



Subject **Autumn** **Spring** **Summer**

Reception Overview	Star of the Week assemblies					
Special Events	Roald Dahl Day (13/9) Macmillan Coffee Morning (7/9) National Poetry Day (4/10) Sukkot (16-23/10) Recycle Week (25/10) Diwali (31/10)	Bonfire night (5/11) Remembrance Day (11/11) Road Safety Week (17-23/11) Christingle (1/12) Festive Fun Performance (TBC) Hanukkah (25/12) Christmas (25/12)	Chinese New Year (27/1) NSPCC Numbers Day (7/2) Shrove Tuesday (4/3) St Patricks Day (17/3)	Martisor (1/3) St Davids Day (1/3) Mother's Day (30/3) Eid (30/3) Good Friday (20/4)	St Georges Day (23/4) School trip – Mudchute Farm Stg: 24/4 Bon: 2/5 provisionally booked	Father's Day (6/6) Sports Day (TBC)
Weeks (190 days)	6 + 4d start date 9/9/24	6 + 4d	5 + 4d	6	4 +3d	7 + 2d
Parental Engagement	Welcome meetings Class Dojo Reading workshop	Class Dojo Maths workshop	Class Dojo	Class Dojo	Class Dojo	Annual report Class Dojo
Topic	What does my world look like?	How do I celebrate?	Where can I go?	What happens in my world?	Who is an artist?	What can I learn from Traditional Tales?
TEXTS	1. Settling – DEAR time 2. All Are Welcome 3. Families 4. We All Belong 5. My World, Your World 6. Somebody swallowed Stanley 7. Diwali (4 days)- non-fiction	1. Pumpkin Soup 2. Whatever Next 3. Road Safety Week 4. The Nativity 5. Hanukkah – 8 candles to light 6. How Many Sleeps 'til Christmas? 7. Dear Santa (4 days)	1. Dinosaurs 2. Katie Visits London 3. Roaming in the rainforest 4. Chinese New Year 5. Henry's Map 6. We all went on Safari (4 days)	1. Handa's adventures 2. Mr Wolf's Pancakes 3. Pirates 4. Easter - RE link 5. Monkey Puzzle 6. We're going on an egg hunt	School Trip linked: 1. Farm animals 2. Lifecycles 3. Katie and the Starry Night 4. Katie and the Mona Lisa 5. Katie and the Sunflowers	1. The Little Red Hen 2. Three Billy Goats Gruff 3. The Three Little Pigs 4. Little Red Riding Hood 5. Jack and the Beanstalk 6. Summer holidays/safety 7. Journey to year 1
Mark Making Outcome	Is developing his/her small motor skills so that he/she can use a range of tools competently,	Writes some or all of name.	Uses some of his/her print and letter knowledge in his/her early writing, e.g. writing	Can form lower-case and capital letters correctly	Writes simple phrases and sentences that can be read by others	Write short sentences with words with known sound-letter correspondences using a



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	safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors.	Writes some letters accurately	a pretend shopping list that starts at the top of the page; writes 'm' for mummy"	Is able to spell words by identifying the sounds and then writing the sound with letter/s	Spells words by identifying sounds in them and representing the sounds with a letter or letters	capital letter and full stop Re-reads what he/she has written to check that it makes sense Writes recognisable letters, most of which are correctly formed
Communication, Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn and use new vocabulary.</p> <p>Ask questions to find out more and check to understand what is said to them.</p> <p>Engage in story times.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>	<p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in non-fiction books.</p>	<p>Use new vocabulary in different contexts.</p> <p>Articulate their ideas and thoughts in well-informed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Begin to form lowercase letters correctly.</p> <p>To do: Recap rhyme and alliteration Recap phase 1</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Begin to blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception (tricky) words.</p>	<p>Write short sentences with words with known letter-sound correspondences using capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Form lowercase and capital letters correctly.</p>			



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	<p>Introduce phase 2 phonics</p>	<p>Begin to form lowercase and capital letters correctly.</p> <p>Begin to spell words by identifying the sounds and then writing the sounds/letters.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception (tricky) words.</p>	
<p>Maths</p>	<p>Count objects, actions and sounds. Compare numbers. Link the number symbol (numeral) with its cardinal number value (quantity in a set). Subitise up to 5 (say how many without counting). Count accurately beyond 10 Count sets of objects accurately to 5 and beyond. Explore the composition of numbers to 5 in simple addition</p> <p>Continue, copy and create repeating patterns</p> <p>Can compare length, weight and capacity</p> <p>Name several 2D and 3D shapes – know terms to describe them e.g., corner, side, face.</p>	<p>Count objects, actions and sounds to 10 accurately. Compare numbers fewer, more, equal. Link the number symbol (numeral) with its cardinal number value (quantity in a set). Subitise up to 5 and beyond (say how many without counting). Verbally counts beyond 20, recognising the pattern of the counting system. Explore the composition of numbers to 5 in simple addition and subtraction. Understand the ‘one more than/one less than’ relationship between consecutive numbers. Double facts and Odd and Even as number patterns</p> <p>Continue, copy and create repeating patterns</p> <p>Compare length, weight and capacity</p> <p>Build on knowledge of 2D and 3D shapes – know terms to describe them e.g., corner, side, face. Investigates composing and decomposing shapes and recognises a shape can have other shapes within it e.g., making rectangles from two triangles.</p>	<p>Explore the composition of numbers to 10</p> <p>Explore the composition of numbers to 5 and up to 10 in simple addition and subtraction.</p> <p>Automatically recalls (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Has a deep understanding of number to 10, including the composition of each number e.g., can say several ways of making 5 such as 4+1, 3+2, 5+0</p> <p>Can explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</p> <p>Can compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills. Recognise shapes within shapes.</p> <p>Compare length, weight and capacity.</p>



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Understanding the World						
Science	Humans Seasonal Changes	Earth and Space Light Seasonal changes	Animals excluding humans – dinosaurs Sound – musical instruments, body percussion, rhyme and rhythm.	Animals excluding humans & Living Things and their Habitats – wild animals Plants	Animals excluding humans & Living Things and Their Habitats – domestic animals	Animals excluding humans & Living Things and their habitats – sea life
History/Geography	Name and describe people who are familiar to them. Where I live, where everything is in school. My family – who they are, what we do.	Compare and contrast characters from stories, including figures from the past.	Draw information from a simple story map. Name some map features – water, roads, green spaces.	Recognise some similarities and differences between their life in this country and life in other countries.	Forces – pushes and pulls, include magnets as an invisible push and pull.	Materials – best for house building, best for a bridge etc.
RE	Why is Diwali special?	What happened during the First Christmas?	What happens at Chinese New Year?	Who is Jesus?	What do Hindus believe?	Why is Eid special?
Physical Development	Revise and refine the fundamental movement skills they have already acquired: - rolling/crawling/walking/jumping/running/hopping/skipping/climbing Know and talk about different factors that support health and wellbeing- regular exercise/healthy eating/toothbrushing/sensible amounts of screen time/sleep/being a safe pedestrian. Further develop skills to manage the school day successfully - lining up/mealtimes/personal hygiene.		Throwing and catching Dribbling Develop small motor skills in order to use a range of tools competently, safely and confidently – pencils for drawing/writing/paintbrushes/scissors/knives, forks and spoons. I can: Zip up coats. Dress for PE. Choose a healthy diet. Keep safe.		Develop the overall body strength, coordination, balance and agility needed to engage in different types of physical activities - e.g., Sports Day Further develop and refine ball skills including throwing and catching/kicking/passing/batting and aiming. Develop the foundations of a handwriting style which is fast, accurate and efficient.	



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	<p>I can: Hanging up coats Using toilet independently Children take off/put on own coat/change for PE</p>		
<p>Personal Social and Emotional Development</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. of others.</p>	<p>Work and play cooperatively and take turns with others. See themselves as a valuable individual. Identify and moderate their own feelings socially and emotionally.</p>	<p>Manage their own needs. Think about the perspectives</p>
<p>Expressive Arts and Design</p>	<p>Perform songs and rhymes moving in time to the music. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performing art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>