Transport in the winter; snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; frost and ice-looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <p>Plants: how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p>could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Changing state of matter; Why do our ice lollies melt?</p>
Art	<p>Exploring colour. Painting with primary colours.</p> <p>Mixing secondary colours.</p> <p>A study of Miro. Painting: portraits</p>	<p>Colour and the seasons. Exploring which colours show us different seasons.</p> <p>A study of Pissarro's season paintings.</p>	<p>Exploring line. Taking a line for a walk.</p> <p>Creating drip paintings like Jackson Pollock.</p>	<p>exploring what we can see in the world around us.</p> <p>Studying how Van Gogh used different marks to draw still life.</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p> <p>Artist: Van Gogh's Sunflowers</p>	<p>People in art. Looking at Degas' ballerinas.</p> <p>Practising drawing people. Creating clay sculptures of "Miro-like" people.</p>



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	Artist: Micro's Work	Cutting: snowflake design Artist: Pissarro's seasons paintings	Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Artist: Jackson Pollock.	Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets Artist: Lowry's houses and architecture of Hundertwasser		Fashion: experimenting with fabric to design a suitable piece of sports wear Artist: Degas' Ballet Dancer
Computing online	Self-image and identity	Online relationships	Online reputation	Online Bullying	Managing online information	Privacy and security
Music	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite	Playing with Sounds: Singing Games including call and response	Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals	Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel



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			Composer: Englebert Humperdinck, Hansel and Gretel		Composer: Paul Dukas, The Sorcerer's Apprentice	
RE	F2: Special People: Which people are special and why? (Believing)	Why do Christians perform nativity plays at Christmas? (Incarnation) - <i>Can be linked to F1: Special Stories: What stories are special and why? (Believing)</i>	F3: Special Places: Which places are special and why? (Expressing)	Why do Christians put a cross in an Easter Garden? (Salvation) - <i>Can be linked to F4: Special Times: Which times are special and why? (Expressing)</i>	F6: Special World: What is special about our world and why? (Living)	Why is the word 'God' so important to Christians? (Creation) - <i>Can be linked to F5: Being Special: Where do we belong? (Living)</i>
PE Year A	Athletics Circuits, running, jumping, throwing, competition practice, relay, hurdles, mini-Olympics	Fitness Circuit training, endurance running, core strength, agility, fun circuits, strength and conditioning, creating your own workout	Dodgeball Rules of the game, running, throwing, catching, blocking, team play	Netball Rules of the game, passing, shooting, defending, player rolls, game	Tag Rugby/Football Control, dribbling, passing, scoring try/shooting, tagging/tackling, game/2V2	Hockey Control and safety, dribbling, passing, defending, shooting, team game
PE Year B	Athletics Circuits, running, jumping, throwing, competition practice, relay, mini Olympics	Handball/Basketball Control, dribbling, passing, shooting, shooting/layup, 1V1 games	Dance Dance interpretation, creative dance in groups, learning routines, The Big Show.	Gymnastic Shapes, balance, rolls, bench work, jumping and vaults, apparatus circuits	Orienteering Map drawing, mapping to scale, map finding, compass work, treasure hunt clues	Tennis Throwing and catching, bowling, fielding, batting, diamond cricket, rounders
D&T		Make- Christmas cards		Cook- fruit Kababs		Sew- dragon puppets
Events and Trips		Crich tramway museum		Matlock farm park		Whole school trip.



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