


## Yearly Overview for Reception 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core School Values</b>	<b>September:</b> Kindness and Cooperation <b>October:</b> Thankfulness	<b>November:</b> Friendship and Sharing <b>December:</b> Respect	<b>January:</b> Unity <b>February:</b> Responsibility	<b>March:</b> Hope and Peace	<b>April:</b> Patience and Perseverance <b>May:</b> Trust and Honesty	<b>June:</b> Happiness <b>July:</b> Courage
<b>British Values</b> 	Democracy	Tolerance	Mutual Respect	Rule of Law	Individual Liberty	Rule of Law
<b>Events and Celebrations</b>	Harvest	Divali (04.11) Bonfire /Firework Night (05.11) St. Andrew's Day (30.11) Christmas	New Year (01.01) Lunar New Year (01.02) Valentine's Day (14.02)	St. David's Day (01.03) World Book Day (03.04) St. Patrick's Day (17.03) Mother's Day Easter (17.04)	St. George's Day (23.04) Queen's Platinum Jubilee (03.06) Eid (22/04)	Father's Day (19.06) Sandy Carnival (11.06)
<b>Year Group Theme</b>	<b>Marvellous Me!</b>	<b>Dark Nights &amp; Celebration Lights!</b>	<b>Toys</b>	<b>We Can Be Heroes!</b>	<b>Mini-Beasts</b>	<b>Journeys!</b>
<b>Key Texts</b>	<ul style="list-style-type: none"> <li>▪ The Invisible String by Patrice Karst</li> <li>▪ The Colour Monster by Anna Llenas</li> <li>▪ The Colour Monster Goes to School by Anna Llenas</li> <li>▪ The Scarecrows Wedding by Julia Donaldson</li> <li>▪ Non-Fiction books about ourselves &amp; families, Harvest</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Squirrels Who Squabbled by Rachel Bright (values link)</li> <li>▪ The Smeds and The Smoos by Julia Donaldson</li> <li>▪ The Nativity &amp; Christmas Stories</li> <li>▪ Non-Fiction books about Autumn, Divali, Bonfire Night, Christmas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Goldilocks and the Three Bears</li> <li>▪ Various Stories with Bears and Toys</li> <li>▪ The Toymaker by Martin Waddell</li> <li>▪ Dogger by Shirley Hughes</li> <li>▪ The Smeds and the Smoos by Julia Donaldson</li> <li>▪ Non-Fiction books about toys and toy making now and in the past</li> </ul>	<ul style="list-style-type: none"> <li>▪ Supertato (various books) by Sue Hendra</li> <li>▪ Superhero books</li> <li>▪ People who help us books</li> <li>▪ Non-Fiction books about real life heroes (people who help us)</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Very Hungry Caterpillar by Eric Carle</li> <li>▪ The Bad Tempered Lady Bird by Eric Carle</li> <li>▪ The Crunching Munching Caterpillar by Sheridan Cain</li> <li>▪ Mad About Mini-Beasts by Giles Andreae (poetry)</li> <li>▪ Superworm by Julia Donaldson</li> <li>▪ Pig the Fibber by Aaron Blabey</li> <li>▪ Snail Trail by Jo Saxton</li> <li>▪ Matisse's Magical Trail by Tim Hopgood</li> <li>▪ Non-Fiction books about Mini-Beasts</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Journey by Neil Griffiths</li> <li>▪ Last and Found by Oliver Jeffers</li> <li>▪ Up and Down by Oliver Jeffers</li> <li>▪ Various other books by Oliver Jeffers</li> <li>▪ Stories from Other Countries</li> <li>▪ Non-Fiction books about transport and journeys now and in the past</li> <li>▪ Maps and Atlases</li> </ul>

<b>Personal, Social &amp; Emotional Development</b>	<p>Statements from Development Matters (2021): Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>▪ See themselves as a valuable individual.</li> <li>▪ Build constructive and respectful relationships.</li> <li>▪ Express their feelings and consider the feelings of others.</li> <li>▪ Show resilience and perseverance in the face of challenge.</li> <li>▪ Identify and moderate their own feelings socially and emotionally.</li> <li>▪ Think about the perspectives of others</li> <li>▪ Manage their own needs: <ul style="list-style-type: none"> <li>○ Personal hygiene</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>▪ Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>○ regular physical activity</li> <li>○ healthy eating</li> <li>○ toothbrushing</li> <li>○ sensible amounts of ‘screen time’</li> <li>○ having a good sleep routine</li> <li>○ being a safe pedestrian</li> </ul> </li> </ul>					
<b>Physical Development</b>	PE session: Fundamental Skills	PE session: Movement – Floor Work	PE session: Dance	PE session: Gym / Wall Frame	PE session: Ball Skills	PE session: Athletics
<b>Communication &amp; Language</b>	<p>Statements from Development Matters (2021):</p> <ul style="list-style-type: none"> <li>▪ Children in Reception will be learning to: <ul style="list-style-type: none"> <li>○ Understand how to listen carefully and why listening is important</li> <li>○ Learn new vocabulary</li> <li>○ Use new vocabulary through the day</li> <li>○ Ask questions to find out more and to check they understand what has been said to them</li> <li>○ Articulate their ideas and thoughts in well-formed sentences</li> <li>○ Connect one idea or action to another using a range of connectives</li> <li>○ Describe events in some detail</li> <li>○ Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>○ Develop social phrases</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>▪ Combine different movements with ease and fluency.</li> <li>▪ Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</li> <li>▪ Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>▪ Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>▪ Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>○ lining up and queuing</li> <li>○ mealtimes</li> </ul> </li> </ul>					
<b>Writing:</b>	Mark making & emergent writing (writing station)	Mark making & emergent writing (writing station)	Mark making & emergent writing (writing station) Letter formation/ handwriting	Mark making & emergent writing (writing station)	Mark making & emergent writing (writing station)	Mark making & emergent writing (writing station)

	Names Labels for monsters	Letter formation/ handwriting  CVC words Descriptive Words (Fireworks) Bonfire poetry Letters to Father Christmas	Thank you letters to Father Christmas Descriptive Words (Toys) Lost Toy Posters Story Map (Goldilocks)	Letter formation/ handwriting  Descriptive Words (Supertato & Evil Pea) Speech Bubbles Sentence Writing (my super powers)	Letter formation/ handwriting  Sentence Writing (facts about worms) List of food (Hungry Caterpillar) Sentence Writing (Hungry Caterpillar) Labelling (parts of a snail) Letters to The Queen	Letter formation/ handwriting  Descriptive Words (vehicles) Sentence Writing (vehicles/journeys) Poetry (other countries) Story writing (journey/other country)
<b>Phonics &amp; Reading:</b>	<b>Phase 1 Recap</b> – focus on oral blending and segmenting	<b>Phase 2</b> <ul style="list-style-type: none"> <li>▪ Step 1: s a t p</li> <li>▪ Step 2: i n m d</li> <li>▪ Step 3: g o c k</li> <li>▪ Step 4: ck e u r Tricky Word Reading: the, to</li> <li>▪ Step 5: h b f ff l ll ss Tricky Word Reading: no, go, l</li> <li>▪ Revise Steps 1-5</li> </ul>	<b>Phase 3</b> <ul style="list-style-type: none"> <li>▪ Step 6: j v w x Tricky Word Reading: no, go, l, the, to</li> <li>▪ Step 7: y z zz qu ch Tricky Word Reading: he, she Tricky Word Writing: the, to</li> <li>▪ sh th (unvoiced) th (voiced) ng Tricky Word Reading: we, me, be</li> <li>▪ ai ee igh oa Tricky Word Reading: was Tricky Word Writing: no, go, l</li> <li>▪ oo (short) oo (long) ar or Tricky Word Reading: my</li> <li>▪ ur ow oi ear Tricky Word Reading: you</li> <li>▪ air ure er Tricky Word Reading: they</li> <li>▪ Practise all Level 3 GPCs Tricky Word Reading: here, all, are</li> </ul>	<b>Phase 3 Recap</b> <ul style="list-style-type: none"> <li>▪ Trigraphs and Consonant Digraphs Recap: was, my</li> <li>▪ Letter Sounds and Vowel Digraphs Recap: we, they</li> <li>▪ Practise all Level 3 GPCs Revision of all Phase 3 tricky words</li> <li>▪ Tricky Word Writing: the, to, no, go, l</li> </ul>	<b>Phase 4</b> <ul style="list-style-type: none"> <li>▪ <b>CVCC Words</b> Tricky Word Reading: said, so  Tricky Word Writing: he, she, me, we, be</li> <li>▪ <b>CCVC Words</b> Tricky Word Reading: have, like, come, some Tricky Word Writing: was, you</li> <li>▪ <b>Adjacent Consonants</b> Tricky Word Reading: were, there, little, one Tricky Word Writing: they, are, all</li> <li>▪ <b>Polysyllabic Words</b> Tricky Word Reading: do, when, out, what Tricky Word Writing: my, here</li> </ul>	
	Weekly School Library Visit  Wordless Reading Books Helicopter Stories	Weekly School Library Visit Word wallets Phonic Reading Book Helicopter Stories	Weekly School Library Visit  Word wallets Phonic Reading Book	Weekly School Library Visit  Word wallets Phonic Reading Book	Weekly School Library Visit Word wallets Phonic Reading Book	Weekly School Library Visit Word wallets Phonic Reading Book
<b>Mathematics</b>	<b>White Rose Maths:</b> <ul style="list-style-type: none"> <li>▪ <b>Getting to know you</b> <ul style="list-style-type: none"> <li>○ Baseline</li> </ul> </li> </ul>		<b>White Rose Maths:</b> <ul style="list-style-type: none"> <li>▪ <b>Alive in 5!</b></li> </ul>		<b>White Rose Maths:</b> <ul style="list-style-type: none"> <li>▪ <b>To 20 and beyond</b></li> </ul>	

	<ul style="list-style-type: none"> <li>○ Routines</li> <li>○ Positional language</li> <li>○ Exploring inside and outside</li> <li>▪ <b>Just like me</b></li> <li>○ Number: Match and sort; compare amounts</li> <li>○ Measure, shape and special thinking: compare size, mass and capacity; exploring pattern.</li> <li>▪ <b>It's me 123</b></li> <li>○ Number: Representing, comparing and composition of 1,2,3</li> <li>○ Measure, shape and special thinking: Circles and Triangles; Positional Language</li> <li>▪ <b>Light &amp; dark</b></li> <li>○ Number: Representing numbers to 5; One More and Less</li> <li>○ Measure, shape and special thinking: Shapes with 4 sides; Time</li> </ul>	<ul style="list-style-type: none"> <li>○ Number: Introducing zero; Comparing Numbers to 5; Composition of 4 and 5</li> <li>○ Measure, shape and special thinking: Compare Mass; Compare Capacity</li> <li>▪ <b>Growing 6,7,8</b></li> <li>○ Number: 6,7 &amp; 8; Combining 2 amounts; Making Pairs</li> <li>○ Measure, shape and special thinking: Length and Height; Time</li> <li>▪ <b>Building 9&amp;10</b></li> <li>○ Number: Counting to 9 and 10; Comparing Numbers to 10; Bonds to 10</li> <li>○ Measure, shape and special thinking: 3-d shapes; Spatial Awareness; Patterns</li> </ul>	<ul style="list-style-type: none"> <li>○ Number: Building Numbers beyond 10; Counting Patterns Beyond 10</li> <li>○ Measure, shape and special thinking: Spatial Reasoning – Match, Rotate Manipulate</li> <li>▪ <b>First, then, now</b></li> <li>○ Number: Adding More, Taking Away</li> <li>○ Measure, shape and special thinking: Spatial Reasoning – Compose and Decompose</li> <li>▪ <b>Find my pattern</b></li> <li>○ Number: Doubling; Sharing and Grouping; Even and Odd</li> <li>○ Measure, shape and special thinking: Spatial Reasoning – Visualise and Build</li> <li>▪ <b>On the move</b></li> <li>○ Number: Deepening Understanding; Patterns and Relationships</li> <li>○ Measure, shape and special thinking: Spatial Reasoning - Mapping</li> </ul>			
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ Similarities and differences</li> <li>▪ Likes and dislikes</li> <li>▪ All about me boxes</li> <li>▪ Our families</li> <li>▪ Family celebrations incl. birthdays</li> <li>▪ Our senses</li> <li>▪ Harvest</li> <li>▪ Remote controlled toys</li> <li>▪ Navigating around our school environment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ Beebots</li> <li>▪ Diwali</li> <li>▪ Remembrance</li> <li>▪ Bonfire night (Guy Fawkes)</li> <li>▪ Advent</li> <li>▪ The story of the First Christmas, nativity.</li> <li>▪ St Andrew</li> <li>▪ Explore light</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ Penguins</li> <li>▪ Toys – old (in the past) and new</li> <li>▪ Toys – how they work</li> <li>▪ Find lost toys using a map of the school</li> <li>▪ Materials</li> <li>▪ Hyacinth bulbs – observe change</li> <li>▪ RSPB bird watch</li> <li>▪ Epiphany</li> <li>▪ Lunar New Year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ St David</li> <li>▪ St Patrick</li> <li>▪ St George</li> <li>▪ Easter story</li> <li>▪ Different occupations – people who help us</li> <li>▪ Recycling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ The Queen's Jubilee</li> <li>▪ Bug habitats</li> <li>▪ Identifying creatures</li> <li>▪ Observing life cycle of butterflies</li> <li>▪ Wormery</li> <li>▪ Minibeast hunting</li> <li>▪ Eid</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly observation of seasonal changes and changes in nature</li> <li>▪ Forrest School Activities</li> <li>▪ Daily observations of weather</li>   <li>▪ Exploring a globe and maps – world &amp; local</li> <li>▪ Journeys we have taken</li> <li>▪ Map work – drawing own &amp; following</li> <li>▪ A journey in Sandy – physical &amp; human features</li> <li>▪ Vehicles/forms of transport – now and in the past</li> <li>▪ Comparison with life in other countries/cultures</li> </ul>

<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Harvest songs and performance</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Christmas songs and performance</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Easter songs and performance</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs and rhymes</li> <li>Songs and music from around the world</li> <li>Listen &amp; respond to music</li> <li>Exploring with musical instruments</li> </ul>
	<ul style="list-style-type: none"> <li>Mark making</li> <li>Using different media to create marks – dots, spots, lines, curved, straight</li> <li>Self-portraits - sketch, basic shapes, different colours</li> <li>Sketch fruit and vegetables</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Using different media e.g. Firework pictures, poppies</li> <li>Manipulate materials to form cones and cylinders e.g. rocket</li> <li>Clay Mehndi patterned hands (printing)</li> <li>Colour mixing – autumn leaves – orange</li> <li>Printing (poppies)</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Manipulate materials</li> <li>Sketch (observational drawing) a toy</li> <li>Movements of toys/puppets/soldiers</li> <li>Lunar New Year – lanterns – animal of year</li> <li>Colour mixing – Smeds &amp; Smoos - purple</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Manipulate materials</li> <li>Costumes for Super veggies</li> <li>Roy Lichtenstein – Pop Art Superhero Words</li> <li>Cooking</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Manipulate materials</li> <li>Exploring textures - collage</li> <li>Artist – Henri Matisse – The Snail</li> <li>Natural art mini-beasts</li> <li>Colour mixing – Hungry Caterpillar – green</li> <li>Clay minibeast</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Manipulate materials</li> <li>Design and make a junk model vehicle</li> <li>Art styles from around the world</li> </ul>
Continuous provision: <ul style="list-style-type: none"> <li>Creative table</li> <li>Construction area (kits)</li> <li>Construction area (modelling)</li> <li>Block play</li> <li>Small world play</li> <li>Roleplay</li> </ul>						
<b>Enrichment days and trips</b>		Christmas production	Teddy Bears Picnic	World Book Day (Dress Up)	Marvellous Mini-Beast Celebration (Dress Up)	Sports Day Local Walk
<b>Home engagement</b>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>All about me box</li> </ul>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>Phonics: sound &amp; word wallets with parent information sheet (weekly)</li> <li>Reading Books</li> <li>Autumn walk treasures bag</li> </ul>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>Phonics: sound &amp; word wallets with parent information sheet (weekly)</li> <li>Reading Books</li> </ul>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>Phonics: sound &amp; word wallets with parent information sheet (weekly)</li> <li>Reading Books</li> </ul>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>Phonics: sound &amp; word wallets with parent information sheet (weekly)</li> <li>Reading Books</li> </ul>	<ul style="list-style-type: none"> <li>WOWS</li> <li>Marvellous Me Communication</li> <li>Phonics: sound &amp; word wallets with parent information sheet (weekly)</li> <li>Reading Books</li> </ul>

			<ul style="list-style-type: none"><li>■ Toys from the past (Parents &amp; Grandparents)</li></ul>			
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