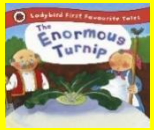
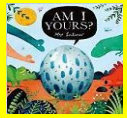
# Reception- Yearly Overview

| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|---|
| **Themes** | | All about me! | All around the world | Once Upon a Time | Growing | Fantastic Beasts | Space & Transition |
| **Literacy** | **Core books (Immersion)** | <br> | <br> | <br> | <br> | <br> | <br> |
| | **Writing** | Letter formation<br>Name writing | Initial sounds<br>CVC word building | Caption Writing/<br>Beginning sentences | Sentence writing with support | Writing sentences (1+) | Extended sentences & writing for a purpose |
| **As Mathematicians we will be learning about…..**<br><br>(MN- Mastering Number) | | Counting objects accurately (1–5)<br>Understanding that numbers represent quantity (cardinality)<br>Subitising small quantities (up to 3, then 4–5)<br>Comparing quantities (more than, fewer than, same)<br>Composition of numbers to 5 (e.g. 4 is made of 3 and 1)<br>Exploring number patterns within 5<br><br>Shape, Space & Measure:<br>Comparing objects by size/length<br>2D Shapes | | Counting, ordering and representing numbers to 10<br>Subitising to 5 and recognising patterns within 10<br>Composition of numbers to 10 (e.g. 7 is 5 and 2)<br>Comparing numbers to 10<br>Understanding one more and one less<br>Beginning to explore odd and even through grouping<br><br>Shape, Space & Measure<br>Comparing/Ordering by size/length/height<br>Capacity<br>3D shapes | | Secure counting and representation to 10 and beyond<br>Automatic recall of number bonds within 5<br>Increased fluency with number bonds to 10<br>Comparing quantities and numerals confidently<br>Exploring doubling and sharing<br>Identifying patterns and relationships between numbers<br><br>Shape, Space & Measure<br>Time<br>Money | |
| **Understanding the World** | **Science** | How am I special?<br>Looking at the Early Years environment (part of transition)<br>Seasonal Changes- What signs of Autumn can you see? | What does the boy need to keep warm in the South Pole?<br>Healthy and unhealthy food choices.<br>Seasonal Changes- What signs of Winter can you see? | How can we make a healthy food basket for Grandma?<br>Can you build a boat for the Gingerbread man (float/sink) | Why do we get so many new flowers in Spring?<br>Seasonal Changes- What signs of Spring can you see? | Are all animals the same?<br>Seasonal Changes- What signs of Summer can you see? | How many planets are there? |
| | **Geography** | Looking at the Early Years environment (part of transition)<br>Introduction to maps<br>Signs of Autumn | Comparison of places and environments (core texts)<br>Making and using maps | Identifying similarities and difference in places (core text)<br>Seasonal changes | Identifying similarities and differences in living things<br>Seasonal changes | Identifying similarities and differences in living things/Making comparisons between environments/ habitats | Identifying similarities and differences in living things, places and objects. |
| | **History** | How have I changed since I was a baby? | My family & traditions<br>Recount of holidays & journeys<br>Christmas celebrations across the world/past | How Fairy Tales might have altered slightly over the years | How do plants and animals change and grow | Animals from the past: Dinosaurs and fossils | Events from the past: first man on the moon<br><br>Recount of their year in Reception |

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| | **RE** | F1 Which stories are special and why? | F4 What times are special and why? | F3 Which places are special and why? | F4 Which people are special and why? | F5 Where do we belong? | F6 What is special about our world? |
| | **Computing** | 1.We have confidence<br>6.We are DJ's | 4. We have feelings<br>19.We are community members. | 12.We are talkers<br>16. We can count | 8.We are healthy | 22.We are creative | 7.We can exercise<br>3.We are successful |
| **Physical Development** | | Introduction to PE (Unit 1) | Introduction to PE (Unit 2) | Introduction to PE (Unit 3) | Free Dance & Movement skills | Floor gymnastics | Gymnastics with apparatus |
| **Expressive Arts & Design** | **Music** | Hearing and Listening | | Vocalising and Singing | Moving and Dancing | Exploring and Playing | |
| | **Art/ D&T** | Painting-Colour mixing<br>Drawing-Self portraits | 3D-Moulding plasticine/clay | 3D-Junk modelling, | 3D-Collage, Exploring different textures | Drawing-observational drawings | 3D-Paper mâché |
| **Personal, Social & Emotional Development** | | Being me in my world | Celebrating difference | Dreams & Goals | Healthy me | Relationships | Changing me |
| **Communication and Language** | | Asks and answers questions: Who, what, when, where, how, why<br>Retells events/ stories | | Extends vocabulary by exploring the meaning of new words.<br>Speaks confidently in front of an audience | | Past, present and future forms<br>Uses a range of vocabulary to express their ideas, feelings and opinions. | |