

Reception Year Overview 2021.22

Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lines of enquiry/Hooks	<p>All about Me/Autumn/Harvest All about Me boxes Family Growing up</p> <p>Key Texts Colour Monster, Feelings Little Red Hen, Autumn Non fiction Poems: 10 little fingers Autumn leaves</p>	<p>Friendship Celebrations Diwali</p> <p>Key Texts: Elmer, Oh Christmas Tree/Night before Christmas Non Fiction: Diwali, Hanukah Christmas Story Poems: Fireworks</p>	<p>Winter Chinese New Year Traditional Tales/stories from different cultures People Who help Us</p> <p>Key Texts Percy Park Keeper, One snowy night. Whatever Next Non Fiction: Winter Space facts Chinese New Year Poems:</p>	<p>Space Pancake Day, Spring-planting Easter</p> <p>Key Texts: Goldilocks and the 3 Bears 3 little Pigs Non Fiction: People who help us Spring Poems:</p>	<p>Growing Farm Lifecycles- frogs/snails Mini beasts</p> <p>Key Texts: Farmer Duck</p> <p>Non Fiction: Farm animals Mini Beasts Poems If I were a mini beast</p>	<p>Dinosaurs Transport? Sea- rock pools/pirates and mermaids</p> <p>Key Texts: The Snail and the Whale Non Fiction: Dinosaurs Sea creatures</p> <p>Poem: Dinosaur Rock</p>
Children's Interests/ Experiences	<p>Harvest: Making hedgehog bread rolls- link to Little Red Hen</p>	<p>Christmas celebration Drumming/ story telling workshop</p>	<p>People who help us visitors</p>	<p>Space Dome Talk about Neil Armstrong and</p>	<p>Visit to the farm Pond dipping</p>	<p>Dinosaur Dig Woodland marshmallow toasting Talk about Grace Darlung</p>

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				Helen Sharman Time line- photos of baby, toddler		
<p>Communication and Language:</p> <ul style="list-style-type: none"> • Listening, attention and understanding • Speaking <p>Relevant through the year but split into half terms for a focus</p>	<p>Understand how to listen carefully and why listening is important.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Develop social phrases</p> <p>Listen carefully to rhymes and</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Beginning to use more complex sentences to link thoughts</p>	<p>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</p> <p>Articulate their ideas and thoughts in</p>	<p>Describe events in some detail.</p> <p>Able to use language in recalling past experiences</p> <p>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</p>	<p>Describe events in some detail.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>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.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read</p>

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	<p>songs, paying attention to how they sound.</p> <p>Able to use language in recalling past experiences</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</p> <p>Talk boxes</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Introduce a storyline or narrative into their play</p>	<p>well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Listens and responds to ideas expressed by others in conversation or discussion</p> <p>Understands questions such as who; why; when; where and how</p>	<p>Understands questions such as who; why; when; where and how</p>		<p>to and during whole class discussions and small group interactions.</p>
<p>Learn new vocabulary. Use new vocabulary through the day Engage in storytimes</p>						

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	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Uses language to imagine and recreate roles and experiences in play situations</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
<p>Personal, Social and Emotional development:</p> <ul style="list-style-type: none"> • Self-regulation • Managing self • Building relationships <p>Relevant through the year but split into half terms for a focus</p>	<p>See themselves as a valuable individual.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Build constructive and respectful relationships.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions</p> <p>Identify and moderate their</p>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings</p>	<p>Build constructive and respectful relationships.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs.</p> <p>Personal hygiene</p> <p>Know and talk about the different</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian</p> <p>Set and work towards simple goals, being able to wait for what they want and control</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Show sensitivity to their own and to others' needs.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>

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	<p>own feelings socially and emotionally</p> <p>Think about the perspectives of others.</p> <p>Manage their own needs: Personal hygiene</p> <p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Jigsaw Puzzle 1</p>	<p>socially and emotionally</p> <p>Manage their own needs.</p> <p>Personal hygiene</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity having a good sleep routine</p> <p>Jigsaw Puzzle 2</p>	<p>Develop friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking</p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity having a good sleep routine</p> <p>Jigsaw Puzzle 3</p>	<p>factors that support their overall health and wellbeing: regular physical activity healthy eating tooth brushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian</p> <p>Jigsaw Puzzle 4</p>	<p>their immediate impulses when appropriate</p> <p>Jigsaw Puzzle 5</p>	<p>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>Jigsaw Puzzle 6</p>
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	<ul style="list-style-type: none"> *These are modelled and encouraged throughout the year but split into half terms for a focus 					
<p>Physical Development:</p> <ul style="list-style-type: none"> Gross Motor Skills Fine Motor skills <p>Relevant through the year but split into half terms for a focus</p>	<p>Develop fine motor skills- holding a pencil, cutting etc</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Develop large motor skills- sweeping, large painting outdoors, dancing</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes,</p>	<p>Develop large motor skills- sweeping, large painting outdoors, dancing</p> <p>Creates lines and circles pivoting from the shoulder and elbow</p> <p>Develop fine motor skills- holding a pencil, cutting etc</p> <p>Confidently and safely, use a range of large and</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely, use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Shows understanding of the need for safety when tackling new challenges, and</p>	<p>Begins to form recognisable letters independently</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p> <p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small</p>	<p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Begin to show accuracy and care when drawing.</p> <p>PE: Games/gymnastics</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Develop the foundations of a handwriting style</p>

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	<p>toothbrush, scarves or ribbons</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>Show a preference for a dominant hand.</p>	<p>small apparatus indoors and outside, alone and in a group.</p> <p>Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes</p> <p>PE Gymnastics/ Dance</p>	<p>considers and manages some risks by taking independent action or by giving a verbal warning to others</p> <p>Develop fine motor skills- holding a pencil, cutting etc</p> <p>Begins to use anticlockwise movement and retrace vertical lines</p> <p>Begins to form recognisable letters independently</p>	<p>apparatus indoors and outside, alone and in a group.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p>PE Games/Gymnastics</p>		<p>which is fast, accurate and efficient.</p> <p>Begin to show accuracy and care when drawing.</p> <p>PE: Dance/ Games</p>
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			Develop large motor skills- sweeping, large painting outdoors, dancing PE: Gymnastics and dance			
	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Develop the overall body strength, co-ordination, balance and agility</p>					

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<p>Literacy:</p> <ul style="list-style-type: none"> • Comprehension • Word reading • Writing 	<p><i>Read individual letters by saying the sounds for them.</i></p> <p><i>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play -</i></p>	<p><i>Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom</i></p> <p><i>Engage in extended conversations about stories, learning new vocabulary.</i></p> <p><i>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises</i></p>	<p><i>Read some letter groups that each represent one sound and say for them.</i></p> <p><i>Read a few common exception words matched to the school's phonic programme.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where</i></p>	<p><i>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</i></p> <p><i>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p>	<p><i>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p><i>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.</i></p> <p><i>Read words consistent with their phonic knowledge by soundblending</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Re-read what they have written to check that it makes sense</i></p>	<p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p><i>Re-read what they have written to check that it makes sense.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge,</i></p>

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	<p><i>Hears and says the initial sound in words</i></p> <p><i>Say a sound for each letter in the Alphabet</i></p> <p><i>Begin to write recognisable letters, most of which are correctly formed.</i></p> <p>Funky fingers activities Spell VC and CVC words using magnetic letters and by writing phonemes introduced</p> <p>Mark-making, including some initial sounds/letters in words</p> <p>Dough Gym, Funky Fingers activities .</p>	<p><i>rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</i></p> <p><i>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</i></p> <p><i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i></p> <p><i>Anticipate (where</i></p>	<p><i>appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their</i></p>	<p><i>Anticipate (where appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet and digraphs/trigraphs</i></p> <p><i>Read words consistent with their phonic knowledge by sound-blending.</i></p> <p><i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i></p> <p><i>Form lower-case and capital letters correctly.</i></p>	<p><i>Write simple phrases and sentences that can be read by others.</i></p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write simple phrases and sentences that can be read by others</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words</p> <p>Form lower-case and capital letters correctly</p>	<p><i>including some common exception words.</i></p> <p><i>Write simple phrases and sentences that can be read by others.</i></p> <p><i>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</i></p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write simple sentences using phonetically plausible attempts, including more complex words (CVCC, CCVC and CCVCC words) and HF words that can be read by others</p> <p>Write recognisable letters, most of which are correctly formed</p>
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		<p><i>appropriate) key events in stories.</i></p> <p><i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</i></p> <p><i>Say a sound for each letter in the alphabet</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p>Spell VC and CVC words using magnetic letters and by writing phonemes introduced.</p> <p>Write initial sounds in words, and some final/medial sounds.</p>	<p><i>phonic knowledge, including some common exception words.</i></p> <p><i>Write recognisable letters, most of which are correctly formed.</i></p> <p><i>Spell words by identifying sounds in them and representing</i></p> <p>Practise spelling HF and tricky words.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Write CVC words – segmenting and</p>	<p><i>Spell words by identifying the sounds and then writing the sound with letter/s.</i></p> <p>Practise spelling HF words. Practise spelling tricky words.</p> <p>Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</p> <p>Re-read what they have written to check that it makes sense</p> <p>Write recognisable letters, most of which are correctly formed</p>		
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		<p>Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences Funky fingers</p>	<p>recording all sounds correctly. Dough Gym, Funky Fingers activities alongside handwriting practice.</p>			
<p>Across Year Reading: Shared reading Library books Develop speaking and listening skills, understanding of books conventions, using storybook language through role-play, small world play and story props.</p> <p>BIG BOOK shared reading and whole class guided reading</p> <p>Early Literacy Skills: Develop Phonological awareness: Listening, Rhyme and alliteration, Sentence segmentation, Syllables, onset and rime, Phonemes Comprehension strategies: Predicting, retelling, questioning, inferring, visualising and making connections Concepts about print Fluency Vocabulary Sight words Phonics Reading:</p> <p>1:1 READING</p>						

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<p>Phonics</p>	<p>Phonics: Phase 1/2 Phase One activities pave the way for the systematic teaching of phonics work to begin in Phase Two.</p> <p>Aspect 1: General sound discrimination – environmental sounds Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion Aspect 4: Rhythm and rhyme Aspect 5: Alliteration Aspect 6: Voice sounds Aspect 7: Oral blending and segmenting</p> <p>Letter progression (one set per week) Set 1: s, a, t, p Set 2: i, n, m, d Set 3: g, o, c, k Set 4: ck, e, u, r Set 5: h, b, f, ff, l, ll, ss</p> <p>Teach HF words (practise blending and reading) is, at can, of, and in, it, of, on</p> <p>Tricky words for reading the, to, no, go, I, chip, kipper, Mum, Dad, Floppy, Biff, a</p>	<p>Phonics: Phase 1 /2/3 Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term.</p> <p>Introduce next sets of phonemes. set 6 j v w x set 7 y z, zz qu</p> <p>Teach HF words (practise blending and segmenting) back, get, big, him, his, not, got, as, up, off, but</p> <p>Tricky words for reading into, he, she, we, me, be, you, are, her</p> <p>Blending and segmenting using grapheme-phoneme knowledge.</p>	<p>Phonics; Phase 1/1/ 3 Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term. Introduce consonant digraphs set 8 ch sh th ng</p> <p>Introduce vowel digraphs set 9 ai ee igh oa oo</p> <p>Teach HF words (practise blending and segmenting) w ill, that, this, them, with, then</p> <p>Tricky words for reading Was, all, they, my, said, have</p> <p>Practise blending for reading and segmenting for spelling.</p>	<p>Phonics; Phase 3 Listening activities, rhymes, songs and stories</p> <p>Revise phonemes from last term.</p> <p>Introduce digraphs/trigraphs set 10 ar or ur ow oi set 11 ear air ure er</p> <p>Teach HF words (practise blending and segmenting) see, for, now, down, look, too</p> <p>Tricky words for reading Like, so, some, come, little</p> <p>Practise blending for reading and segmenting for spelling.</p>	<p>Phonics : Phase 1/ 3 /4 Listening activities, rhymes, songs and stories Reinforce all the phonemes introduced: ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</p> <p>Tricky words for reading One, were, there, what, when, out</p> <p>Blend and segment using all phonemes taught so far.</p> <p>Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. -st, nd, mp, nt, nk : -ft, sk, lt, lp, lk : tr-, dr, gr, cr, br, fr : bl-, fl, gl, pl, cl, sl sp-, st, tw, sm, pr, sn : scr-, shr, str, thr, -nch</p>	<p>Phonics : Phase 1/3 /4 Listening activities, rhymes, songs and stories</p> <p>Reinforce all the phonemes introduced. ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er</p> <p>Tricky words for reading Revise</p> <p>Blend and segment using all phonemes taught so far.</p> <p>Teach blending and segmentation of adjacent consonants. Teach and practise reading & spelling CVCC words. -st, nd, mp, nt, nk : -ft, sk, lt, lp, lk : tr-, dr, gr, cr, br, fr : bl-, fl, gl, pl, cl, sl sp-, st, tw, sm, pr, sn : scr-, shr, str, thr, -nch</p>

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<p>Mathematics:</p> <ul style="list-style-type: none"> • Number • Numerical Patterns 	<p>Getting to Know you: Times of day, class routine, exploring provision and positional language.</p> <p>White Rose: Just Like Me! Match and sort Compare amounts</p> <p>Compare mass, size and capacity</p> <p>Exploring pattern</p>	<p>White Rose: Its Me 1,2,3! Representing 1, 2 and 3 Comparing 1,2,3 Composition 1,2,3</p> <p>Circles and triangles</p> <p>Positional language</p> <p>White Rose Light and Dark: Representing numbers to 5 One more and one less</p> <p>Shapes with 4 sides Time</p>	<p>White Rose Alive in 5</p> <p>Growing 6, 7 and 8</p> <p>Numbers 5, 6, 7 ,8,9</p> <p>Money Time Shape Early doubling subitising</p>	<p>White Rose Building 9 and 10</p> <p>Revision</p> <p>Numbers 7, 8, 9, 10 Halving Doubling Sharing subitising</p>	<p>White Rose To 20 and beyond</p> <p>First then now</p> <p>Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising</p>	<p>White Rose Find my pattern</p> <p>On the move</p> <p>Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising</p>
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<p>Understanding The World:</p> <ul style="list-style-type: none"> • Past and Present • People, Cultures and Communities • The natural world 	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Timeline- looking at change over time.</p> <p>Talk about the lives of the people around them and their roles in society</p>	<p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Seasonal Focus Winter</p> <p>Talk about Niel Armstrong and Helen Sharman</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has</p>	<p>Recognise some environments that are different from the one in which they live</p> <p>Draw information from a simple map</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Seasonal Focus</p>	<p>Comment on images of familiar situations in the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Talk about Grance Darling</p>
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		and celebrate special times in different ways. Explore the natural world around them, making observations and drawing pictures of animals and plants. Focus Autumn		been read in class. Seasonal Focus Spring		
	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.					

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<p>Expressive Arts and Design:</p> <ul style="list-style-type: none"> • Creating with Materials • Being imaginative and expressive <p>ART DT</p>	<p><i>Develop storylines in their pretend play.</i></p> <p><i>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</i></p> <p><i>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</i></p>	<p><i>Develop storylines in their pretend play.</i></p> <p><i>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on</i></p> <ul style="list-style-type: none"> • <i>Uses various construction</i> 	<p><i>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</i></p> <p><i>Return to and build on their previous learning, refining ideas and developing their ability</i></p>	<p><i>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</i></p> <p><i>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and</i></p>	<p><i>Listen attentively, move to and talk about music, expressing their feelings and responses.</i></p> <p><i>Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</i></p> <p>Design a song and dance about a mini beast/dinosaur</p>	<p><i>Watch and talk about dance and performance art, expressing their feelings and responses</i></p> <p><i>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</i></p> <p><i>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</i></p>

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	<p><i>Use drawing to represent ideas like movement or loud noises.</i></p> <p><i>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</i></p> <p><i>Explore colour and colour-mixing.</i></p> <p><i>Listen with increased attention to sounds.</i></p> <p><i>Remember and sing entire songs.</i></p> <p><i>Sing the pitch of a tone sung by another person ('pitch match').</i></p> <p><i>Sing the melodic sh</i></p> <p>Teach how to access creative trolley. Scissor</p>	<p><i>materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</i></p> <p><i>Uses tools for a purpose</i></p> <p><i>Create their own songs, or improvise a song around one they know.</i></p> <p><i>Play instruments with increasing control to express their feelings and ideas.</i></p>	<p><i>to represent them.</i></p> <p><i>Create collaboratively, sharing ideas, resources and skills.</i></p> <p>Chinese new year dragon</p> <p>Winter icicles</p> <p>Making 3d fireworks</p> <p>Sketching-light/dark</p> <p>Collage</p>	<p><i>communicate their discoveries and understanding.</i></p> <p><i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p> <p>Mother's Day card</p> <p>Design and make an emergency vehicle</p> <p>Collage</p> <p>Printing</p>	<p><i>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</i></p> <p><i>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</i></p> <p>Clay masks- woodland-add detail</p> <p>Rubbing textures- woodland</p> <p>Painting with textures</p>
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	<p>skills and sticky tape. Plan/do/review learning</p> <p>Can hold and handle tools in the correct way and safely.</p> <p>Can use a variety of different art tools on one task eg pencil, chalk, cutting and gluing.</p> <p>Self portraits Colour mixing Experimenting with and using primary colours</p> <p>Can handle and manipulate rigid and malleable materials such as playdough, clay, plasticine card and found objects (natural and man made) to represent something with increasing control</p>	<p>Diva lamps Bread making Decorating Christmas biscuit Christmas card-sewing</p> <p>Pattern and printing Close Observational drawing Colour mixing</p>				
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	Represent own ideas					
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Share their creations, explaining the process they have used and evaluate Make use of props and materials when role playing characters in narratives and stories.</p>						