

Reception – Overview 2023/2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main themes (but not limited to)	All about me. Dinosaurs	Julia Donaldson & celebrations	Superheroes Winter	Adventures above and under the clouds Transport	Plants and animals	Journeys
Possible lines of enquiry (These mini ideas within the themes may change or be replaced depending on child interest or fascination)	All about me, my family, houses and homes. Dinosaur egg, dinosaur footprints, VR dinosaur video	Diwali show & tell Bonfire night Gruffalo Christmas	Who trapped teddy? What is a hero? Winter/different types of weather.	What types of transport are there? What is in space?	Plants, exploring food (healthy food choices), gardening Summer, Mini beasts (insects), Nocturnal animals	Going on holiday. Send me a postcard! Seaside. Where in the world?
Key texts	Colour Monster Rubys Worry (PoR) Colour Monster Goes to School Harry and the Dinosaurs go to school Tom and the Island of Dinosaurs	Diwali information books The Best Diwali Ever Gruffalo (PoR) Gruffalo's Child Jack and the Flum Flum tree The smartest giant in town Stick Man	Elliot Midnight Superhero Supertato Super Daisy A Superhero Like you Supertato and the Valley of doom Superkid The Magic Paintbrush	I like trains (PoR) Astro Girl (PoR) Light House Keepers Lunch Lost and found Astronauts- non fiction	Gigantic Turnip (PoR) Yucky Worms (PoR) Arrghh Spider (PoR) Big Green Crocodile (PoR) Tadpole to Frog Butterfly Life Cycle	Handa's Surprise (PoR) Commotion in the Ocean Harold Finds His Voice Stanley's Stick (PoR) Non-fiction - Africa/France/Australia/Italy

	I'm Sure I saw a Dinosaur	Nativity Christmas Story	Chinese New Year-Non fiction	Chick Life Cycle-non fiction	Nocturnal animals-non-fiction	
PSED /UTW We support the children's PSED all the time in FS through activities planned but we also follow the Jigsaw Scheme to deliver discreet lessons each week	- starting school <u>Being Me in My World</u> Respectful friendships / being safe How can we make other people feel welcome?	<u>Celebrating Difference</u> making friends collaboration corner World kindness day	<u>Dreams and Goals</u> having a positive attitude Mental Well being What does it mean to feel proud?	<u>Healthy Me</u> - a balanced diet Physical health & fitness /healthy eating. How do we stay healthy and safe?	<u>Relationships</u> - what makes a good relationship Relationships Caring friendships /families. How do we stop ourselves from being lonely?	<u>Changing Me</u> - embracing change Changing me Changing bodies /caring friendships. How do we feel when changes happen?
Physical development Gross motor skills covered via PE lessons & CI time Fine motor skills covered within discrete lessons and through child initiated/continuous provision	<i>Moving and using space</i> crawling, jumping, skipping, hopping, running (avoiding obstacles) Write dance/ dough disco	<i>Dance</i> Bollywood dancing Nativity dance yoga	<i>Large equipment</i> Health and safety Using the mats Moving in different ways	<i>Ball skills</i> Throwing, catching, kicking, passing	<i>Tennis skills</i> Holding a racket Passing using a racket	<i>Athletics</i> Team races Relay Sports day practise Introduce children to outdoor field
Communication and language	Understand how to listen carefully	Ask questions to find out more and to check they	Articulate their ideas and thoughts in well-formed sentences.	Describe events in some detail	Listen to and talk about stories to	Retell the story once they have developed a deep familiarity with

<p>Developed across the year during whole group/ small group sessions and continuous provision</p>	<p>and why listening is important. Engage in story times. Learn new vocabulary</p>	<p>understand what has been said to them. Develop social phrases Engage in story times.</p>	<p>Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p>	<p>build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.</p>	<p>the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>
<p>Literacy Reading Taught through reading group sessions/phonics/ whole class literacy sessions</p>	<p>Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover. Know that print carries meaning and in English, is read from left to</p>	<p>Comprehension: Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Talk about events, feelings, main</p>	<p>Comprehension: Use picture clues to help read a simple text. Predict and anticipate key events based on illustrations, story content and title. Understand the structure of a non-fiction book is different to a fiction book. Play is influenced by experience of books (small world, role play).</p>	<p>Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked, can identify favourite characters, events,</p>	<p>Comprehension: Correctly sequence a story or event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of texts</p>	<p>Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p>

	<p>right and top to bottom. Know the difference between text and illustrations. Enjoy joining in with rhyme, songs and poems. Join in with repeated refrains and key phrases.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>characters, where a story is set and recognise links to own life experiences.</p> <p>Word Reading: 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 a few common exception words matched to the school's phonic programme.</p>	<p>Word Reading: 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 a few common exception words matched to the school's phonic programme.</p>	<p>or settings and why. Independently access the features of a non-fiction book. Play influenced by experience of books Innovate a well-known story with support.</p> <p>Word Reading: 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, where necessary, a few exception words.</p>	<p>(fiction, nonfiction, poetry) Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.</p> <p>Word Reading: 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, where necessary, a few exception words.</p>	<p>Talk about themes of simple texts e.g. perseverance, good v evil.</p> <p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
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<p>Literacy Writing-</p> <p>taught through key texts/topic/phonics (power of reading)</p> <p>(see progression statements)</p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p> <p>Handwriting</p>	<p>Emergent writing:</p> <p>Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory</p> <p>Composition:</p> <p>Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Emergent writing:</p> <p>Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition:</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC</p>	<p>Emergent writing:</p> <p>Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>Emergent writing:</p> <p>Build words using letter sounds in writing.</p> <p>Composition:</p> <p>Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting:</p>	<p>Emergent writing:</p> <p>Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition:</p> <p>Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p> <p>Form most lower-case letters correctly, starting</p>	<p>Emergent writing:</p> <p>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p>
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	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>		<p>Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>and finishing in the right place, going the right way round and correctly orientated. Include spaces between words</p>	<p>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC</p> <p>Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
Phonics	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> <p>Phase 2</p>	<p>Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling</p> <p>Know high-frequency common</p>	<p>Phase 2/3 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings -ff, ll, ss</p> <p>Know tricky words - the, to, and, no, go, l</p> <p>Blend and segment known sounds for</p>	<p>Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills –</p> <p>Know the remaining grapheme - phoneme correspondence</p>	<p>Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air</p> <p>Know vowel digraph er</p> <p>Read tricky words they, her, all, are</p>	<p>Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words</p> <p>Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</p> <p>Read tricky words do, when, out what, said, have, like, so.</p>

	<p>Know grapheme phoneme correspondence of 19 letters.</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know high-frequency common words (the, to, no, go).</p>	<p>words (the, to, no, go).</p>	<p>reading and spelling VC, CVC, CVCC</p>	<p>for j, v, w, x, z, zz, qu</p> <p>Know the 4 consonant digraphs – sh, th, ch, ng</p> <p>Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi</p> <p>Know trigraph igh</p> <p>Know tricky words, the, to, he, she, we, me, be, was, my</p> <p>Write graphemes and digraphs when they hear them, using a sound mat</p>	<p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p>Maths (Power Maths)</p>	<p>Numbers to 5</p> <p>Sorting</p>	<p>Comparing groups within 5</p> <p>Shape</p> <p>Change within 5</p> <p>Number bonds to 5</p> <p>Space-positional language</p>	<p>Numbers to 10</p> <p>Comparing numbers within 10</p> <p>Addition to 10</p> <p>Number bonds to 10</p> <p>Space and Shape</p>	<p>Measure</p> <p>Number bonds to 10</p> <p>Subtraction</p> <p>Exploring Patterns</p>	<p>Counting on and counting back</p> <p>Numbers to 20</p> <p>Numerical Patterns</p> <p>shape</p> <p>Measure</p> <p>Sorting</p> <p>Time</p> <p>Composition of number</p>	<p>Consolidation</p>

<p>UTW</p> <p>RE</p> <p>History</p> <p>Geography</p> <p>Science (using Snap Science/children's interests)</p> <p>Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to</p>	<p>Studying our families and ourselves</p> <p>Begin to make sense of their own life-story and their families' history. When were the dinosaurs alive? Past/present</p> <p>What is a volcano/ island?</p> <p>The effects of exercise on our body</p> <p>Scientific enquiry How do we know about dinosaurs?</p>	<p>Who celebrates Diwali/Christmas?</p> <p>How is Diwali/Christmas celebrated</p> <p>Snail & the Whale- What is an island? Where is the seaside?</p> <p>Gruffalo-Woodland animals. What animals live there?</p> <p>Finding out about mice/snakes/foxes/ owls</p>	<p>Chinese new year</p> <p>Objects and materials Winter weather changes Studying frost, snow, ice. Ice experiment: How can we make ice? How can we melt</p>	<p>Easter / spring changes (new life) People of the past: Jesus</p> <p>Light, space electricity and movement</p> <p>How does a car move?</p> <p>Different transport:</p>	<p>Animals and plants</p> <p>Building and investigating a bug</p>	<p>Where do we live? Map of the United Kingdom.</p> <p>Exploring maps / globes Tasting different foods from around the world</p> <p>Places around the world-Africa, France, Australia, Italy</p>
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<p>child interest and events. Continuous provision examples: Natural materials indoors and outdoors to explore, stone collections, magnetic construction, classroom IWB, ipads, desktop, beebots.</p>	<p>Our changing world Autumn changes Leaf study</p> <p>Mud Kitchen Investigation- making dinosaur soup</p> <p>Black History month</p>		<p>ice the quickest? .</p> <p>What is a hero? Who can you call for help? (police/firefighters / paramedics)</p>	<p>Investigating</p> <p>Gravity: Rocket launching Thrust: Bottle cap experiment. What is space food? What do astronauts do?</p> <p>Science week</p> <p>Chicks-life cycle of a chick</p> <p>What is inside an egg</p>	<p>hotel/wormery what does an earthworm do</p> <p>Nocturnal animals</p> <p>Planting: re- growing vegetables The needs of a plant experiment Growing plants / flowers: sunflower competition, growing a bean in a bag. Drawing plants and flowers</p>	<p>Which animals have stripes?</p>
<p>EAD Experiences</p> <p>Art/DT/music</p>	<p>Self portraits Making hot air balloons</p> <p>Play dough dinosaurs</p> <p>Making boats</p> <p>Role play-home corner</p>	<p>Clay divas Woodland drawings Colour mixing Henry Matisse</p> <p>Christmas craft</p> <p>Nativity songs/dances Role play-saree shop/Dressing up</p>	<p>Superhero masks Design a superhero</p> <p>Superhero models</p> <p>Chinese lanterns</p> <p>Role play-superhero head quarters</p>	<p>Mothers’ day/Easter craft Moon rocks</p> <p>Design and create own transport Balloon powered cars / rockets.</p> <p>Role play- airport/space ship</p>	<p>Building a bug hotel</p> <p>Music lessons</p> <p>Role play – seaside/</p>	<p>Crafts</p> <p>African paintings Aboriginal art Eiffel tower sketches</p> <p>Role play- ice-cream shop</p>

	/shop/dinosaur den					
Cooking	Dinosaur soup	Mango lassie Owl on toast Gruffalo crumble	Superhero fruit salad Pancakes Chinese noodles	Easter nest cupcakes Space biscuits	Turnip/vegetable soup	
Trips, visits & Experiences	Sharing family photos VR dinosaur video	Visit from Mrs Chauhan	Dragon dance	Chick eggs experience	Visit to the farm	