






RECEPTION TERM 1 OVERVIEW – AUTUMN 1

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
What makes me special? (4 weeks)	<p>I know how to listen carefully and why listening is important.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>I can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>I can start and stop</p> <p>I can run fast and slow</p> <p>I can draw freely</p> <p>I know how to hold a paint brush</p> <p>I can move and rotate my lower arms and wrists independently</p>	<p>I am confident to try new activities</p> <p>I can make good behavioural choices</p> <p>I know what a family is</p> <p>I know the names of some feelings</p> <p>I know how to associate feelings with words</p> <p>I can make healthy food choices</p> <p>I can brush my teeth accurately</p>	<p>I know some familiar stories and poems</p> <p>I know the meaning of some vocabulary linked to stories</p> <p>I know that graphemes represent phonemes</p> <p>I know my marks have meanings to others</p> <p>I can develop phonological awareness to recognise words with the same initial sound.</p>	<p>Identify when a set can be subitised and when counting is needed</p> <p>Subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</p> <p>Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</p> <p>Spot smaller numbers 'hiding' inside larger numbers</p> <p>Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p>	<p>I can say what I see in a picture</p> <p>I know people who are important to me</p> <p>I know I have changed over time</p> <p>I know what a day is</p> <p>I know some simple features of my immediate environment</p> <p>I can talk about people I have come across in my community</p> <p>I know some important places where I live</p> <p>I know how to keep warm and stay cool</p>	<p>I know the effects of mark making</p> <p>I know the names of colours</p> <p>I can use a variety of tools to make marks</p> <p>I can sing a range of well-known nursery rhymes and songs</p> <p>I know the difference between loud and quiet</p> <p>I know how to stick and glue</p>	
How can I be safe and healthy? (3 weeks)								


RECEPTION TERMLY OVERVIEW – AUTUMN 2

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
How can we identify seasons? (2 weeks)	I can actively show good listening skills.	I know the importance of holding my pencil correctly.	I know what a friend is	I know how to write my name	hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number	I know daily weather patterns I know the 4 seasons I know summer is hot and winter is cold I know places can be different	I know how to use tools including hands and fingers to apply paint	
Where do my feet take me? (2 weeks)	I can confidently use newly acquired vocabulary.	I know how to run and change direction	I know how to be kind to others	I can link some sounds to letters	I can begin to blend sounds into words to read short words made up of known letter-sound correspondences.	I know summer is hot and winter is cold I know places can be different I know the location my school is situated in I know what a map is and why we use them I know the world is round	I know how to hold and use pencils	
How do people celebrate religious events? (3 weeks)	I can communicate in full sentences.	I know how to run in a straight line	I can build good relationships	I can manage my own personal hygiene	develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts	I can draw information from a simple map and draw one I can use aerial maps and photos to comment on simple features I can use symbols to identify features on a map I know about similarities and differences between places e.g. countryside and town I know that people have different beliefs and celebrate special times in different ways	I know how to combine materials I can bring narrative into my play I know the difference between singing and speaking	


RECEPTION TERMLY OVERVIEW – SPRING 1

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
<p>Why were castles built? (3 weeks)</p>	I know what a question is.	I can make a simple throw	I know how to work well with someone else	I know some digraphs	continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals	I can say how two pictures are different	I can say how a piece of music makes me feel	
	<p>I know how to answer who, where and when questions.</p> <p>I know a range of rhymes, poems and songs by heart</p>	<p>I can attempt a catch</p> <p>I can use a pencil effectively to form letters</p> <p>I know how to hold a pair of scissors</p> <p>I can jump in different ways</p>	<p>I know how to take turns</p> <p>I know what familiar means</p> <p>I know not to go with someone who isn't familiar</p>	<p>I know that text is read from left to right</p> <p>I know how to form lower case letters</p> <p>I can segment words to write them</p> <p>I can spot rhymes in familiar stories and poems</p> <p>I can count or clap syllables in a word.</p>	<p>begin to identify missing parts for numbers within 5</p> <p>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</p> <p>focus on equal and unequal groups when comparing numbers</p>	<p>I can identify similarities and differences</p> <p>I can use a simple timeline</p> <p>I know the past has happened</p> <p>I know the present is now</p> <p>I know that the future hasn't happened</p> <p>I know some properties of materials eg soft, hard, bendable, magnetic</p> <p>I know how to ask questions about the world through using my senses - feeling, hearing, seeing</p>	<p>I know different materials make different sounds</p> <p>I can hear a rhythm in a song or rhyme</p> <p>I can move my body in time to the music</p> <p>I can create some sounds with a group of people</p> <p>I can Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music</p>	
<p>How can our bodies make music? Links to poetry and rhyming (2 weeks)</p>								


RECEPTION TERMLY OVERVIEW – SPRING 2

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
<p>How does your garden grow? (3 weeks)</p>	<p>I know a range of connectives I can use to extend my sentences.</p> <p>I can connect ideas or actions using a range of connectives.</p> <p>I can retell familiar stories, songs or rhymes</p>	<p>I know how to take off and land when jumping</p> <p>I know how to roll, jump and perform a simple balance</p> <p>I can show some control of apparatus</p> <p>I can use scissors effectively.</p> <p>I know how to hold a knife and fork</p>	<p>I know what a healthy relationship looks like</p> <p>I can recognise feelings in myself and have strategies to help me.</p>	<p>I can understand what has been read to me and anticipate key events.</p> <p>I know I need to listen attentively to answer questions about a story</p> <p>I know how to construct a sentence orally</p> <p>I can begin and end sentences (orally before writing)</p> <p>I know words are demarcated with spaces</p> <p>I know what a character is</p> <p>I know what a setting is</p>	<p>understand that two equal groups can be called a 'double' and connect this to finger patterns</p> <p>sort odd and even numbers according to their 'shape'</p> <p>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</p> <p>order numbers and play track games</p> <p>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</p>	<p>I know if something is alive or dead</p> <p>I know how to care for something living</p> <p>I know how to recognise a young plant and an older plant</p> <p>I know how seeds and bulbs grow into plants.</p> <p>I know things grow better in spring and summer</p> <p>I know we need sunlight to create a shadow</p> <p>I can make simple observations about changes I notice</p>	<p>I know how to mix colours</p> <p>I can draw with increasing complexity and accuracy</p> <p>I can develop storylines into my play</p> <p>I can retell a story</p>	
<p>Which fairy tale is your favourite? (3 weeks)</p>								

RECEPTION TERMLY OVERVIEW – SUMMER 1

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
<p>Which type of transport is the best? (2 weeks)</p> <p>How do minibeasts help us? (3 weeks)</p>	<p>I know how to add interesting detail to my sentences</p> <p>I can ask questions for clarification</p>	<p>I know how to speed up my movements or slow down</p> <p>I know how to move in time to a piece of music</p> <p>I can perform simple dance moves</p> <p>I know to bend my knees when I land from a jump</p> <p>I can use a range of small tools</p>	<p>I can show resilience and perseverance when faced with a challenge.</p> <p>I can consider the feelings of others.</p>	<p>I know how to form some capital letters</p> <p>I know some common exception words</p> <p>I can read simple sentences containing known letter-sound correspondences.</p> <p>To write some irregular common words</p>	<p>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</p> <p>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</p> <p>compare quantities and numbers, including sets of objects which have different attributes</p> <p>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</p>	<p>I know something that my parents remembered from their childhood</p> <p>I know what a memory is</p> <p>I know and can recall my memories</p> <p>I know that memories are from the past and that they are real</p> <p>I know environments vary from one another</p> <p>I can identify similarities and differences between environments</p> <p>I can communicate my findings</p> <p>I know some facts about animals through observations.</p>	<p>I know the importance of plan, do and review</p> <p>I know how to stay safe when constructing</p> <p>I can suggest how I might make something</p> <p>I know the effect of cutting materials</p>	

RECEPTION TERMLY OVERVIEW – SUMMER 2

	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Linked Texts
<p>Do all stories have a hero? (3 weeks)</p>	<p>I can use talk to organise thinking and solve problems</p> <p>I know how to answer why and how do you know questions</p>	<p>I know how to start a race</p> <p>I know how to throw something with a bent arm</p> <p>I know how to throw with some accuracy by aiming at a target</p>	<p>I can set myself personal challenges.</p>	<p>I can consider who I am writing for eg writing a note or labelling a picture for family/school</p> <p>I can express my ideas and feelings about my experiences using full sentences</p>	<p>begin to generalise about 'one more than' and 'one less than' numbers within 10</p> <p>continue to identify when sets can be subitised and when counting is necessary</p> <p>develop conceptual subitising skills including when using a rekenrek</p>	<p>I know some important processes and changes in the natural world around me, including changing states of matter</p> <p>I can make simple observations about changes I notice</p> <p>I know that humans can have a positive and negative impact on our world</p> <p>I know I need to respect and care for the natural environment, animals and all living things</p>	<p>I can create sounds using a variety of methods</p> <p>I know that music can affect the way I feel</p> <p>I can create with a purpose in mind</p> <p>I can explain how I made something</p>	
<p>Can we make a healthy snack? (1 week)</p>								
<p>How can we help our oceans? (3 weeks)</p>								