

Year Rec- Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development ELG	<p>Early Learning Goal-By the end of Reception:</p> <p>Self-Regulation: • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.</p>					
Topic	Knowing me, Knowing you (7 weeks)	Sparkle and Shine (7 weeks)	Once upon a time ... (5 weeks)	Amazing Animals (6 weeks)	Our Amazing World (6 weeks)	Off on a Journey (7 weeks)
Science based discussions and activities	Autumn	<ul style="list-style-type: none"> • Winter • Hot and cold • Stick man • Nativity 	<ul style="list-style-type: none"> • Traditional tales • Bears • Cooking 	<ul style="list-style-type: none"> • Spring • Growing plants • Healthy eating • Float and sink • Growing from farm animals • Habitats • Woodlands • Rainforest • Polar 	<ul style="list-style-type: none"> • Countries from around the world • Stories from other cultures. • The beach • Local environment • Talk about own environment and contrasting locality • Landscapes • Farm (looking at Farm animals). 	<ul style="list-style-type: none"> • Summer • Space • Moving into Year 1 • Sports day <p>Farm trip TBC</p>
Understanding of the world ELG	<p>Early Learning Goal-By the end of Reception:</p> <p>Past and Present: Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on</p>					

	The Natural World: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world.					
Communication and Language ELG	Early Learning Goal-By the end of Reception: Listening, Attention and Understanding: • 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. Speaking: • 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. • 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.					
	Listen carefully to adults and stories. Follow simple instructions	Listening to stories and others attentively and gathering new vocabulary	Play listening games. Discuss own experiences clearly and confidently	Following sets of instructions and talking positively about what they have done.	Retelling stories with detail and asking questions	Using correct language and extend knowledge of words.
Visits and Visitors	<ul style="list-style-type: none"> • Exploring school grounds and forest area (welly walks) • Walk to school week • Perform Workshop 	<ul style="list-style-type: none"> • Pantomime (14th Dec) • Christmas craft session with parents 	<ul style="list-style-type: none"> • Story book character Dress up day in class 	<ul style="list-style-type: none"> • Caterpillars to hatch • Easter Craft session with Parents 	<ul style="list-style-type: none"> • Visit from local religious leader 	<ul style="list-style-type: none"> • Trip to Daisy May Farm • Visit from local library • Teddy bear picnic with parents
Key dates	<ul style="list-style-type: none"> • Harvest Festival • Sukkot 10th October • Divali 25th October • Black History Week • 10th October World Mental Health day. 	<ul style="list-style-type: none"> • Remembrance Sunday 13th November • St Andrew's Day 30th November • Christmas • Advent begins 3rd December 	<ul style="list-style-type: none"> • Valentine's Day 14th Feb 	<ul style="list-style-type: none"> • Shrove Tuesday 21st February • St David's Day 1st March • Mothering Sunday 19th March • Easter 7-9th April 	<ul style="list-style-type: none"> • Eid 2nd April • St George's Day 23rd April • Father's Day 18th June 	
Role Play (inside)	Home corner	Stickman's Home	Gingerbread man house/3 bears/	Vets	Travel Agent	Space Rocket
Book focus	Owl Babies	Stickman	Some Dogs do	Shark in the Park	Mr Big	Whatever Next

(Story)	Harry & the Dinosaurs go to school. Funnybones Elmer	Lost and Found	Goldilocks and the Three Bears Little red hen Gingerbread men	Tiger who came to Tea	Lion hunt Martha Maps It Out	How to catch a star Look up
Non-Fiction	My Body Homes	Penguins	Castles	Animals	Places around the world	Ways to travel
Literacy ELG	<p>Early Learning Goal-By the end of Reception:</p> <p>Comprehension: • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</p> <p>Word Reading: • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing: • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p> <p>Skills developed throughout each half term</p>					
Maths ELG	<p>Early Learning Goal-By the end of Reception:</p> <p>Number: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (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>Numerical Patterns: • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Skills developed throughout each half term</p>					
	Subitising Counting skills Comparison with Measure Pattern Recognition Classification		Counting Using Counting to compare Spatial Thinking Magnitude-order and Estimating Regrouping the Whole including number bonds		Regrouping parts to find the total (early addition) Finding the whole and missing parts Ten and some more Doubling and Halving Odd and Even Counting Beyond 20	

Jigsaw	Being Me in my World	Celebrating differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	God and Creation Why is the word God so important to Christians?	Incarnation Why do Christians perform Nativity plays at Christmas?	Salvation How can we help others when they need it?	Salvation Why do Christians put a cross in an Easter Garden?	Incarnation What makes every single person unique and special?	Creation How can we care for our world?
Stories from other Religions	A Muslim Story: Whispering Allah in a Baby's Ear	A Muslim Story: Muhammad and the Ants	A Sikh Story: Har Gobind and the 52 Princes	A Buddhist Story: The Monkey King	A Hindu Story: Celebrations of Rakasha Bandhan	A Jewish Story: Tu be Shevat- Jewish 'Birthday of Trees'
Physical Development ELG	<p>Early Learning Goal-By the end of Reception: Gross Motor Skills: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: • 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. • Begin to show accuracy and care when drawing.</p> <p>Skills developed throughout each half term</p>					
ICT	<p>The children will have access to the school computer suite on a rota where they will be introduced to Mini Mash an Early Years version of Purple Mash, a programme that is used throughout the rest of the school. There are activities that support each of the different areas of the Early Years Curriculum.</p>					
Expressive Arts ELG	<p>Early Learning Goal-By the end of Reception: Creating with Materials: • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>Skills developed throughout each half term</p>					
	Drawing: Marvellous marks	Seasonal Crafts: Winter and Christmas	Painting and mixed media: Paint my world	Seasonal Crafts: Spring and Easter	Sculpture and 3D: Creation station	Textiles: Bookmarks

	<p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p>	<p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient (movable) art.</p>	<p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p>	<p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p>	<p>Pupils develop and practise threading and weaving techniques using various materials and objects. They look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p>
<p>Junk modelling equipment is available both inside the classroom and out in the garden area for children to explore different materials and make creations of their own choosing.</p>						