

Yearly Overview - Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me /Owl babies	Nursery rhymes/ Traditional tales	Elmer	Supertato	Fantasy	Mini Beasts/ Transport
Literacy	Writing activities will include: • Name writing • Early phase 2 simple sentences • Speech bubbles • Labels • Segmenting/blending with early phase 2 sounds	Writing activities will include: • Name writing • Rhyming strings • Simple sentences • Lists • Segmenting/blending with all phase 2 sounds	Writing activities will include: • Labels • Captions • Speech bubbles • Questions • Descriptions • Handwriting practice • Full name writing • Segmenting & blending phase 2 & introducing phase 3	Writing activities will include: • Descriptions • Using instructional language in sentences • Lists • Simple sentences • Rhyming strings • Handwriting practice • Full name writing • Developing segmenting & blending into phase 3	Writing activities will include: • Letters/postcards • Captions • Simple sentences with ! • Lists • Writing 3 sentences • Descriptions • Handwriting Practice • Segmenting & Blending – Extending Phase 3	Writing activities will include: • Captions • Postcards • Sentences with tricky words • Phase 3 sentences • Writing 3 sentences • Questions & Answers • Handwriting Practice • Segmenting & blending, securely in Phase 3
Maths	Maths activities will include: • Touch counting • Writing number labels	Maths activities will include: • Money (1p & 2p) • Making 5 • Counting objects and actions	Maths activities will include: • Touch counting • Finding 1 more and 1 less • Ordinal numbers	Maths activities will include: • Finding 1 and 2 more/less • Forming numbers correctly	Maths activities will include: • Chanting and ordering multiples of 10 • Adding 1/2/3 more	Maths activities will include: • Capacity • Reading numbers • Completing number lines

Yearly Overview - Reception

	• Ordering and recognising to 10 • Adding 1 more	• Height & length • 2d Shape • Repeating patterns	• Estimating • 2d Shapes • Forming numbers correctly • Ordering & Recognising to 20 • Repeating patterns and Symmetry • Ways to make 10 • Composing number sentences	• Weight • 3D Shapes • Counting forwards/backwards • Comparing numbers • Months of the year • Time (o'clock) • Money (recognising coins)	• Subtracting 1 and 2 • Doubling and halving • Addition/subtraction • Counting in 2s • Forming numbers correctly • Capacity – estimating and checking	• 3D Shapes • Directional instructions • Recognise, order and write numbers to 20 • Doubling and halving
Communication and Language	Weekly theme linked to topic covered in circle time: • Role Play – develop, self-esteem and self- control in re-enacting life scenarios • Small World – begin to explore a range of roles with small world resources	Weekly theme linked to topic covered in circle time: • Role Play – develop language using familiar and newly introduced vocabulary. • Small world – begin to work as part of a group, learning to share and take turns with small world toys.	Weekly theme linked to topic covered in circle time: • Role Play – start to introduce a storyline or narrative into play/explore a fantasy world. • Small World – work comfortably as part of a group, sharing and taking turns with small world toys			
Physical	• Funky fingers to develop fine motor skills • Write dance activities. • Access to bikes and scooters • PE—Changing into PE kits, • Yoga , • Ball skills, • Exploring • ways of moving and balancing • Healthy eating • Construction—explore joining pieces together. • Malleable—experience texture, opportunities for talk, cause and effect, changing states.	Funky fingers activities • Access to bikes and scooters PE— Changing into PE kits, Beam programme, • Ball skills with PE coach. • Dance/Drama • Sand– developing manipulative skills-digging, filling and emptying buckets, making sandcastles. • Water-responding to instructions eg; can you fill/ empty the cup, pour the water from the jug to the cup,	Funky fingers activities • Access to bikes and scooters • PE—changing independently into PE kits. Sports day. • Weekly session with PE coach. • Yoga. • Construction—begin to develop confidence in working with a range of tools and equipment, sharing resources. • Malleable—develop appropriate language, eg: length, weight, marks, patterns etc			

Yearly Overview - Reception

	- Sand—wet/dry—develop independence by self selecting appropriate resources for a chosen task. - Water—develop manipulative skills (filling cups, yogurt pots and pouring out).	predict which container holds the most/least. - Malleable– Develop manipulative and motor skills using glue, dough, clay and mud. - Construction– investigate the properties of a range of materials and construction equipment.	- Sand—strengthening manipulative skills-digging, filling and emptying buckets, making sandcastles. - Water—giving and responding to instructions eg; can you fill/empty the cup, pour the water from the jug to the cup, predict which container holds the most/least
Personal, Social and Emotional	Role Play— - develop confidence, self-esteem and self-control in re-enacting real-life scenarios. - Weekly theme linked to topic covered in circle time. - Weekly assembly focus. - Learning names of children in our class and forming friendships	Role Play— - develop language using familiar and newly introduced vocabulary. - Weekly theme linked to topic covered in circle time. - Weekly assembly focus. - Developing friendship groups across the reception stage.	Role play— - start to introduce a storyline or narrative into play/ explore a fantasy world. - Weekly theme linked to topic covered in circle time. - Weekly assembly focus. - Developing friendship groups across the school.
Knowledge & Understanding	- Looking for signs of Autumn/Winter by exploring the outdoor environment - Traditions and customs—Harvest, Birthdays, Halloween Bonfire night, Remembrance Sunday Christmas, Diwali - Technology—developing ipad skills, accessing simple apps - Small World—begin to explore a range of roles with small world resources.	- Looking for signs of Spring by exploring the outdoor environment - Small world-begin to work as part of a group, learning to share and take turns with small world toys. - Traditions and customs—Chinese new year, Easter, Birthday, Shrove Tuesday, St George's day - Technology—using programmable toys	- Looking for signs of Summer by exploring the outdoor Environment - Small world—work comfortably as part of a group, sharing and taking turns with small world toys. - Traditions and customs– birthdays, May day, Queens birthday, Royal Wedding. - Technology—beginning to use a keyboard
Creative	Art—Explore mark making using different tools, thick brushes, foam and sponge brushes. Explore natural materials for brushes.	Creative—express and communicate ideas, thoughts and feelings through movement, music and a wide range of art materials with suitable tools.	- Creative—respond in a variety of ways to things they see, hear, smell, touch and feel. - Construction—begin to develop confidence in working with a range

Yearly Overview - Reception

	• Construction—explore joining pieces together. • Malleable—experience texture, opportunities for talk, cause and effect, changing states. • Role Play—develop confidence, self esteem and self control in re-enacting real life scenarios. • Small World—begin to explore a range of roles with small world resources. • Sand—wet/dry—develop independence by selfselecting appropriate resources for a chosen task. • Water—develop manipulative skills (filling cups,	• Construction— investigate the properties of a range of materials and construction equipment. • Role Play— develop language using familiar and newly introduced vocabulary. • Malleable— Develop manipulative and motor skills using glue, dough, clay and mud. • Small world-begin to work as part of a group, learning to share and take turns with small world toys. • Sand— developing manipulative skills-digging,	of tools and equipment, sharing resources. • Malleable—develop appropriate language, eg: length, weight, marks, patterns etc • Role play—start to introduce a storyline or narrative into play/ explore a fantasy world. • Small world—work comfortably as part of a group, sharing and taking turns with small world toys. • Sand—strengthening manipulative skills-digging, filling and emptying buckets, making sand castles. • Water—giving and responding to instructions eg;
--	---	--	---