



Reception Overview



Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half-Termly Topics	Me and My School The Rainbow Fish Funnybones Cleversticks	Celebrations Lost and Found	On the Way Home On the Way Home Don't Dawdle Dorothy	Transport The Train Ride	The Circle of Life Oliver's Vegetables Frog and butterfly life cycles	Habitats Wow! It's Night Time
Enhancements	Phonics 'Drop in' sessions	Diwali Dance Nativity Play Panto	Mystery Readers Walk to school fieldwork	Imagine That Science Museum Visit Parent invite - DT	Birds of Prey visit	Love of reading Sports Day Waterside
Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary / Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases Engage in story times. Listen to and talk about stories to build familiarity and understanding & Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 		<ul style="list-style-type: none"> Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Learn rhymes, poems and songs & listen carefully to rhymes and songs, paying attention to how they sound. 		<p>ELG'S - Listening and Attention</p> <ul style="list-style-type: none"> 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>ELG 'S - Speaking</p> <ul style="list-style-type: none"> 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. 	

					<ul style="list-style-type: none"> 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 	
PSE Jigsaw	Being Me in My World Worthy Way	Celebrating difference Worthy Way	Dreams and goals	Healthy Me	Relationships	Changing me
Physical Development	<ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency 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 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. Develop the foundations of a handwriting style which is fast, accurate and efficient. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>					
P.E. Gross Motor Skills	Gymnastics		Dance		Multi-skills Balls skills and competitive Team games	
	<p>ELG's</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>					
Fine Motor Skills	<p>Dough Disco, Squiggle While you Wriggle, Funky fingers activities</p> <p>Letter formation and correct pencil grip</p>					
	<p>ELG's</p> <ul style="list-style-type: none"> 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, paintbrushes and cutlery. <p>Begin to show accuracy and care when drawing.</p>					

LITERACY	Stories: The Rainbow Fish Funnybones Cleversticks	Stories: Lost and Found Non-Fiction: Penguin Facts	Stories: On the Way Home Don't Dawdle Dorothy	Stories: The Train Ride- Performance poetry The Lighthouse Keeper's Lunch	Stories: Oliver's Vegetables Instructions Diary of a caterpillar Instructions -How to Look After Your Teeth	Stories: Wow! It's Night Time The Nature Girls
Phonics Little Wandle Daily phonic lessons and Practice read session x3 a week *specific details are sent out weekly as the order may change slightly depending on the cohort.	Wk 1 s a t p Wk 2 i n m d Wk 3 g o c k _ is Wk 4 c k e u r _ l Wk 5 h b f l _ the	Wk 1 ff ll ss j_ as WK 2 v w x y _and has his her Wk 3 z zz qu ch words with s /s/ at the end (hats sits) _go no to into Wk 4 sh th ng nk_ she he of Wk 5 • words with s /s/ at the end (hats sits) • words ending s /z/ (his) and with s /z/ added at the end (bags) _we me be	Wk 1 ai ee igh oa Wk 2 oo oo ar or _was you they Wk 3 ur ow oi ear_ my by all Wk 4 air er Wk 5 longer words words with double letters: dd mm tt bb rr gg pp ff are sure pure	Wk 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all taught so far Wk 2 review Phase 3: er air Secure spellingwords with double letters longer words Wk 3 words with two or more digraphs Wk 4 longer words words ending in -ing compound words Wk 5 longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	Wk 1 short vowels CVCC _ said so have Wk 2 short vowels CVCC CCVC _some come love do Wk 3 short vowels CCVCC CCCVC CCCVCC longer words _were here little says Wk 4 longer words compound words _there when what one Wk 5 root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est _out today	Wk 1 long vowel sounds CVCC CCVC Review all taught so far Wk 2 long vowel sounds CCVC CCCVC CCV CCVCC Secure spelling Wk 3 Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words Wk 4 root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Wk 5 root word ending in: -er, -est longer words
MATHS *Under review as we are introducing maths mastery	Match, sort and compare (2) Talk about measures and patterns (2) It's me 1,2,3 (2)	Circles and triangles (1) 1,2,3,4,5 (2) Shapes with 4 sides (2)	Alive in 5 (2) Mass and capacity (1) Growing 6,7,8 (2) Length, height and time (1)	Length, height and time (1) Building 9 and 10 (2) Explore 3D shapes (2)	TO 20 and beyond (2) How many now? (1) Manipulate, compose and decompose (2) Sharing and grouping (2)	Visualise, build and map (3) Make connections (1) Consolidation
UNDERSTANDING THE WORLD(UW) SCIENCE The Natural World	What can I see in Autumn? What's inside my body?	Can penguins live in Sale? *Recognise some environments that	*Recognise some environments that are different to the one in which they live.	What makes things move? Explore the natural world around them.	Which vegetables can grow in Sale? •Explore the natural world around them.	What do owls come out at night? •Explore the natural world around them.

	<p>*Describe what they see, hear and feel whilst outside.</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. 	<p>are different to the one in which they live.</p> <p>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Ice melting/ krispie cakes)</p>		<p>*Understand some important processes and changes in the natural world-forces and pulleys.</p>	<ul style="list-style-type: none"> •Understand the effect of changing seasons on the natural world around them- Life cycles of frogs and butterflies 	<p>*Recognise some environments that are different to the one in which they live.</p>
<p>(UW)HISTORY Past & Present</p>	<p>Has Worthington Primary always looked like this? Talk about members of their immediate family and community.</p> <ul style="list-style-type: none"> •Comment on images of familiar situations in the past. •Compare and contrast characters from stories, including figures from the past. 	<p>Why do we wear Poppies? Why do we remember the 5th November?</p> <p>Comment on images of familiar situations in the past. - Remembrance Day</p> <p>Compare and contrast characters from stories, including figures from the past.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p>	<p>How do we know what is old and what is new?</p> <p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past- George Stephenson</p> <p>Compare trains today and in the past- steam trains, Bullet train</p>		
<p>UW Geography People, culture and Communities</p>	<p>Who is in my school? Where do I find ...? *Talk about members of their immediate family school and community</p>	<p>Can penguins live in Sale? How is Diwali celebrated in India and the UK?</p> <ul style="list-style-type: none"> • Understand that some places are 	<p>How do I get to school? Draw information from a simple map.</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate 	<p>Are trains different in other countries? *Recognise some similarities and differences between life in this country and life in other countries.</p>		<p>Which animals can live in a woodland? *Recognise some environments that are different to the one in which they live.</p>

	<p>*Name and describe people who are familiar to them.</p> <p>*Draw information from a simple map (map of classroom/school)</p>	<p>special to members of their community.</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. 	<p>special times in different ways.</p>	<p>Japan-Bullet Train</p> <ul style="list-style-type: none"> • Name and describe people who are familiar to them (in community) <p>*Recognise some environments that are different to the one in which they live- Farm , town and country, seaside etc</p>		
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**EXPRESSIVE ART & Design (EAD)
ART
Creating with Materials
EAD**

Ongoing throughout the Year (ELG's)

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively sharing ideas, resources and skills.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

<p>*Provide a range of materials and tools and teach children to use them with care and precision.</p> <p>*Explore a variety of artistic effects to express their feelings</p>	<p>How can I make a clay poppy</p> <p>*Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>*Teach children to develop their colour-mixing techniques to enable them to match the colours they see and want to represent, with step-by-step guidance when appropriate.</p>	<p>How can I make a model of my house?</p> <p>*Explore a variety of artistic effects to express their feelings</p> <p>*Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>How can I help the baby owl get back to his mum?</p> <p>*Provide opportunities to work together to develop and realise creative ideas.</p> <p>*Provide children with a range of materials for children to construct with.</p> <p>*Encourage them to think about and discuss what they want to make. Discuss problems and how they might be solved as they arise. Reflect with children on how</p>	<p>How do we make vegetable soup? (Oliver's Vegetables)</p> <p>*Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see.</p> <p>*Generate inspiration and conversation about art and artists.</p>	<p>*Create collaboratively sharing ideas, resources and skills.</p>
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				they have achieved their aims. *Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.		
Kapow Art	How can I make marks? Drawing - Marvellous Marks How can I make 3D models? Sculpture and 3D - Clay poppies		How can I express myself with paint? Painting and Mixed Media – Paint my world			
Kapow Music		Exploring Sound	Music and movement	Transport	Big Band	
	<ul style="list-style-type: none"> • Explore and engage in music making and dance, performing solo or in groups. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • 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. 					
RE	F2 Which People are special and why? F4 Which times are special and why?		F6 What is special about our world and why?		F3 Which places are special and why?	