



Yearly overview Reception – 2019/2020

	Autumn term –Myself, celebrations of light, Christmas	Spring term – Storytelling, new life, Easter	Summer term – animals/minibeasts, explorers, Christening
PSE	<p>Friendship, respect Governor award for outstanding value self-confidence and awareness</p> <ul style="list-style-type: none"> Confident to speak to others about needs, wants, interests and opinions. <p>managing feelings and behaviour</p> <ul style="list-style-type: none"> Understands that own actions affect other people Aware of the boundaries set and of the behavioural expectations in the setting. <p>making relationships</p> <ul style="list-style-type: none"> initiates conversations, attends to and takes account of what other say takes steps to resolve conflicts with other children <p>class toy to visit each child as a reward for value and/or learning behaviour circle time, class, group discussions observations Introduce keeping safe – dos and don'ts</p> <p>Collaborative reward</p> <p>Dos and don'ts for behaviour – time out</p> <p>Introduce feelings box and board</p>	<p>Perseverance, courage Governor award for outstanding value self-confidence and awareness</p> <ul style="list-style-type: none"> can describe self in positive terms and talk about abilities <p>managing feelings and behaviour</p> <ul style="list-style-type: none"> beginning to be able to negotiate and solve problems without aggression <p>making relationships</p> <ul style="list-style-type: none"> explains own knowledge and understanding, and asks appropriate questions of others <p>class toy to visit each child as a reward for value and/or learning behaviour circle time, class, group discussions observations Review keeping safe – dos and don'ts</p> <p>Collaborative reward</p> <p>Dos and don'ts for behaviour – time out</p> <p>Develop feelings box and board</p>	<p>Truthfulness, Koinonia Governor award for outstanding value self-confidence and awareness</p> <ul style="list-style-type: none"> children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help. <p>managing feelings and behaviour</p> <ul style="list-style-type: none"> children talk about how they and others show feelings, talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. <p>making relationships</p> <ul style="list-style-type: none"> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.



			<p>class toy to spend day in school with child as a reward for value and/or learning behaviour. To keep a diary.</p> <p>circle time, class, group discussions</p> <p>observations</p> <p>Review keeping safe – dos and don'ts</p> <p>Collaborative reward</p> <p>Dos and don'ts for behaviour – time out</p> <p>Embed feelings box and board</p>
Characteristics of effective learning	<p>Introduce Have a go Mouse, Persevering Tortoise, the Thinking Pigs</p> <p>Introduce and develop I am proud of...board and class toy and board that celebrates why he has chosen to go home with a child</p> <p>Introduce mathematics number challenge board</p> <p>Observations</p> <p>Learning behaviours : Listening, practising, checking, exploring</p>	<p>Develop Have a go Mouse, Persevering Tortoise, the Thinking Pigs</p> <p>Introduce my own challenge board, challenge board for writing and handwriting. Develop use of these.</p> <p>Observations</p> <p>Learning behaviours: add questioning, and enquiring</p>	<p>Embed Have a go Mouse, Persevering Tortoise, the Thinking Pigs</p> <p>Develop my own challenge board, and all challenge boards using them effectively so that children can identify next steps and what they need to practise and begin to use during continuous provision</p> <p>Observations</p> <p>Learning behaviours: add reasoning and problem solving</p>
Communication	<p>Listening</p> <ul style="list-style-type: none"> joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Focusing attention – still listen or do, but can shift own attention Is able to follow directions Two channelled attention – can listen and do for a short span Begin to maintain attention, concentrate and sit quietly during appropriate activity <p>, Understanding</p> <ul style="list-style-type: none"> Responds to simple instructions Beginning to understand how and why 	<p>Listening</p> <ul style="list-style-type: none"> Two channelled attention – can listen and do for a short span Maintain attention, concentrate and sit quietly during appropriate activity Begin to listen attentively in a range of situations Begin to listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Begin to give their attention to what others say and respond appropriately, while engaged in another activity <p>Understanding</p>	<p>Listening</p> <ul style="list-style-type: none"> Listen attentively in a range of situations Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions Give their attention to what others say and respond appropriately, while engaged in another activity <p>Understanding</p> <ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer how and why questions



	<p>questions</p> <ul style="list-style-type: none"> • Responds to instructions involving a two part sequence • Begins to understand humour • Begin to be able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion <p>Speaking</p> <ul style="list-style-type: none"> • Question why things happen and give explanations • Uses a range of tenses • Uses talk in pretending that objects stand for something else in play • Uses language to imagine and create roles and experiences in play situations • Links statements and sticks to main theme or intention • Begin to introduce a storyline or narrative into their play • Begin to use talk to organise, sequence and clarify thinking ideas, feelings and events • Begin to extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words <p>Circle time, group learning, independent and adult led activities Observations</p>	<ul style="list-style-type: none"> • Responds to instructions involving a two part sequence • Understand humour • Able to follow a story without pictures or props • Listens and responds to ideas expressed by others in conversation or discussion • Children begin to follow instructions involving several ideas or actions. • They begin to answer how and why questions about their experiences and in response to stories and events <p>Speaking</p> <ul style="list-style-type: none"> • Uses language to imagine and create roles and experiences in play situations • Links statements and sticks to main theme or intention • Introduce a storyline or narrative into their play • Use talk to organise, sequence and clarify thinking ideas, feelings and events • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Begin to express themselves effectively, showing awareness of listeners' needs • Begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Begin to develop their own narratives 	<p>about their experiences and in response to stories and events</p> <p>Speaking</p> <ul style="list-style-type: none"> • Use talk to organise, sequence and clarify thinking ideas, feelings and events • Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Express themselves effectively, showing awareness of listeners' needs • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future • Develop their own narratives and explanations by connecting ideas or events <p>Circle time, group learning, independent and adult led activities observations</p>
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Physical	<p>Fine(handwriting, various experiences as part of continuous provision), Develop pincer grip in painting – with a variety of mark making tools handwriting dance dance for Christmas, control, movement, spatial awareness, Importance of physical exercise(PE) Hygiene as part of myself Gross – PE gymnastics Dance ring games</p>	<p>Fine(handwriting various experiences as part of continuous provision) Embed pincer grip in painting – with a variety of mark making tools using equipment, dance, ring games Importance of physical exercise Keeping healthy Included in PE Gross – PE ball skills, gymnastics</p>	<p>Fine(handwriting various experiences as part of continuous provision),–developing ball skills, athletics, races Importance of physical exercise (PE) – linked to sports day Healthy eating Gross – PE ball skills, athletics dance</p>
Literacy - reading	<p>1:1 reading Storytelling- drama, joining in Book talk – like dislike remind me of Rhymes, rhythm, alliteration RWI Red word games Non-fiction linked to topic</p>	<p>1:1 reading Storytelling – pie Corbett to retell familiar. Introduce storywords and actions – storymaps. Begin to make up own story Book talk – reader’s theatre, add notice, guess title, introduce inference through questioning, empathy, what if Rhymes, rhythm, alliteration RWI Red word games Non-fiction linked to topic</p>	<p>1:1 reading introduce Group reading Storytelling – pie Corbett – make up own Book talk – reader’s theatre, add notice, guess title, develop inference through questioning, empathy, what if Rhymes, rhythm, alliteration RWI Red word games Non-fiction linked to topic</p>
Literacy – writing	<p>Writing names, handwriting dance, handwriting patterns, painting sounds Independent and adult RWI – introduce Fred finger Introduce challenge walls Poetry linked to fireworks, light Lists, news, labels, letter to Father Christmas, simple phrases Emergent and starting to use phonics</p>	<p>Handwriting Independent and adult RWI – develop Fred finger, introduce hold a sentence Develop challenge walls Poetry linked to topic, lists, news, labels, letters, introduce narrative, recording Using phonics, beginning to make words and</p>	<p>Handwriting, alphabet book Independent and adult RWI Embed challenge walls Poetry linked to topic, lists, news, labels, letters, introduce narrative, recording Using phonics, write simple words, phrases and simple sentences. Others to be able to read</p>



	Begin to write red word I	simple phrases. Use more red words	writing. Develop and embed narrative Use red words
Mathematics - number	Recognition of number, counting forwards and backwards in 1s counting out, ordering, more and less problem solving Numicon what does a number look like? Introduce addition and subtraction as simple problems Introduce talking about strategies and giving explanations. – how do you know? Introduce check my answer Introduce mathematical vocab- more, less, fewer, bigger, smaller, equal, add, take away, in order, numberline	Develop recognition of number to 20, counting forwards and backwards in 1s, 2s, counting out, ordering, more and less Numicon -how can I make a 6 etc Develop addition – combining 2 groups, numicon, on numberline. Develop subtraction – taking away practically, on number line. Introduce number sentences. introduce sharing, place value. Problem solving Develop talking about strategies and giving explanations. – how do you know? Develop mathematical language – and extend – introduce subtract, minus if other is secure	Addition and subtraction – co on and back on numberline and without. (More and less) Halving, doubling, sharing Numicon – as a tool to support learning Place value, writing numbers Problem solving Embed talking about strategies and giving explanations. Problem solving Develop mathematical language – and extend – introduce subtract, minus if other is secure
Shape, space, measures	Comparisons – size, height Introduce and practise 2D shapes – features – names, side, corner, straight, curved, round, solid, flat. Introduce names of 3D shapes Pattern – uses everyday objects to recreate patterns and build models days of week, vocab of time – today yesterday and tomorrow Positional language – can describe relative position such as behind or next to Money – use everyday language eg in role play area	Comparisons – length, weight Introduce and practise 2D and 3D shapes – features – names, side, corner, straight, curved, round, solid, flat, edges, faces Pattern – uses everyday objects to create and recreate patterns and build models Embed days of week, vocab of time – today yesterday and tomorrow. Date each day day month year Practises using everyday language to talk about position Money – use everyday language eg in role play area	Comparisons – capacity – uses everyday language to talk about size weight capacity distance time and money to compare quantities and objects and to solve problems Practise 2D and 3D shapes – features – names, side, corner, straight, curved, round, solid, flat, edges, faces Embed days of week, vocab of time – today yesterday and tomorrow. Date each day day month year o'clock my day
Understanding the world Technology	Review e-safety Purple mash – paintbox, simple game, introduce reading a story Remote control toys Technology in learning areas Observations	Revisit e-safety Purple mash, paintbox, simple program, practise reading a story, opening a program/app Using an ipad – video on ipad (Oscars) Looking at technology at school and at	Revisit e-safety Purple mash, paintbox, simple program, practise reading a story, opening a program/app Using an ipad Practise beebot



		<p>Home</p> <p>Introduce beebot</p> <p>Technology in learning areas</p> <p>Observations</p>	<p>Technology in learning areas</p> <p>Observations</p> <p>Looking at technology out and about</p> <p>Use technology for particular purposes</p>
<p>People and communities</p>	<p>RE – Harvest, assembly, celebrations, Christmas</p> <p>Myself and my family – past and present</p> <p>How do I celebrate Christmas at home and at school</p> <p>Divali</p>	<p>RE – Who did God help?(Noah’s Ark), What was it like for Jesus as a child (Judaism), Stories of Jesus, Easter</p> <p>How do I celebrate Easter with my family.</p>	<p>RE – Who did God help? The Church (a Christening)</p> <p>Explorers – what was it like to be a pirate/explorer on a ship?</p> <p>Finding out about the First Moon landing – Neil Armstrong</p>
<p>The world</p>	<p>Seasonal features – develop an understanding of growth, decay and changes over time</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Ice – melting, water to ice</p> <p>Light and dark – night and day- dark an absence of light</p> <p>Materials- naming and sorting</p> <p>Children begin to know about similarities and differences in relation to places, objects, materials and living things</p> <p>Care for environment</p> <p>senses</p> <p>Forest schools</p>	<p>Seasonal features</p> <p>Children begin to know about similarities and differences in relation to places, objects, materials and living things</p> <p>Forest schools</p> <p>Children begin to make observations of animals and plants and explain why some things occur and talk about changes.</p>	<p>Seasonal features</p> <p>Forest schools</p> <p>Children make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Minibeasts</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<p>Expressive arts and design</p> <p>Media and materials</p>	<p>Begins to build a repertoire of songs and dances.</p> <p>Explores what happens when they mix colours – begin to use a range of brushes using pincer grip for control</p> <p>Begin to draw then paint to fill space</p> <p>Experiments to create different textures</p> <p>Manipulates materials to create a planned effect</p> <p>Constructs with a purpose in mind, using a variety of resources</p>	<p>Continue to explore what happens when they mix colours – use a range of brushes using pincer grip for control</p> <p>Draw then paint to fill space</p> <p>Manipulates materials to create a planned effect</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Use simple tools and techniques competently and appropriately</p> <p>Select appropriate resources and adapt work</p>	<p>Evaluate and develop work – talk about what my next challenge is</p> <p>Develop own ideas using and expanding on skills</p> <p>Scissor control –more complex shape and size</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>



	<p>Begins to use simple tools and techniques competently and appropriately</p> <p>Begins to select appropriate resources and adapt work where necessary</p> <p>Begins to select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Begins to understand that different media can be combined to create new effects.</p> <p>3D – junk, 2D art – colour mixing, texture, shape, form, collage talk about work</p> <p>Scissor control – begin to cut curves</p>	<p>where necessary</p> <p>Select tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Understand that different media can be combined to create new effects.</p> <p>3D – modelling junk and dough/clay, 2D art, variety of techniques, tools, materials</p> <p>Evaluate work</p> <p>Scissor control – more complex shapes</p>	
Being imaginative	<p>Create simple representations of events, people and objects</p> <p>Role play scenarios – begin to introduce a storyline or narrative into their play</p> <p>Play alongside other children who are engaged in the same theme</p> <p>Begin to play cooperatively as part of a group to develop and act out a narrative.</p> <p>Dance and singing – begin to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Own ideas in –role play, art, music, design and technology, independent learning</p> <p>Exploring musical instruments</p> <p>Using learning areas creatively</p> <p>Talk about my intentions and successes.</p>	<p>Create simple representations of events, people and objects</p> <p>Role play scenarios - to play cooperatively as part of a group to develop and act out a narrative.</p> <p>Dance and singing - to initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Own ideas in –role play, art, music, design and technology, independent learning</p> <p>Exploring musical instruments</p> <p>Using learning areas creatively</p> <p>Talk about my intentions and my successes and why.</p>	<p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> <p>Talk about what I want to do, how I achieve it and what I need to do next.</p>

