

YEARLY OVERVIEW PLAN: Year: Reception 2017/18

Term	Autumn		Spring		Summer	
Topics	Settling in. So Much by Trish Cooke Owl Babies by Martin Waddel	What the ladybird Heard by Julia Donaldson The Nutcracker Christmas	Blue Penguin by Petr Horaceq Biscuit Bear by Minnie Grey	Billy's Bucket Kes Grey Surprising Sharks by Nicola Davies Early Years Performance	Yucky Worms by Viven French Bog Baby By Jeanne Willis	Splash, Anna Hubiscus by Atinuke and Lauren Tonia Here's a Little Poem (poetry anthology)
PSED/PATHS	<ul style="list-style-type: none"> *Settling in time Class rules *Pupil of the day *Fostering a positive classroom climate (Paths) (both) *Basic Feelings 1(Paths) (Reception) *Learning about Learning 	<ul style="list-style-type: none"> *Settling in time Class rules *Pupil of the day * Basic Feelings 1(Paths) *Basic Feelings 2 (Paths) * Learning 	<ul style="list-style-type: none"> *Self control (Paths) *Learning about Learning 	<ul style="list-style-type: none"> *Sharing, caring and friendship (Paths) *Basic Problem Solving (Paths) *Learning about Learning 	<ul style="list-style-type: none"> *Intermediate Feelings(Paths) *Advanced Feelings (Paths) Learning about Learning 	<ul style="list-style-type: none"> *Paths Wrap UP *Learning about Learning
Physical Development	<ul style="list-style-type: none"> *Using tools and equipment safely and appropriately. *Circle Games in the hall (Reception) 	<ul style="list-style-type: none"> *Using tools and equipment (outside as well) safely and appropriately. *Circle games in new hall + shoes and socks(Reception) 	<ul style="list-style-type: none"> *New P.E topic (Reception) *Handwriting and letter formation. 	<ul style="list-style-type: none"> *New P.E topic (Reception) *Handwriting and letter formation. 	<ul style="list-style-type: none"> *New P.E topic *Handwriting and letter formation. 	<ul style="list-style-type: none"> *New P.E topic *Handwriting and letter formation.
Communication & Language	<ul style="list-style-type: none"> *Talking about ourselves/our needs *Listening skills *Early development of talk partners (Reception) *Talk Boost /Trefor(Reception) 	<ul style="list-style-type: none"> *Singing songs *Talk partners continued. *Understanding stories (Reception) *Talk Boost/Trefor (Reception) 	<ul style="list-style-type: none"> *Children can listen and do for short periods of time. *Following a story without pictures or props. *Responding to two part instructions. *Links statements and sticks to a main theme or intention. *Trefor 	<ul style="list-style-type: none"> *Children can listen and do for short periods of time. *Following a story without pictures or props. *Responding to two part instructions. *Links statements and sticks to a main theme or intention. *Trefor 	<ul style="list-style-type: none"> * Listening attentively in a range of situations, responding to what is heard with relevant comments and questions. *Listens and responds to ideas in conversation or discussion. *Can follow multiple instructions. *Can answer how and why questions. *Introduces a story line to pay. *Awareness of listener. *Uses language linked to time (use of tense) and ability to connect ideas. *Trefor 	<ul style="list-style-type: none"> * Listening attentively in a range of situations, responding to what is heard with relevant comments and questions. *Listens and responds to ideas in conversation or discussion. *Can follow multiple instructions. *Can answer how and why questions. *Introduces a story line to pay. *Uses language linked to time (use of tense) and ability to connect ideas. *Trefor
Literacy	<p>NURSERY/ RECEPTION</p> <ul style="list-style-type: none"> *Enjoying Books *Learning about the book corner *Learning Nursery Rhymes (Reception) *Name Writing (Reception) *Phase 1 Phonics games * Phase 2 Phonics introduction and letter names (Alphabet) (Reception) *Starting lilac book mid-way through first half term books 	<ul style="list-style-type: none"> *Phase 1 Phonics games *Phase 2 Phonics continued. *Reading Fairy Tales *Early list making (Initial sounds/ end sounds) * Starting pink books. 	<ul style="list-style-type: none"> *segmenting sounds in words and blending words- knowledge of basic cvc words. *simple list making/recipe writing (single word entries. *Pink books –to red (for more able) continued. * Introduction to information books. 	<ul style="list-style-type: none"> *Sentence writing – breaking the flow of speech into words *Consistently matching phoneme to grapheme when writing and reading sounds taught to date. (All Phase 3 sounds). *Reading red books 	<ul style="list-style-type: none"> *Writing sentences in different contexts. *Writing words (hfw) from memory, *Application of all sounds taught to date and writing longer words that are phonetically plausible. * Development of understanding that information can be retrieved from computers/books. 	<ul style="list-style-type: none"> *Concentrating on writing sentences in meaningful contexts with some features/application hfw. *Rereading work to check *Application of Phase 3 phonics *Working at Phase 4 with possible extension * Children confidently reading red books (Possible extension where relevant)

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<p>Mathematics</p>	<ul style="list-style-type: none"> *Sing number songs *Early counting skills *Charts about ourselves *Early 2d shape work *introduce pattern 	<ul style="list-style-type: none"> *Interest in numbers and saying/counting/ordering numbers to 10. *Size *Matching numeral to quantity *Identifying objects in a set. *Counting things that can't be moved. *Knowing when 2 groups have the same. *2d/3d shape. 	<ul style="list-style-type: none"> *more and fewer *ordinal number *estimation *beginning of basic addition and subtraction skills. *finding 1 more/1less *ordering numbers to 10 *2d/3d shape. 	<ul style="list-style-type: none"> *using more specific language connected with addition and subtraction *introduce a wider breadth of strategies to explore mental calculation – e.g. counting on and counting back. *ordering by weight and capacity *Looking in more detail at 3d shape. *money. 	<ul style="list-style-type: none"> *Sharing, halving, doubling problems. *Recording and being able to explain mathematical working. *measuring by height and length *time and ordering events 	<ul style="list-style-type: none"> *Sharing, halving, doubling problems continued. * Open ended investigations
<p>Understanding of the World</p>	<ul style="list-style-type: none"> *Talking about our families and what makes us special * Celebrating where we are from/languages 	<ul style="list-style-type: none"> *Festivals and celebrations – understanding difference *Changes – through cooking processes 	<ul style="list-style-type: none"> *Arctic animals *Ice and melting - change * Religious festivals – Chinese New Year 	<ul style="list-style-type: none"> * Religious Festivals- Easter 	<ul style="list-style-type: none"> *Growth of plants, insects, animals, children. *Close observation of similarities/differences/change in the natural world. *Selecting and using technology for particular purposes and general awareness of ICT. 	<ul style="list-style-type: none"> *Has an awareness of self and family members and makes links with community and traditions. *Close observation of similarities/differences/change in the natural world. *Selecting and using technology for particular purposes and general awareness of ICT.
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> *Display for new classroom *Self Portraits – simple representation of people/places/objects. *Plays alongside other children. *Explore what happens when mixes colours/different textures/sounds through instruments 	<ul style="list-style-type: none"> *Drama and role play linked to fairy tales/nursery rhymes as appropriate *Explore what happens when mixes colours/different textures/sounds through instruments. 	<ul style="list-style-type: none"> *(Chinese Dragon Dance/decorations) * Uses colour for a purpose. *Constructing with a purpose in mind *Manipulating materials to create a planned effect. * Introduces narrative/storyline to play. 	<ul style="list-style-type: none"> *Plays cooperatively with others. *Acts out a narrative. *Art related to famous artists linked to colour/shape. * Exploring colour/ mixing colour. *Using tools and techniques confidently and appropriately. 	<ul style="list-style-type: none"> *Creative work linked to lifecycles. *Being able to select and use a range of tools and techniques. *Adapting work with necessary. *Independently comes up with movements and gesture to express themselves and in response to ideas/stimulus etc. 	<ul style="list-style-type: none"> *Being able to select and use a range of tools and techniques. *Adapting work with necessary.
<p>Extras/ Events</p>	<ul style="list-style-type: none"> *Welcome workshop (Reception) 	<ul style="list-style-type: none"> *Phonics workshop 				<p>Big Toddle</p>

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Literacy						
Mathematics						
Understanding of the World						
Expressive Arts and Design						
Extras/ Events						