

2024-25 Overview

Year Group: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>Focus on relationships, routines and expectations</p> <p>Class promises recap Learning animals recap</p> <p>Mental Health Sessions 1, 2 & 3 RSE Sessions 1 & 2</p> <p>Independent challenges begin</p>	<p>RSE Sessions 3 & 4 Drugs Education Sessions 1 & 2</p> <p>Learning like a dolphin (concentrating)</p> <p>Learning like a chimp (finding different ways to complete tasks)</p> <p>Anti-bullying week focus</p>	<p>Race Equality Sessions 1 – 4</p> <p>Children’s mental health week</p> <p>Safer Internet Day</p>	<p>Gender Equality Sessions 1- 4</p> <p>Learning like an octopus (making links)</p> <p>International Women’s Day</p>	<p>Mental Health Session 1, 2 & 3 revisit</p> <p>E-safety Sessions 1 -4</p> <p>Drugs Education 3 & 4</p>	<p>Mental Health Session 1, 2 & 3 revisit</p> <p>Healthy Eating week</p> <p>Transition</p>
Emotional Development	<p>Emotion bears – weekly focus</p> <p>Restorative approach recap and staff use</p> <p>Reflective language used to develop emotional awareness</p> <p>Calm corner used as a strategy to manage emotions.</p>	<p>Emotion bears – weekly focus</p> <p>Restorative approach recap and staff use</p> <p>Reflective language used to develop emotional awareness</p> <p>Different breathing styles used in mindfulness</p>	<p>Emotion bears – weekly focus</p> <p>Continued use of restorative approach and reflective language to support emotional development</p> <p>Identifying new emotions- the colour monster, scribble dots song</p>	<p>Emotional development – weekly focus</p> <p>Continued use of restorative approach and reflective language to support emotional development</p>	<p>Emotional development – weekly focus on developing empathy and using the language of emotions effectively.</p> <p>Continued use of restorative approach and reflective language to support emotional development</p>	<p>Emotional development – weekly focus on developing empathy and using the language of emotions effectively.</p> <p>Continued use of restorative approach and reflective language to support emotional development</p>
Developing a sense of belonging	<p>WOW week</p> <p>All about me activities</p>	<p>Celebrations and events</p> <p>Class expectations</p>	<p>Celebrations and events</p> <p>Circle times- PSHE</p>	<p>Celebrations and events</p> <p>Circle times- PSHE</p>	<p>Life cycles- baby photos</p> <p>Circle times- PSHE</p>	<p>Celebrations and events</p> <p>Circle times- PSHE</p>

	<p>Class promises</p> <p>Class pegs- create peg labels etc</p> <p>Getting to know each other and building strong relationships</p> <p>Tidy up time – big tidy jobs</p>	Circle times- PSHE				
Involving parents	<p>Transition drop in sessions at the beginning of the year</p> <p>Setting up Seesaw and observations shared</p> <p>Half termly parent overviews shared</p> <p>Parent workshops focused on building independence</p>	<p>Parents evening</p> <p>Nativity show</p> <p>Ongoing communication through Seesaw, including weekly observations</p> <p>Half termly parent overviews shared</p> <p>Parent workshops focused on building emotional development/ Growth mindset</p>	<p>Parent story time</p> <p>Pizza express trip</p> <p>Half termly parent overviews shared</p>	<p>Parents evening</p> <p>Farm trip</p> <p>Half termly parent overviews shared</p>	<p>Parent story time</p> <p>Half termly parent overviews shared</p>	<p>Transition support to year 1</p> <p>Half termly parent overviews shared</p>
Physical Development (dance, games and gym)	<p>Using the permanent outdoor and indoor equipment correctly and safely</p> <p>Circle games/ stop and go games</p> <p>Music focus: Singing and moving to music</p>	<p>Zumba – following instructions.</p> <p>Following a series of movements to performance dance for the Christmas show.</p> <p>Running and moving in different ways in playground</p>	<p>Moving in different ways – at different heights</p> <p>Creating a sequence of movements.</p> <p>Using the castle to climb, scramble, walk along a rope net and slide</p>	<p>Yoga – mindful movements</p> <p>Throwing and catching ball skills and other sports skills.</p>	<p>Moving in different ways – at different speeds</p> <p>Creating a sequence of movements (progression from Spring 1)</p> <p>Team games</p> <p>Hopping, skipping, jumping and balancing.</p>	<p>Gym – using mats, benches and small table to allow travel using previously learned skills.</p> <p>Sports Day</p> <p>Running games</p>

		Music focus: Listening and moving – building up a repertoire of songs and dances.	Using tools to cut ingredients when making pizza or sandwich (see NF link)		Dancing to music from different cultures	
Key vocabulary – Dance	Movement Safely Control					
Key vocabulary – Games				Control Aim Pass Bat		
Key vocabulary – Gym					Movement Safely	Apparatus
This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.						
CLL development	<p>Consistent use of descriptive commentary by all staff to support language development.</p> <p>Vocabulary for adults in each provision area- 2 words per area</p> <p>Communication aids incorporated in daily provision</p> <p>Colourful semantics questions used as comprehension in story times/ lilac reading</p>	<p>Consistent use of descriptive commentary by all staff</p> <p>Reading folders- tricky word focus</p> <p>Vocabulary linked to celebrations</p> <p>Colourful semantics questions used as comprehension in story times</p>	<p>Vocabulary linked to farms and animals</p> <p>Vocabulary linked to habitats</p> <p>Colourful semantic developed through Literacy texts.</p>	<p>Vocabulary linked to growing and changing</p> <p>Colourful semantic developed through Literacy texts.</p>	<p>Emotional language – what can we do next time, how can we use our words?</p>	

English	<p>The Enormous Turnip - change the vegetable</p> <p>We're going on a bear hunt - change the places they visit</p> <p>- as storytimes</p>	<p>The foggy, foggy forest - Change what they see - rhyming focus</p> <p>Stick man – Julia Donaldson - change the characters</p> <p>Non-Fiction – letter writing</p>	<p>Non-fiction- Instructions Making sandwich/ pizza</p> <p>Room on the Broom - change the setting</p>	<p>The three billy goats gruff - Change the events</p> <p>Non-fiction – Recount Farm trip</p>	<p>Jack and the Beanstalk - change the main character</p> <p>Non-fiction – information - life cycles (tadpoles to frogs)</p>	<p>Someone swallowed Stanley - change the characters</p> <p>Non-fiction – information - Pollution in the ocean</p> <p>Non-fiction – information Transition to Year 1</p>
Reading	<p>Reading for pleasure book all year round in book bags</p> <p>Lilac books- reading focus</p> <p>RA RA RA texts- Read Aloud, Read Along, Read Alone</p> <p>Guided reading – daily group sessions focused on Twinkl mini books</p>	<p>Daily high-quality storytelling sessions</p> <p>Decodable books started</p> <p>Guided reading – daily group sessions focused on Twinkl mini books</p>	<p>Daily high-quality storytelling sessions</p> <p>Vocabulary/ tricky word wall in classroom</p> <p>Guided reading – daily group sessions focused on Twinkl mini books</p>	<p>Daily high-quality storytelling sessions</p> <p>Key vocab on literacy display and phonics sounds on phonics display</p> <p>Guided reading – daily group sessions focused on Twinkl mini books</p>	<p>Daily high-quality storytelling sessions</p> <p>Whole class guided reading – whole class sessions focused on Twinkl mini books – reading skills built up over the week</p>	<p>Daily high-quality storytelling sessions</p> <p>Whole class guided reading – whole class sessions focused on Twinkl mini books – reading skills built up over the week</p>
Phonics	<p>Level 2 recap phonemes and tricky words</p> <p>Decodable word development Level 2 (Set 1-6) to support reading development</p> <p>Level 1 activities linked to key experiences</p>	<p>Level 2 recap</p> <p>Introduce Level 3 - phonemes and tricky words</p> <p>Decodable word development Level 2 (Set 1-6) to support reading development</p>	<p>Level 3 – digraphs and tricky words – word reading and writing</p>	<p>Level 3 – digraphs and tricky words – caption reading and writing</p>	<p>Level 3 – recap of all phonemes and application activities</p>	<p>Level 4 introduction – phonemes and tricky words – simple sentence reading and writing.</p>
Maths – Number	<p>Verbally counting forward and backwards within the number sequence 1- to 10.</p>	<p>Verbally counting forward and backwards within the number sequence 1- to 10.</p>	<p>Verbally counting forward and backwards within the number sequence 1- to 20</p>	<p>Verbally counting forward and backwards within the number sequence 1- to 20</p>	<p>Verbally counting forward and backwards within the number sequence 1- to 20</p>	<p>Verbally counting forward and backwards within the number sequence 1- to 20 –</p>

	<p>Numbers 1-5</p> <ul style="list-style-type: none"> - Numicon representation - Introduce numeral - Subitising - Counting objects, actions and sounds - Composition of number - Counting out (including money) <p>Using numbers up to 5</p> <ul style="list-style-type: none"> - Order Numicon then numerals to 5. - 1 more and 1 less to 5. 	<p>10 – starting at different numbers.</p> <p>Number order to 5</p> <p>Odd and even up to 5.</p> <p>Number bonds to 5 (simple addition)</p> <p>Doubling numbers to 5</p> <p>Subtraction using numbers up to 5</p> <p>Sharing (including halving) up to 5.</p>	<p>Numbers 6-10</p> <ul style="list-style-type: none"> - Numicon representation - Introduce numeral - using 10 frames - Counting objects, actions and sounds - Composition of number - Counting out (including money) 	<p>– starting at different numbers.</p> <p>Numicon and number recognition to 10.</p> <p>Numicon then number order to 10</p> <p>One more and one less up to 10</p> <p>Odd and even numbers up to 10</p> <p>Number bonds to 10 (simple addition)</p>	<p>– starting at different numbers.</p> <p>Number bonds to 10 (simple addition)</p> <p>Doubling facts to 10</p> <p>Subtraction to 10</p> <p>Sharing up to 10 (including halving)</p>	<p>starting at different numbers.</p> <p>Number bonds to 10 (simple addition)</p> <p>Mental recall of number bonds to 10.</p> <p>Additional focus to be determined through assessments of children’s learning</p>
Maths – SSM	<p>2D Shape: Rotating and manipulating shapes Combing shapes to create different shapes</p>	<p>Compare length, height and weight.</p>	<p>Capacity</p> <p>Repeated pattern – copy and continue</p>	<p>Positional language</p> <p>Time</p>	<p>2D and 3D shape recap - decomposing shapes</p>	<p>Pattern – continue and create</p>

<p>Understanding the World (History, Geography, ICT, RE, Science)</p>	<p>Sharing pictures of us as babies</p> <p>Building relationships through sharing information about our families and our school</p> <p>Seasons – looking for signs of Autumn</p> <p>Taking photos of different settings using tablets (inspiration for ‘We’re going on a bear hunt innovation)</p> <p>Harvest</p>	<p>Exploring forces: ramps, magnets and vibrations</p> <p>Beebots – making them travel forwards, backwards, left and right</p> <p>Diwali activities day</p>	<p>Exploring what happens when different liquids are mixed</p> <p>Caring for birds</p> <p>Seasons – looking for signs of winter</p> <p>Light travelling through different materials</p> <p>Creating shadows using different light sources</p> <p>Use tablets to record videos of story/ song performances.</p> <p>Chinese New Year celebrations</p>	<p>History of farms</p> <p>Caring for our environment – litter picking</p> <p>Creating simple maps (link to The three billy goats gruff)</p> <p>Seasons – looking for signs of spring</p> <p>Naming and learning about farm animals</p> <p>Exploring what happens to ingredients when heated and cooled</p> <p>Use a keyboard to type the letters of their name.</p> <p>Easter activities</p>	<p>Comparing baby pictures with photos of us now – how have we changed.</p> <p>Using maps to identify places around the world</p> <p>Learning about food/ music and famous landmarks in key places (include Jamaica – link to English text)</p> <p>Naming and describing minibeasts</p> <p>Planting beans</p> <p>Learning about the lifecycle of tadpoles (English link)</p> <p>Life cycles – chicks, ladybirds and ourselves</p> <p>Using tablets to take photos of our friends so we can see how we’ve changed.</p> <p>Eid celebrations</p>	<p>Countries of the world – where have we been?</p> <p>Maps – comparing Burnage with other places.</p> <p>Local area focus - Look at places of worship in the local area</p> <p>Watching our beans grow – using them in a recipe.</p> <p>Healthy eating – what do our bodies need to stay healthy.</p> <p>Eco links – reduce, reuse, recycle focus (link to English NF)</p> <p>Beebots – making them travel to a given location.</p> <p>Eid celebrations</p>
<p>Key vocabulary – History</p>	<p>now, finished, before, after last year grandparents, grandma, grandad, community</p>			<p>Past, present Changes over time, in the past a long time ago</p>	<p>Changes over time</p>	

Key vocabulary – Geography	Winter Summer Spring Autumn				Map key symbol	church mosque temple
Key vocabulary – ICT		commands Forward/ backward/ left/ right		Keyboard Laptop Type Space bar Mouse pad Cursor		
Key vocabulary – RE	Festival Religious Beliefs Community					Community
Key vocabulary – Science	Environment Season			Environment Change hot/cold Animal	Plant	Environment
This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.						
Expressive Arts and Design (Art, DT, Music)	Exploring textures linked to 'We're going on a bear hunt'. Self-portraits Clay faces – outdoor learning day Music focus: Singing and moving to music	Post office role play Christmas crafts Creating their own stick man using different craft resources and their own ideas. Making porridge following instructions Music focus: Listening and moving – building up a repertoire of songs and dances.	Making potions for the witch/ wizard Colour mixing Construction – imaginative models Café role play Music focus: Listening and responding to a range of music	Building a bridge that is strong enough for the goats to travel over. Baking activity Music focus: Singing and playing instruments	Creating detailed pictures of plants and animals. Using different materials to create an animal collage. Music focus: music skills and composition Listening to music from different cultures	Creating art using items found in nature using Andy Goldsworthy's art work as a stimulus Singing songs together around the campfire Music focus: music skills and composition

Key vocabulary – Art	colour, green, orange, purple, paint texture, soft, rough, smooth.		mix			
Key vocabulary – DT	rotate, manipulate		Build, height	Problem, How do I fix it?		
Key vocabulary – Music	loud Quiet Fast Slow Sing		Tune in	Shake Tap Scrape	Compose Pitch	
	This vocabulary will be introduced linked to specific activities at these points in the academic year but they will also be continuously used throughout the year.					
Key experiences	Outdoor Learning day - Outdoor games/ clay faces Going on a bear hunt Exploring our favourite foods	Outdoor Learning day - Nature art collection/ autumn crown Visit from Santa Claus. Christmas party Visit from the Post delivery person	Outdoor Learning day - Winter Walk/ making bird feeders National Storytelling Week - performing the stories we have learnt and make rhymes etc	Outdoor Learning day - Signs of Spring/ litter pick World Book Day 2 nd March Easter egg hunt	Outdoor Learning day - Planting beans/ minibeast hunting	Outdoor Learning day - Nature art/ tent and campfire End of Reception year fun day
Trips	Library visit	Theatre show (in school)	Trip to the shop to purchase ingredients for pizza/ sandwich	Farm trip (Trust)	Trip to the garden centre	Picnic in the park