



Yearly Overview
Year group: Reception

RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
God's World Children will talk about who they are and what makes them 'them'. Who God is and that we are made in God's image.	God's Family Children will learn that we are all part of God's family. We are a family of the Church and also a school community.	Getting to know Jesus We will be learning about Jesus and how he changed as he grew up. We will learn about the miracles of Jesus.	Sorrow and Joy Children will explore Lent, make Lenten promises and find out what happened to Jesus at Easter.	New Life Children will learn about what happened when Jesus came back. We will explore when Jesus went back to Heaven and the Holy Spirit.	The Church We will learn about the importance of the Church and explore the features and meaning of Church.
English					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6



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Focus: Retelling Stories -Sequencing events - Developing language, and communication <u>Books:</u> The Colour Monster goes to school A Superpower like mine Peace at Last	Focus: Retelling Stories -Sequencing events - Developing language, and communication -Labelling with initial sounds and CVC words <u>Books:</u> Jack and the Baked Bean Stalk Little red and the very hungry lion	Focus: Non-Fiction -Labelling with initial sounds and CVC words -Information page <u>Books:</u> Hooray for Fish Mad about Dinosaurs	Focus: Fiction and Non-Fiction -Lists, Labels, captions, - Plans, maps and story maps <u>Books:</u> Errol's Garden Tiny seed Yucky worms	Focus: Postcards and letters -Retelling stories -Sequencing events -Lists and labels - Simple sentence writing <u>Books:</u> Emma Janes Aeroplane The Hundred Decker Bus	Focus: Fiction Story writing -Lists, labels, captions, sentences -Speech bubbles, -Plans -Story board. <u>Books:</u> Gruffalo Room on the Broom Zog
	The three little wolves and the big bad pig Nursery Rhyme week				



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Comprehension ELG Children at the expected level of development will:

- 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;

Writing ELG Children at the expected level of development will:

- 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.

Phonics

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Week 1 – Syllables Week 2 – Rhyming Week 3 – Rhyming Introduce m a Week 4 Recap m a Introduce s d t Week 5 Recap m a s d t introduce i n p	Week 1 Word time 4 e l h sh Week 2 Word time 5 r j v y w Week 3 Word time 6 th z ch qu Week 4 X ng nk Week 5 recap set 1 Word time	Recap of set 1 and word time 1-1.7 Introduce alien words Ditty a day Reading red level books letter formation, recognise the letters, identify initial sounds	week 1 ay week 2 ee week 3 igh week 4 ow week 5 oo week 6 oo (look at a book)	Week 1 ar Week 2 or Week 3 air Week 4 ir Week 5 ou week 6 oy Ditty a day	Recap of Set 1 and 2 sounds Alien words Reading pink level information books Reading green level books Tricky words all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where,



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Word time 1 Week 6 Recap m a s d t i n p introduce g o c word time 2 Week 7 Recap m a s d t i n p g o c introduce k u b f word time 3 letter formation, recognise the letters, identify initial sounds rhyming and syllables Tricky words I, the, a, into, you, your, said, was, to, do,	7 Week 6 Recap set 1 Word time 1-7 letter formation, recognise the letters, identify initial sounds Tricky words I, the, a, into, you, your, said, was, to, do, are, of, he, she, me, we, be, no, so, go, my, by, want, what, they, old, her.	Tricky words I, the, a, into, you, your, said, was, to, do, are, of, he, she, me, we, be, no, so, go, my, by, want, what, they, old, her.	Reading green level books Tricky words all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.	Red ditty Green reading books pink level books Tricky words all, call, tall, small, ball, any, many, one, anyone, once, some, come, love, where, there, does, who, here, were, watch, other, brother, mother, father, two.	there, does, who, here, were, watch, other, brother, mother, father, two.
Word Reading ELG Children at the expected level of development will: • 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.					
Maths (White Rose)					



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Match sort and compare objects and amounts Measure objects and explore patterns Numbers 1, 2, 3	Shapes – circles and triangles, squares and rectangles Numbers 1, 2,3, 4, 5 Patterns	Number to 5 Subitise Composition 1 more and 1 less Mass and Capacity Number 6 7 8	Length, height and time Number 9 and 10 3D shapes	Numbers to 20 and beyond Mastering addition and subtraction Sharing and grouping	Mastering 2D and 3D shapes Time and capacity
Number ELG Children at the expected level of development will: • 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. Numerical Patterns ELG Children at the expected level of development will: • 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.					
Understanding the World (Science, history and geography)					
Marvellous Medway		Gods Endangered World		Events that Shaped the World	
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All About Me Children will learn how to name their body parts, explore their sense, talk about their likes and dislike.	Our local area Where do I live? Children will be exploring the area we live in; they will look at buildings and landmarks around	Animals Children will look at our Endangered World, they will learn about extinction, habitats and wildlife.	Plants/Minibeasts Children will learn about plants and trees. They will learn the different parts of a plant, how to care for plants and flowers	Transport Around the World and From the Past The children will be looking at different types of transport and comparing them to other countries from around the world.
They will draw Selfportraits explore their Family tree and explore their own time line. St Michael's day Black History Month World Space week Diwali	our local area. As well as this they will create maps and junk models of our local area. Remembrance Day Road Safety Week	They will explore how they can take care of their planet through recycling and making thoughtful life choices. Through this they will also look at people who are trying to preserve our planet and care for the wildlife and nature. Chinese New Year	and name a variety of different plants and trees.	They will be exploring the transport from the past and look how it has changed and why it has changed. They will experiment with floating and sinking and forces to make vehicles travel fast and slow.



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Past and Present ELG Children at the expected level of development will:

- 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;

People Culture and Communities ELG Children at the expected level of development will:

- 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 knowledge from stories, nonfiction texts and – when appropriate – maps.

The Natural World ELG Children at the expected level of development will:

- 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 around them, including the seasons and changing states of matter.

The Arts					
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Art: Self Portraits, colour naming, colour mixing. Artists: Picasso and Freida Kahlo Music genre: Reggae Kapow music	Nursery Rhyme week DT: Junk modelling: fixing different materials and textures together. Artists: Natan Sawaya (Lego artist) Music genre: Hymns and classical Kapow music	Art: Drawing skills Drawing animals Artists: Gary Hodges Music genre: 1990s Pop Kapow music	Art: Collages using different materials Artists: Henri Matisse Music genre: Country Music Kapow music	Art: Exploring paint Artists: Andy Warhol Music genre: Jazz Kapow music	DT: 3D sculptures Clay Junk modelling Music genre: Motown Kapow music
Creating with Materials ELG Children at the expected level of development will: • 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 ELG Children at the expected level of development will: • 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.					
Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Access to technology all year round: keyboards, sound buttons, i-pads, metal detectors, light boards Using computing and technology in cross curricular ways including: • Taking a photograph with a camera or tablet • Searching for information on the internet					



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- Playing games on the interactive whiteboard
- Exploring an old typewriter or other mechanical toys
- Using a Beebot • Watching a video clip
- Listening to music.

RSHE/Collective worship

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Module 1: I am me All the feelings Growing up Collective worship theme: Community like a big jigsaw Harvest- a time to give thanks Zones of regulation	Module 2: Who is who? You've got a friend in me Forever friends Collective Worship themes: Treat others with love and forgiveness Compassion for the world	Module 2: E-safety Collective Worship themes: the best advice Empathy	Module 2: My body my rules Feeling poorly People who help us Collective Worship themes: a time for thinking Gods' love for the lost The compassion of Jesus	Module 1: Head, shoulders, knees and toes Ready teddy? Collective Worship themes: Crowning of our Lady Spreading hope across the borders	Module 3: God is Love Loving God, Loving others Me, you, us Collective Worship themes: You are the body of Christ You can do anything