



Reception Overview 2024-2025



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	<u>Marvellous Me</u>	<u>Into the woods</u>	<u>On the Move</u>	<u>Let's taste</u>	<u>In the Garden</u>	<u>Beside the Seaside</u>
Areas of Learning Focuses	<p>Listening and understanding</p> <p>Making relationships with pupils and staff</p> <p>Gross Motor skills through BEAM</p>	<p>Understand Christmas customs and traditions</p> <p>Developing creativity using a range of resources</p> <p>Gross Motor skills through FIZZY</p>	<p>Becoming self-confident and aware</p> <p>Understanding; talking about stories, following instructions and listening to others</p>	<p>Talk about ourselves positively</p> <p>Understanding likes and dislikes and explaining why</p> <p>Talk about how to keep our bodies healthy</p>	<p>Understanding change and the world around us</p> <p>Managing feelings and behaviour</p> <p>Construct using a variety of tools and learn to adapt plans</p>	<p>Develop musical and technology skills</p> <p>Know about living creatures</p> <p>Stand up in front of others and talk confidently about our learning</p>
PSHE (Jigsaw) Self-regulation Managing self Building relationships	<p>Being Me in My World <u>Self-regulation</u> Express feelings, share how they feel, manage – adapt behaviour with routine</p> <p><u>Managing self</u> Self awareness, all about me, confidence in a new situation, keeping healthy, responsibilities</p> <p><u>Building relationships</u> Work together, understand simple</p>	<p>Celebrating Difference <u>Self-regulation</u> Communication, real experiences, make choices, understand how others feel, share experiences different and similar</p> <p><u>Managing self</u> Independence- resources, try new</p>	<p>Dreams and Goals <u>Self-regulation</u> Communicating own needs, listening to others, managing behaviour</p> <p><u>Managing self</u> Independence, learning to learn, communication – listen, think and respond, hygiene, dressing, healthy living</p>	<p>Healthy Me <u>Self-regulation</u> Active learning, pride in learning</p> <p><u>Managing self</u> Self-awareness- strengths/ weaknesses, care and concern, safety, keeping healthy, hygiene, dressing, healthy living</p> <p><u>Building relationships</u></p>	<p>Relationships <u>Self-regulation</u> Manage to work with others, negotiate, understand how others feel</p> <p><u>Managing self</u> Independence, communicating a plan, hygiene, dressing, healthy living</p>	<p>Changing Me <u>Self-regulation</u> Adapt behaviour for new transition, understand feelings about transition</p> <p><u>Managing self</u> Confidence, seeking a challenge, being safe, hygiene, dressing, healthy living</p> <p><u>Building relationships</u></p>

	rules	experiences, communicate own needs, keeping healthy and tooth brushing, hygiene, dressing, healthy living <u>Building relationships</u> Working together, collaborative tasks, turn-taking	<u>Building relationships</u> Being safe, screen time and using language in play	Work together, collaboration	<u>Building relationships</u> Being safe, managing the school day	Work together, planning play collaboratively, taking on others' ideas
Literacy	Only One You Little Red Hen Non fiction Senses Rosie's Walk Pig in the pond	Bear Hunt Owl Babies Red Riding Hood Gruffalo Santa's Special letter Nativity	Snowflakes Stickman Animals in Winter	The Tiger who Came to Tea Mr Wolf's Pancakes Handa's Surprise Gingerbread Man Olivers Vegetables	Jack and the Beanstalk The Very Hungry Caterpillar Snail & the Whale Jasper's Beanstalk Tiny Seed Non fiction Minibeasts	Commotion in the Ocean I Can Save the Ocean Tiddler The Rainbow Fish Sharing a shell
Literacy Reading Focus	Reading individual sounds Blend sounds into words	Reading individual sounds Blend sounds into words Read a few common exception words	Read some letter groups that represent one sound (special friends) Read a few common exception words Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Read simple sentences and phrases made up of words containing letter groups and sounds Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Literacy Reading Comprehension Focus	Handling texts, differences between picture and text Know print has meaning Recite rhymes, poems and familiar texts	Follow print, make predictions and use picture clues	Talk about events, retell stories	Respond to texts, retell and answer questions relating to texts Recall the main parts of a story	Re-enact stories, retell and think about characters' thoughts and feelings	Talk to others about what they've read Give their opinions about a variety of stories

<p>Literacy Writing Focus</p>	<p>Give meaning to marks Begin to form letters correctly</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Write some or all of their name</p>	<p>Form lower-case and capital letters correctly more consistently</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others using a capital letter and full stop</p> <p>Re-read what they have written to check that it makes sense.</p>			
<p>Physical development (fine and gross motor)</p>	<p>Funky fingers, pencil grip, scissor skills, manipulation using tools</p>					
<p>Uses a range of ways to move appropriately following instruction, e.g. jumping, hopping, sliding, slithering, galloping. Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build. Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</p>	<p>Uses a range of ways to move appropriately following instruction Can climb over, under and through obstacles. Uses large construction to build, can tackle parts of the climbing frame</p>	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</p>	<p>Revise and refine a range of movement skills they have already acquired, eg. rolling, crawling, walking, running, hopping, skipping.</p> <p>Use a range of wheeled resources with confidence and control, eg. balance bikes, trikes, scooters etc</p>	<p>Control of writing tools and equipment, letter formation</p>	<p>Letter formation, manipulation and control</p>	
<p>PE</p>		<p>Social – Play with others</p>	<p>Personal - Follow Instructions</p>	<p>Creative – Observe and copy</p>	<p>Balance Ability</p>	<p>Health and Fitness – Exercise and good health</p>
		<p>Real Dance</p>	<p>Infant Agility/Multiskills</p>	<p>Cognitive – Follow rules</p>	<p>Physical – Move in different ways</p>	

RWI focus	Teach Set 1	Teach Set 1 Blending	Red Dots Books Blending	Red Ditty Books Set 2	Green Books Red Ditty books Set 2	Green Books Red Ditty books Set 2
-----------	-------------	----------------------	-------------------------	-----------------------	-----------------------------------	-----------------------------------

Maths (White Rose)	<p>Match and Sort</p> <p>Compare amounts</p> <p>Representing 1,2 and 3</p> <p>Comparing 1,2 and 3</p> <p>Composition of 1,2 and 3</p> <p>Represent numbers to 5</p> <p>One more and one less</p> <p>Compare size, shape and capacity</p> <p>Exploring patterns</p> <p>Circles and triangles</p> <p>Positional language</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Introducing zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4 and 5</p> <p>6,7 and 8</p> <p>Combining 2 amounts</p> <p>Making pairs</p> <p>Counting to 9 and 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>Compare mass</p> <p>Compare capacity</p> <p>Length and height</p> <p>Time</p> <p>3-d shape</p> <p>Special awareness patterns</p>	<p>Building numbers</p> <p>Beyond 10</p> <p>Counting patterns</p> <p>Adding more</p> <p>Taking away</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Odd and even</p> <p>Deepening</p> <p>Understanding</p> <p>Patterns and relationships</p> <p>Special reasoning</p> <p>Match, rotate, manipulate</p> <p>Compose and decompose</p> <p>Visualise and build</p> <p>Mapping</p>
--------------------	---	---	--

RE (Understanding Christianity)	<p>CREATION</p> <p>Why is the word 'God' so important to Christians?</p>	<p>INCARNATION</p> <p>Why do Christians perform Nativity plays at Christmas</p>	<p>Which stories are special and why? (New Testament)</p>	<p>SALVATION</p> <p>Why do Christians put a cross in an Easter garden?</p>	<p>Which stories are special and why? (Old Testament)</p>	<p>Which stories are special and why (world faiths) with support from RE today unit</p>
---------------------------------	---	--	---	---	---	---

Understanding the World	<p>Past and Present</p> <p>Talks in detail about family and identifies relationships within the family. E.g. getting to know you activities.</p>	<p>People, Culture and Community</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events. Talk about the lives of the people around them and their roles in society. E.g People who help us. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in</p>	<p>People, Culture and Community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Know some similarities and differences between different religious and cultural communities in this country</p> <p>Explain differences and similarities</p> <p>Natural World</p> <p>Understand some important processes and changes in the natural world including Seasons</p> <p>Explore the natural world, making observations,</p>	<p>People, Culture and Community</p> <p>Talk about members of their immediate family and community</p> <p>Past and Present</p> <p>Understand the past through stories</p> <p>Know some similarities and differences between things in the past and now</p>	<p>Natural World</p> <p>Explore the natural world, making observations, describe what they see, hear and feel whilst outside</p> <p>Know some similarities and differences between the natural world around them and contrasting environments</p> <p>Past and Present</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling</p>	<p>People, Culture and Community</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Culture and Community</p> <p>Explain some similarities and differences between life in this country and life in other countries</p> <p>Natural World</p> <p>Know some similarities and differences between the natural world around them and contrasting</p>
-------------------------	---	---	---	--	--	--

		<p>class. E.g. changes they go through as they grow up. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Talks about the world around and the people and places that are familiar. Talks about the different roles of people within our school and wider community. Knows about some celebrations and is able to talk about how they might be celebrated, Knows that Collective Worship is part of the life of the school community. Talks about some features of a Christian Church and knows that the school is connected</p>	<p>describe what they see, hear and feel whilst outside</p>			<p>environments Understand some important processes and changes in the natural world</p>
<p>Expressive Arts and Design</p>	<p>Drawing – early mark-making, self-portraits Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures Colour mixing</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p>Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>			

Trips / Events Visit to field to explore different seasons	Church Harvest Tractor visit Hens	Walk to the field Diwali Fireworks Christmas	Chinese New Year	Easter Pancake day Food tasting	Minibeasts visitor to school Visit to Old School garden	Beach (local)
---	--	---	------------------	---------------------------------------	--	---------------