



## Reception 2021 – 2022 Termly Overview

	Autumn	Spring	Summer
<p>Topics</p> <p>Loosely based and can change depending on the chn's interests</p>	<p>All about Me</p> <p>Colours</p> <p>Under the sea</p> <p>Dinosaurs</p> <p>Autumn</p> <p>Halloween</p> <p>Bonfire Night</p> <p>Space</p> <p>Diwali – Light and dark</p> <p>Nursery Rhymes</p> <p>Traditional tales</p> <p>Winter/Christmas</p>	<p>Pirates</p> <p>People who help us – emergency services</p> <p>Rhyming/music</p> <p>Supeheroes</p> <p>All around the world</p> <p>Chinese new year/mythical creatures</p> <p>Pancake day/ Healthy eating</p> <p>Traditional tales</p> <p>Science week – senses</p> <p>Lifecycles</p> <p>Growing</p> <p>Easter</p>	<p>Circus</p> <p>Weather</p> <p>Minibeasts/insects</p> <p>Habitats</p> <p>Transport/road safety</p> <p>Water</p> <p>People who help us – occupations</p> <p>Mixed up Traditional tales</p> <p>Art and DT week</p> <p>Farm</p> <p>Transition week</p>
<p>Writing</p>	<p>Encourage an effective pencil grip</p> <p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</p> <p>Write some or all of their name</p> <p>Form some lower case and capital letters accurately.</p>	<p>Spell words by identifying the sounds &amp; then writing the sound with letter/s</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense</p>



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<p>Reading</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words made up of known letter – sound correspondences</p> <p>Read some letter groups that each represent 1 sound and say sounds for them (special friends)</p> <p>Read a few common exception words matched to RWI</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>Engages with books &amp; other reading materials at an increasingly deeper level, &amp; their knowledge of language structure, subject knowledge &amp; illustrations to interpret the text</p>
<p>Maths</p> <p>Following WRM</p>	<p>Count objects, actions and sounds</p> <p>Link the number symbol (numeral) with its cardinal number value – 1 -5</p> <p>Compare numbers to 5</p> <p>Subitise 1-5</p> <p>Continue, copy and create repeating patterns - Chooses familiar objects to create and recreate repeating patterns</p>	<p>Comparing numbers to 10</p> <p>Subitise to 10</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers</p> <p>Explore the composition of numbers to 10</p> <p>Comparing mass/capacity - Model comparative language using ‘than’ and</p>	<p>Count beyond ten.</p> <p>Number bonds to 5</p> <p>Link the number symbol (numeral) with its cardinal number value – number line to 10</p> <p>Continue, copy and create repeating patterns – counting patterns</p> <p>Sharing and grouping</p>



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	<p>beyond AB patterns and begins to identify the unit of repeat</p> <p>Compare length, weight and capacity - Enjoys tackling problems involving prediction and discussion of comparisons of weight and capacity, paying attention to fairness and accuracy.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can – 2D shapes</p>	<p>encourage children to use this vocabulary. For example: "This is heavier than that."</p> <p>Ask children to make and test predictions. "What if we pour the jugful into the teapot? Which holds more?"</p> <p>Comparing length and height - Enjoys tackling problems involving prediction and discussion of comparisons of length, paying attention to fairness and accuracy.</p> <p>Measurement - Becomes familiar with measuring tools in everyday experiences and play.</p> <p>Beginning to experience measuring time with timers and calendars</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. – 3D shapes</p> <p>Continue, copy and create repeating patterns.</p>	<p>Deepening understanding, problem solving – Doubling, even and odd numbers</p> <p>Automatically recall number bonds to 10</p> <p>Continue, copy and create repeating patterns – patterns and relationships</p> <p>Subtracting</p> <p>Spatial awareness and reasoning - Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints</p> <p>Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning)</p> <p>May enjoy making simple maps of familiar and imaginative environments, with landmarks</p>
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<p>L&amp;A</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books</p> <p>Enjoy listening to longer stories and can remember much of what has happened</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Understand how to listen carefully and why listening is important</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books</p>
<p>Understanding</p>	<p>Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p>	
<p>Speaking</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.</p> <p>Use longer sentences of four to six words</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Learn rhymes, poems and songs</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engage in story times</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Use new vocabulary in different contexts</p>



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	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail</p> <p>Develop social phrases.</p>		
<p>PSED</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Manage their own needs. Model table manners at lunchtime Personal hygiene – washing hands before snack time</p> <p>Think about the perspectives of others.</p>		



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<p><b>Moving and handling</b></p>	<p>Revise &amp; refine fundamental movements, making changes to body shape, position &amp; pace of movement such as slithering, shuffling, rolling, skipping, hopping &amp; sliding</p> <p>Combine different movements with ease &amp; fluency</p> <p>Develop overall body strength, coordination, balance &amp; agility</p> <p>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.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (ball skills)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>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. (Gymnastics)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. (Athletics and games)</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>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. (Gymnastics)</p>
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	Encourage children to draw freely.		
<b>Health and self care</b>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> </ul> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes – using a knife and fork</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>Healthy eating</li> <li>toothbrushing</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>Being a safe pedestrian</li> </ul> <p>Explain to children and model how to travel safely in their local environment, including: staying on the pavement, holding hands and crossing the road when walking, stopping quickly when scootering and cycling, and being sensitive to other pedestrians.</p>
<b>People and communities</b>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Comment on images of familiar situations in the past</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p>	<p>Compare and contrast characters from stories, including figures from the past</p>
<b>The World</b>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Describe what they see, hear and feel whilst outside</p>	<p>Understand the effect of changing seasons on the natural world around them</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them.</p>



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	<p>Explore the natural world around them. Find out about their environment and talk about those features they like/dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live</p>	<p>All plants need water, light and warmth to grow and survive A seed produces roots to allow water to get into the plant and shoots to produce leaves to collect the sunlight Extend vocabulary: blossom, buds, bulb, evergreen, deciduous Name &amp; describe some plants</p> <p>Recognise some environments that are different from the one in which they live</p>	<p>Discuss how to care for the living things &amp; their habitats Use correct terms e.g. chrysalis, pupa when observing life cycle of butterfly &amp; ladybirds</p> <p>Draw information from a simple map.</p>
Technology	<p>Develops digital literacy skills by being able to access, understand and interact with a range of technologies</p> <p>Begin to list different IT in their home</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p>	<p>Completes a simple program on electronic devices</p> <p>Can create content such as a video recording, stories, and/or draw a picture on screen</p>	<p>Begin to give reasons why we need to stay safe online</p>
EMM	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>





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	<p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p><b>ME - CHARANGA</b></p>	<p>Join different materials and explore different textures</p> <p>Remembers and sings entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p><b>EVERYONE CHARANGA</b></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>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>BIG BEAR FUNK CHARANGA</b></p>
<p><b>BI</b></p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p>	<p>Develop storylines in their pretend play.</p> <p>Recreate roles and experiences in play situations</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>



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	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park		
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