

Reception overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	'Our Super Selves SUPERHEROES	'Travelling Ted' AROUND THE WORLD	'Our Favourite Stories' STORIES	'Fur, feathers and scales' ANIMALS	'Is there anybody out there?' SPACE	'Helpful heroes' PEOPLE WHO HELP US
Aims	Looking at themselves, our bodies. All about me. Create our own superheroes- what are we good at and not so good at. Think about what make us special and 'super'. Working as a Team. Class rules and expectations. How to be a good friend. Diwali 24 <sup>th</sup> October	Transport, How to get to places, different ways to travel, different countries, cultural differences/similarities. Celebrations (Diwali (recall from term 1), Chinese New Year Dancing, fireworks), Dance around the world. Changes in the seasons/different climates- looking after the planet/recycling Parental involvement Learn languages/ sign language	Fairy tale stories, alternative versions, who are villains/heroes, creating our own stories, features of stories. Planting plants/changes over time.	Different types of animals, textures, habitats, what they eat and how to look after animals. Differences between animals in sea and on land. Link to previous topic- looking after animal's habitats.	Learning about the Planets, creating space pictures and models. Celebrations. Changes in the seasons.	Differences/similarities. Acceptance of others. Planning and solving problems. Everyday superheroes- Firemen, Policemen, Ambulance crew. How to be safe/road safety. Talk about careers- what would you like to do when you're older?
Phonics	<b>PHASE 2</b> Will be able to recognise at least 19 letters and will move from oral blending and segmentation to blending and segmenting with letters. They will be introduced to reading two-syllable words and simple captions. They begin read some high-frequency common exception or 'tricky' words (order of teaching in Appendix B of Phonics Teaching).	<b>PHASE 3</b> Will be able to – recognise approx. 42 phonemes by a grapheme. Children consolidate their practice of CVC blending and segmentation and apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions They will learn letter names of the alphabet and learn to read some more tricky words.	<b>PHASE 3</b> Will be able to – recognise approx. 42 phonemes by a grapheme. Children consolidate their practice of CVC blending and segmentation and apply their knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions They will learn letter names of the alphabet and learn to read some more tricky words.	<b>PHASE 4</b> Will have a growing knowledge of graphemes in reading, including words containing adjacent consonants and polysyllabic words. No new graphemes are introduced in this phase. Children will be able to read their own name and labels in their environment. Children begin to show confidence reading some words and simple sentences.	<b>PHASE 2</b> Will be able to recognise at least 19 letters and will move from oral blending and segmentation to blending and segmenting with letters. They will be introduced to reading two-syllable words and simple captions. They begin read some high-frequency common exception or 'tricky' words (order of teaching in Appendix B of Phonics Teaching).	<b>PHASE 4</b> Will have a growing knowledge of graphemes in reading, including words containing adjacent consonants and polysyllabic words. No new graphemes are introduced in this phase. Children will be able to read their own name and labels in their environment. Children begin to show confidence reading some words and simple sentences.
Book ideas	Feelings books/5 senses/ Only One Me/The Colour Monster/ The Day the Crayons Quit/	Non-fiction transport books, Go Go Jetters/ The Hundred Decker Bus/ The Great Balloon Hullabaloo/Mrs Armitage on Wheels/ All Aboard for the	Jack and the Beanstalk/ Three Little Pigs/ Goldilocks and the Three Bears/ Little Red Riding Hood/Billy Goats Gruff/ The Enormous Turnip	Giraffe's Can't Dance/Owl Babies/Hungry Caterpillar/What the Ladybird Heard/Snail	How to Catch a Star/A Long Way Home/ Whatever Next/ Aliens love underpants/ The	Clumsy Crab/Rainbow Fish/ When I grow up/ The Fairytale Hairdresser/ Peppa pig/ Real Superheroes/ Shine/

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	One is a snail/ ten is a crab/ Supertato/ Superheroes/ Super Daisy/ Superworm Awesome Me	Bobo Road/ Lost and Found/ Amelia Earheart (Little People, Big Dreams)	Disney Characters e.g. Moana, Elsa, Brave	and the Whale/The Sea Tiger/ Clumsy Crab/Rainbow Fish/ Snail and the Whale	Night Pirates/Non-Fiction Space texts Astronauts reading in space- /The Darkest Dark	Busy/ Burglar Bill/ The Jolly Postman/ Postman Pat/ Information books about different careers.
Maths	Just Like Me!	Introducing zero Comparing numbers to 5 Composition of 4 & 5	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	Building Number Beyond 10 Counting Pattern Beyond 10	Representing Numbers to 5. One More and Less.	Doubling Sharing & Grouping Even & Odd
	Match and Sort Compare Amounts	Compare Mass (2) Compare Capacity (2)	3d-shapes Spatial Awareness Patterns		Spatial Reasoning Match, Rotate, Manipulate	Shapes with 4 Sides. Time Consolidation 2 weeks
	Compare Size, Mass & Capacity Exploring Pattern		6, 7 & 8 Combining 2 amounts Making pairs	Adding More Taking Away		
	Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3	Length & Height Time	Consolidation 3 weeks		Spatial Reasoning Compose and Decompose	Spatial Reasoning (4) Mapping
	Circles and Triangles Positional Language					
	Visits/ experie nces	Field/play area Book and a biscuit Phonics and maths workshop	Pantomime Library African drumming Dances around the world Food- Chinese/Indian/Polish/Italian Book and a biscuit	Library Creepy Claws Kent Life? Pets at home? Book and a biscuit Chinese Dance Workshop  Chicks?	Shorne Wood Country Park Mote Park Book and a biscuit Creepy Claws Pets at Home	Farm visit? Fulston drama workshop? Book and a biscuit

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Skills and knowledge

		Term 1 'Our Super Selves' SUPERHEROES	Term 2 'Travelling Ted' AROUND THE WORLD	Term 3 'Our Favourite Stories' STORIES	Term 4 'Fur, feathers and scales' ANIMALS	Term 5 Is there anybody out there?' SPACE	Term 6 'Helpful heroes' PEOPLE WHO HELP US
PSED	<b>Self-Regulation</b> <b>Managing Self</b> <b>Building Relationships</b>	<p><b>Self-Regulation ELG</b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self ELG</b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p><b>Building Relationships ELG</b> Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>					
CL	<b>Listening, attention &amp; understanding</b> <b>Speaking</b>	<p><b>Listening, Attention and Understanding ELG</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking ELG</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

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PD	<b>Gross Motor Skills</b>	<p><b>Gross Motor Skills ELG</b> Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills ELG</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>					
	<b>Fine Motor Skills</b>						
L	<b>Comprehension</b>	Interested in books. Increasingly interested in stories. Can recall some features of stories. Beginning to suggest how a story may end. Holds the book the correct way around. Begins to turn the pages the correct way.	Interested in independently looking at books. Can recognise books they already have read and recall what happens in it. Confidently holds the book and can turn the pages correctly. Begins to use the vocabulary from the book.	Independently look at books. Increases the range of stories read and influences their experiences to re-enact some of the main features within their own learning. Hearing prominent sounds in vc cv cvc Phase 2 and 3 words and becomes more confident in blending these together. More confident in recognising tricky words and high frequency words.	Looks at books independently and shares some of their favourites. Confidently segment and blend cvc words using Phase 2 sounds/tricky words and beginning to with Phase 3 sounds/tricky words. Beginning to independently write and create a simple sentence using some support to remind to use sentence structures.	Continues to share books and confidently handles a larger range of books including non-fiction books. Recognise and begin to use recognised phrases from familiar books. With support, they read their own sentences back.	Continues to share books and confidently handles a larger range of books including non-fiction books. Recognise and begin to use recognised phrases from familiar books. With support, they read their own sentences back. Others can now read these sentences.
	<b>Word Reading</b>	Making marks to have meaning. Sometimes identify some marks in the environment around them. Can break speech into words.	Hearing initial sounds in words and beginning to blend sounds together to make cv and vc words. Increasing the range of tricky words and high frequency words from Phase 2. Becoming more confident in recognising and applying these with their own work.	Forming familiar letters. Knowing what is used in a simple sentence (capital letter, finger spaces, full stops). These are beginning to use the correct formations and can be read by the child.	Increasing control over tools to form recognisable letters that are mostly correctly formed. Uses features of a simple sentence and begins to write simple sentences which can be read.	Begin to chunk more complex words that include Phase 2 and Phase 3 sounds. Independently write and create a simple sentence using some support to remind to use sentence structures.	Begin to chunk more complex words that include Phase 2 and Phase 3 sounds. Independently write and create a simple sentence using some support to remind to use sentence structures
	<b>Writing</b>		Marks that looks familiar and can describe them. Beginning to form letters. Begins to write name that looks like their name.	Can write their name confidently, with increasing control. Writes some clearly identifiable letters to create words with.			
M	<b>Number</b>	Knowing how old they are. To represent this on their fingers. Recognise numbers 1 to 5. Represent this in physical or pictorial form. Can count from 1 to 5 correctly. Have a 1:1 correspondence. Beginning to order numbers 1 to 5. Sort objects in to groups based on commonalities and differences. Introduce 2D shapes (circle, triangle, square, rectangle). Beginning to describe shapes in the environment e.g round, tall.	Continue to develop understanding of numbers 1 to 5, and represent these quantities using physical objects and beginning to form numbers. Can correctly count numbers 1 to 5 correctly and backwards. Compare groups of objects which are identical and non-identical objects. Compare the quantities of two groups of objects. Begin to use the concept of one more and one less.	Continue to develop understanding of numbers 1 to 5, and represent these quantities using physical objects and is able to form recognisable numbers. Can correctly count number 1 to 10 correctly. Correctly orders numbers 1 to 10 in a variety of ways; objects, numbers, dots etc. Understands the idea of 0 and what it represents. Begins to develop understanding of two numbers combining to find a whole.	Continue to develop understanding of numbers 1 to 10, and represent these quantities in a variety of ways. Can correctly count and represent numbers 1 to 10 correctly in a variety of ways. Understands the idea of 0 and what it represents. Begins to develop understanding of two numbers combining to find a whole by using a tens frame and part-whole model. Continuing to develop understanding of numbers bonds to 5. Continuing to develop counting numbers 6 to 10. Comparing groups up to 10.	Begins exploring patterns within the environment and resources. Creates own simple pattern with 2 units repeated. Develops understanding of finding 'more'. May need to re-count amounts to find out how many altogether. Take away amounts and begins to understand a group can be changed by taking away items. Begins to count and represent numbers beyond 10 to 20 correctly in a variety of ways. Begins to develop an idea of doubling meaning 'twice as much'. Building numbers using pair-wise patterns. Begins to understand halving amounts between 2 equal groups.	Can create patterns with a variety of resources with 2 units and 3 units repeated etc. And begins to explore more complex patterns, and explain these. Understands how to find more by counting on from a given number rather than counting from 1. Further understanding of taking away items by counting from a given number. Checks answer before saying total. Counts and represents numbers beyond 10 to 20 correctly in a variety of ways. Counts backwards from 20 to 0. Can spot deliberate mistakes when counting up and down numbers within 0 to 20. Can spot when an amount or number has been doubled.
	<b>Numerical Patterns</b>		Use mathematical terms to describe 2D shapes and measurements. Begin to compare height, length and weight using words.	Developing understanding of numbers bonds to 5. Continuing to develop counting numbers 6 to 10. Comparing groups up to 10.	Continuing to develop understanding of numbers bonds to 5. Continuing to develop counting numbers 6 to 10. Comparing groups up to 10.		

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			<p>Begin to look at and explore the different times of 'my' day and the routines of the day.</p>	<p>Use the concept of one more and one less and applying it within a variety of forms and problems.</p> <p>Begin to use positional language correctly to describe objects in relation to other objects.</p> <p>Begin to represent real visited places using models. Represent these in a variety of ways.</p> <p>Begin to introduce 3D shapes. Use some correct language to describe them. Continues to develop understanding of 2D shapes.</p>	<p>Use the concept of one more and one less and applying it within a variety of forms and problems.</p> <p>Begin to use positional language correctly to describe objects in relation to other objects.</p> <p>Represents real visited places using models. Represent these in a variety of ways and can describe what is created using correct language.</p> <p>Continues to develop understanding of 2D and 3D shapes. Uses some correct language to compare objects and explains how they can be used for a purpose.</p>	<p>Begins to identify between fair and unfair sharing between equal parts.</p> <p>Begins to identify when items are left over that it is odd and if there are none left over then this is even.</p> <p>Explores a variety of measures including: length, height, weight and distance in practical ways.</p> <p>Introduce the idea of telling the time. Different times of day.</p> <p>Begins to explore capacity and finding full and empty in practical ways.</p>	<p>Can explain that there is 'twice as much' or if there is a non-double.</p> <p>Developing understanding of halving and sharing small quantities. Exploring sharing between 3 or 4 people. Begins to notice when items are left over. Begins to identify the inverse of doubling is halving and explain answer.</p> <p>Identify odd and even amounts. Find these by group in pairs to find the odd amount.</p> <p>Explores a variety of measures including: length, height, weight and distance in practical ways using the correct mathematical language.</p> <p>Recap on the different times of day. Begin to look at o'clock and half past. Explores capacity through finding full, half full, half empty and empty, by beginning to explain their answer.</p>
UTW	<b>Past and Present</b>	<p>Can talk about people they are close to.</p> <p>They can identify significant others and special times.</p> <p>Being aware of people around them e.g. family, friends</p> <p>Can talk about experiences and previous knowledge concerning animals and the environment.</p>	<p>Understand how different communities live.</p> <p>Talk about what makes them special and begin to compare with others.</p> <p>Showing a awareness and knowing that they are part of the world and where they live.</p> <p>Begin to explore the weather and how this effects the environment in their local area.</p> <p>Begins to show awareness of how computer and ICT can be used to find information.</p>	<p>Being aware of the similarities and differences between themselves and their friends.</p> <p>What makes them special and what they are good at.</p> <p>Talk about and represent past events.</p> <p>Understand people's preferences and interests.</p> <p>Aware of how animals and the environment change and the effects of this.</p> <p>Use technology to find out and explore topics, using videos and pictures to support their ideas.</p>	<p>Aware of different ways of life and how each person has a role.</p> <p>Shows care and understanding of others and the environment.</p> <p>Begin to show and understanding of how they can impact and look after their environment- local and globally.</p> <p>Can discuss about where they live.</p> <p>Can identify patterns in living things and where they live.</p> <p>Taking responsibility for their environment and how to care for smaller animals.</p> <p>Show some understanding of how things grow.</p> <p>Shows understanding of how to find information with support from an adult.</p>	<p>Beginning to talk about similarities and differences in routines and celebrations.</p> <p>Exploring the closer environment, being aware of a bigger community.</p> <p>Showing interest in local animals and comparing similarities and differences.</p> <p>Uses ICT to complete age appropriate games/ software.</p>	<p>Can talk about their own interests and hobbies.</p> <p>Engage with celebrations and can discuss in detail.</p> <p>Show awareness of others' skills and how these skills contribute to the community.</p> <p>Begin to look at how they are part of their community.</p> <p>Makes observations of animals and their environment, showing how to care for others.</p> <p>Uses age appropriate apps to support learning and engage in other activities and discovering new information.</p>
	<b>People Culture and Communities</b>	<p>Able to complete simple reaction games.</p>					
	<b>The Natural World</b>						
EAD	<b>Creating with Materials</b>	<p>Join in with familiar songs and rhymes.</p> <p>Shows interest in different materials and how use these in their play.</p> <p>Can briefly talk about why they have used a material and what they have created.</p> <p>Realise tools have a purpose, begin to use independently.</p> <p>Uses resources related to first-hand experiences to represent in play.</p> <p>Explore different colours and what happens when they mix.</p>	<p>Shows a preference for specific songs, rhymes and dances.</p> <p>Begin to think about specific materials needed to create their ideas.</p> <p>Begins to use vocabulary to describe materials and think about why they have used this material.</p> <p>Develop skills in using tools in their building.</p> <p>Expanding their interaction with others, using small world toys to represent people and events.</p>	<p>Can talk about their favourite songs and rhymes.</p> <p>Can make decisions about materials and resources needed to create their ideas experimenting with new ways to combine materials.</p> <p>Consciously find relevant resources for their ideas, explaining how they will make their creations.</p> <p>Experiment with colours to create desired effect.</p> <p>Begin to express in role-play alongside others, beginning to add small stories.</p>	<p>Begin noticing patterns and rhymes in songs, adding their own actions.</p> <p>Source materials and adapt where necessary to create their ideas.</p> <p>Choose specific colours to mix to create another colour.</p> <p>Children are engaged in the same role-play beginning to take in to account others ideas.</p>	<p>Developing their own songs, rhymes and movements to music.</p> <p>Uses tools correctly to adapt materials and assemble these in a variety of ways.</p> <p>Can talk about their ideas and plan how to use resources to create their ideas.</p> <p>Knows which colours can mix to create another. (primary, secondary colours)</p> <p>Respond to others in the same role-play with others, adapting the storyline and thoughts, adding other resources to support their play.</p>	<p>Enjoys sharing dances, songs and rhymes with others.</p> <p>Children can use and explore different materials, using different textures, forms designs and adapting these appropriately.</p> <p>Engage with others, with the same narrative using other resources to develop their play and represent their ideas. Building on others thoughts and feelings.</p>

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