

Reception English Overview

N	R
Communication and language	Communication and language
<p>Autumn (All About Me, Autumn, Christmas)</p> <p>Draw pictures of our families and talk about them.</p> <p>Draw around a child and label body parts</p> <p>Circle-time chat about likes and dislikes, families, etc</p> <p>Role-play indoors and outdoors and Small world play</p> <p>“Texture baskets” – Rough and smooth – talk about the way the items feel</p> <p>Play “Guess the Smell” using “smelly socks” and match pairs with the same smell</p> <p>New Language - Acorns, Pine Cones, Conkers, Hibernate, Store</p> <p>Talk about the changes that occur in Autumn</p> <p>Stories/powerpoints about autumn, hedgehogs, bonfire night to open up discussions</p> <p>“Leaf Maze” and instructions</p> <p>Play Autumn I Spy outside</p> <p>Sensory exploration of autumn items, to encourage discussion</p>	<p>Autumn</p> <p><u>Autumn Theme</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Weekly - Snack & Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children’s news as well as encouraging the children to ask questions too.</p> <p>Enhancements – New language linked to theme.</p> <p><u>Christmas Theme</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.</p>

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<p>Spring <u>Winter</u></p> <p>Welcome back chat about the Christmas holidays Stories about winter – talk about our experiences of winter time Snack-time questions to each other (eg. what would you like for snack?) round the circle Ice in the water tray, including items trapped in the ice to encourage discussion “dip and drip” icicles – what do the children notice? Sensory scented “snowflake soup” outside</p> <p><u>Spring</u></p> <p>Talk about spring-time and experiences of Spring – how, why questions “rainbow foam” in water area to stimulate discussion about changes Continue snack-time questions to each other (eg. what would you like for snack?) round the circle and introduce new questions</p>	<p>Spring <u>Winter</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.</p> <p>Weekly - Snack & Chat – Children take it in turns to share their weekend news using their home Tapestries to support if available. Adults will model “wondering” in response to the children’s news as well as encouraging the children to ask questions too.</p> <p>Enhancements – New language linked to theme.</p> <p><u>Valentines</u></p> <p>Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing</p>

<p>Listen to stories about growth, Spring-time, etc Planting seeds – discuss what might happen, how to plant, what do the seeds need to grow, etc Talking about our Mummies</p>	<p>opportunity for other children to ask these to the Special Helper too. Enhancements – New language linked to theme.</p> <p><u>Mother's Day</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too. Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support. Enhancements – New language linked to theme.</p> <p>Spring Continued...</p> <p><u>Easter</u> Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing</p>
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opportunity for other children to ask these to the Special Helper too.

Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.

Focus Child – CLL will be included in observations on Focus Children throughout the term

Enhancements – New language linked to theme.

Summer

Traditional Tales

Re-telling the traditional tales using spoon puppets, stick puppets, etc.

Continue snack-time questions to each other (eg. what would you like for snack?) round the circle and introduce new questions

Investigating vegetables (tough spot, knives, spoons, cups to collect seeds, etc) to inspire talk and language – outside for use in mud kitchen too?

Porridge oats in tough spot outside to stimulate speech and language

“How” and “why” questions linked to the stories and activities

Summer

Animals and Plants/Growth and Change

Daily – Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.

Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.

Focus Child – CLL will be included in observations on Focus Children throughout the term

Enhancements – New language linked to theme.

Talk about how the way people look and dress has changed, using pictures of royalty like those in the traditional tales

People who help us

Talk about our experiences of seeing people who help us.

“How” and “why” questions linked to the stories and activities

What would we like to be when we grow up? Why?

Role-play and small-world play involving emergency services props and objects

Humpty Dumpty Crime Scene and investigation

Talk about staying safe and phoning 999 in an emergency

Minibeasts

Talk about our experiences of minibeasts – do we like them? Can we describe them? What do we know about them?

“How” and “why” questions linked to the stories and activities

Very Hungry Caterpillar finger puppets to re-tell the story

“Worm Spaghetti” in tough spot to inspire language

Our Village

Daily –

Review – Special Helper reviews their day. Talking about what they have enjoyed, what challenges they encountered & how they overcame these. Adult will model asking “how?” & “why?” questions as well as providing opportunity for other children to ask these to the Special Helper too.

Core/theme daily story – Children vote for the story of their choice, discussed using VIPER questions.

Weekly – Encouraging children to develop their listening skills during group carpet time through sitting children who need support with this to the front of the carpet and close to a grown-up who can encourage and support.

Focus Child – CLL will be included in observations on Focus Children throughout the term

Enhancements – New language linked to theme.

Bug scavenger hunt, magnifying glasses, pitfall traps and bug hotel to introduce new language, inspire questions and talk	
N	R
Literacy	Literacy
<p>10 key texts for the year: Goldilocks and the Three Bears, The Three Little Pigs, The Little Red Hen, The Gingerbread Man, Owl Babies, We're Going on a Bear Hunt, Harry The Dirty Dog, The Very Hungry Caterpillar, Lucy Cousins big book of Nursery Rhymes, We are family</p> <p>Autumn (All About Me, Autumn, Christmas Themes)</p> <p>Share stories: Funny Bones, Peace at Last, At the Doctors, Red Rockets and Rainbow Jelly, Owl Babies, Ten Little Fingers and Ten Little Toes, The Shopping Basket, etc,</p> <p>Draw pictures of our families, can the children tell us who they have drawn?</p> <p>"Listening Walks" (baseline) using "Listening Ears"</p> <p>Sing Nursery Rhymes, encouraging children to join in (home time and circle time)</p>	<p>Autumn</p> <p><u>Autumn Theme</u></p> <p>Weekly - Letter formation, name writing, labelling autumn clothing, CVC word labelling extended into sentence writing.</p> <p>Daily phonics sessions</p> <p>Focus Books</p> <ul style="list-style-type: none"> - The Three Little Pigs - The Three Billy Goats Gruff - Goldilocks * A Dark, Dark tale by Ruth Brown * Whatever Next by Jill Murphy * Goodnight Mr Moon * The Fox in the Dark * Percy the Park Keeper – One Warm Fox, The Lost Acorns * Pumpkin Party – Peter Rabbit & Peppa Pig <p>Focus rhymes:</p> <p>When Goldilocks went to the house of the bears</p> <p>Three Blind Mice</p>

Practise writing name on name-cards
 (registration?? – over-writing, copying underneath)
 and encourage ch to write their names on their
 pictures and creations
 Share stories: Percy The Park Keeper, One Stormy
 Night, Owl Babies, Night
 Monkey, Day Monkey, The Owl who Was Afraid of
 the Dark, The Very Noisy Night,
 Stickman
 Sing songs about autumn – eg, 5 Red Apples
 Pumpkin and Autumn-themed dots and lines
 sheets
 Make Natural Paint Brushes from sticks and leaves,
 etc
 Interactive stories – using Owl Babies puppets
 Get the children to join in with the sound effects in
 stories, eg. The Very Noisy Night

5 little speckled frogs
 5 little ducks
 5 currant buns
 5 little men in a flying saucer
Enhancements
 * Birthday cards with weekly number (maths)
 * Woodland animals in Book Area alongside autumn books
 displayed on shelves.
Christmas Theme
Daily Routine - * Continue recognising names without coloured
 border for class register.
Daily phonics sessions
Weekly – Writing Christmas wish lists & posting in post box,
 labels for gifts, writing inserts for Christmas cards, Thank you
 letters (after Christmas)
Focus Books
 * The Nativity story
 * Shhh!
Focus rhymes & songs:
 * Twinkle Twinkle
 * Away in a manger
 * Little Donkey
 * Jingle Bells
 * When Santa got stuck up the chimney
 * Santa Claus is coming to town
 * What shall we do with a Christmas pudding?

	Enhancements * Nativity story & characters added to Book Area * Christmas cards, gift tags & wish lists in writing area
Spring <u>Winter</u> Share stories about winter and the polar regions, eg. The Gruffalo's Child, Lost and Found, Penguin, etc Writing/mark making in "snow" in trays with paintbrushes, etc Shaving foam for mark-making Get the children to join in with the sound effects in stories and repeated refrains Draw spikey and zig-zag lines <u>Spring</u> Share stories about Spring and growth, eg. Jack and The Beanstalk, the Tiny Seed etc. Stories about rainbows and colours – "The mixed-up chameleon", "WOW Said the Owl" Outdoor mark-making – Spring pictures using squirty bottles, rollers, twigs and leaves, etc Daffodil painting Get the children to join in with the sound effects in stories and repeated refrains Name-writing out in continuous provision	Spring <u>Winter</u> Daily Routine - * Begin tracing names, forming letters correctly for class register. Daily phonics sessions Weekly – Writing a message to Jack – stop stealing Marshmallows/please make it snow - Finland – what is this country like & would we like to go there? Focus Books Jack Frost by Kazuno Kohara, One Snowy Night By Nick Butterworth, Sneezy the Snowman by Maureen Wright, The Little Book of Snowflakes by Kenneth Libbrecht, The Story of Snow by Mark Cassino Focus rhymes & songs: Do you wanna build a snowman? Snowman song Enhancements * winter/frozen themed page borders with space & lines <u>Valentines</u> Daily Routine - * Tracing names, forming letters correctly for class register. Daily phonics sessions Weekly – Writing card inserts – family - Writing a message to a friend

Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons

Focus Books

* “Guess How Much I Love You” by Sam McBratney

Focus rhymes & songs:

* Twinkl valentine poems

Enhancements

* Love heart themed page borders with space & lines

Writing Area

* valentine key words * blank cards * blank inserts

Mother’s Day

Daily Routine - * Tracing names, forming letters correctly for class register.

Daily phonics sessions

Weekly –

Focus Books

* “I Love my Mummy” by Giles Andreae, Why I Love my Mummy” by Daniel Howarth, Guess How Much I love You” by Sam McBratney

Handwriting group sessions

Focused activity:

Writing challenge – Read the book “Why I love my Mummy” and children write about why children love their special ladies. I love my... because...

Enhancements

* Mother’s Day cards – printed from Twinkl

* Blank cards

	<p>* heart bordered letter paper to write messages for our special ladies.</p> <p>Spring cont...</p> <p><u>Easter</u></p> <p>Daily Routine - * Tracing names, forming letters correctly for class register.</p> <p>Daily phonics sessions</p> <p>Weekly –</p> <p>Focus Books</p> <ul style="list-style-type: none"> * Children’s Bible – Easter story * The Easter Journal – Twinkl ebook * “Little Bunny’s Easter” by Sophie Piper <p>Handwriting group sessions</p> <p>Focused activity:</p> <p><u>Writing challenge</u> – Writing about own special family traditions (Easter or other)</p> <p>Enhancements</p> <ul style="list-style-type: none"> * Easter cards – printed from Twinkl * Blank cards * Easter bordered pages with lines for children to write own Easter messages
<p>Summer</p> <p><u>Traditional tales</u></p>	<p>Summer</p> <p><u>Animals and Plants/ Growth and Change</u></p> <p>Daily Routine - * Begin to write own name, unsupported for class register. Both names if ready.</p>

Share traditional tales (3 Little Pigs, Goldilocks, Gingerbread Man, Little Red Hen, The Princess and the Pea, Cinderella)

Encourage children to join in with repeated refrains.

Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending

Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc

Shopping Lists and recipe books in role play area

Get the children to join in with the sound effects in stories

Name-writing continuous provision

Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in afternoons

Oats/Spice and flour in trays for mark-making

“en” words, etc – rhyming activity/reading

People who help us

Share stories about People Who Help Us

Encourage children to join in with repeated refrains.

Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending?

Get the children to join in with sound effects in stories

Daily phonics sessions

Children supported & challenged to learn new sounds at their own pace.

Focus Books

The Ugly Duckling

Dear Zoo by Rod Campbell

Grandpa’s Garden by Stella Fry

Brenda’s Boring Egg – Twinkl ebook

Jack and the Beanstalk

Jasper’s Beanstalk

“Oliver’s Vegetables” by Vivien French

“Oliver’s Fruit Salad” by Vivien French

Handwriting group sessions - weekly

Focused activity:

Writing challenge –

* Watch the Twinkl PP – “All About Spring” & “What do you see in Spring?” to begin discussion. Then write about what we like to see, hear, taste, smell or feel in spring time.

* The Ugly Duckling – thinking about feelings & how our behaviour can impact on others. Write about how we can behave to make each other & ourselves happy.

* Brenda’s Boring Egg – Twinkl eBook – writing about the life cycle of a duck & what we have observed from our eggs hatching.

* Writing our own version of the story of The Ugly Duckling

Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc

Shopping Lists and recipe books in role play area

Mini black boards in mud kitchen to write menus on.

Name-writing in afternoon Daily phonics lessons

Mark-making activities in afternoons

Summer continued...

Mini beasts

Share stories about People minibeasts – The very Hungry Caterpillar, What the Ladybird Heard, The Snail and The Whale, Mad About Minibeasts!, etc

Encourage children to join in with repeated refrains.

Encourage children to think about what might happen next in the stories –how will it end? Is it always a happy ending?

Get the children to join in with sound effects in stories

Outdoor mark-making –squirty bottles, rollers, twigs and leaves, etc

Shopping Lists and recipe books in role play area

Mini black boards in mud kitchen to write menus on.

Name-writing (Caterpillar name-writing)

Mark-making activities (big paper, sensory mark-making trays, paper underneath tables, etc) in

* Creating our own healthy tea time plates for Oliver and writing about why these foods are good choices. & How I keep healthy and happy.

Summer continued...

Our Village

Daily Routine - * Continue to write own name, unsupported for class register. Both names if ready.

Daily phonics sessions

Children supported & challenged to learn new sounds at their own pace.

Focus Books

* *Dinosaurs and all that Rubbish* by Michael Foreman

* *The Little House* by Virginia Lee Burton

Handwriting group sessions - weekly

Focused activity:

Writing challenge –

* Make a “Love where you Live” poster

* Take a photograph and write about your favourite part of the school/village

* A photograph of another favourite place – how the same/different?

afternoons Daily phonics lessons cvc reading and writing activities	<p>* Create an “In my community” Activity Booklet – address, family, school, local shops etc</p> <p>Enhancements</p> <p>* Blank posters</p> <p>* Postcards with pictures of a variety of</p>
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Reception Maths Overview

Number- counting	Number – number sense	Measurement
<p><u>Rote counting</u></p> <p>Rote count on from a given number between 1 and 20</p> <p>Rote count back from 10-1</p> <p>Know what number comes before or after a given number</p> <p>Say a number between two given numbers</p> <p>Rote count beyond 20</p> <p><u>Counting objects</u></p> <p>Understand that counting is to find out how many</p> <p>Use one to one correspondence when counting</p> <p>Understand the last number said is the number in the set</p> <p>Count up to 20 objects, pictures, sounds and actions Understand and use conservation of number</p> <p>Use the word ‘zero’ to represent ‘none’</p>	<p>Partition a set of objects in different ways using the terminology part - part – whole</p> <p>Explore the patterns in odd and even numbers Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27, 28, 29</p> <p><u>Number – number recognition</u></p> <p>Recognise and identify numerals 0 to 20</p> <p>Select the numeral that represents a set of objects</p> <p><u>Number - graphics</u></p> <p>Represent amounts in their own ways, explaining what they mean.</p> <p>Represent and explain their thinking in their own ways Write numerals 0 to 10 (20 extension)</p>	<p><u>Distance</u></p> <p>Understand that measures of distance can have different names including length, width, height.</p> <p>Understand and use language to compare two objects of different length/width, e.g. longer / shorter; wider / narrower</p> <p><u>Weight</u></p> <p>Understand and use language to compare two of the same container holding different amounts, e.g. more/less</p> <p><u>volume/capacity</u></p> <p>Use uniform non-standard units to measure volume/capacity</p> <p>understand and use language to compare two of the same container holding different amounts, e.g. more/less</p> <p><u>money</u></p> <p>Understand that we need to pay for goods Recognise 1p coin</p>

<p>Compare two sets of different objects saying which set is more, greater, fewer, less, same, equal</p> <p>Order three or more sets of objects</p> <p>State without counting (subitise) quantities within 5</p>		<p>Time</p> <p>☑ Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. ☑ Understand and use language – before, after, yesterday, today, tomorrow</p> <p>☑ Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower</p> <p>☑ Sequence two or three familiar events and describe the sequence</p> <p>☑ Know the names of the days of the week</p> <p>☑ Say the names of the days of the week in order</p>
<p>Number- calculating</p> <p>Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole</p> <p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole (to 5)</p> <p>Identify one more and one less than a given number</p> <p>Identify two more and two less than a given number ☑</p> <p>Add two single-digit numbers totalling up to 10, using practical equipment</p> <p>Subtract a single-digit number from a number up to 10, using practical equipment</p> <p>Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10</p>	<p>Shape</p> <p>Use everyday language to talk about shapes in the environment (3-4 revisit)</p> <p>Know that shapes can appear in different ways and be different sizes</p> <p>Build and make models with 3-D shapes</p> <p>Create patterns and pictures with 2-D shapes</p> <p>Name common 2-D shapes (circle, triangle, square, rectangle, oblong)</p> <p>Name common 3-D shapes (sphere, cube, cuboid)</p> <p>Talk about shapes using mathematical language (straight, curved, sides, flat, solid (3-4 revisit)</p> <p>Sort shapes according to their own criteria.</p>	
	<p>Space</p> <p>Understand and use positional language in everyday situations</p> <p>Describe and recognise patterns made of objects, numbers and shapes</p> <p>Create patterns made of objects, numbers and shapes</p>	
<p>Number - fractions</p> <p>Understand that sharing is splitting an amount into equal parts</p> <p>Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself</p> <p>Automatically recall double facts to 10.</p>		

Dearham Primary School- Reception Maths Long Term Planning Overview 2021-22







	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Baseline/Modelling in provision		WRM Autumn: 'Just like me' Rote counting Rote count on from a given number between 1 and 5 Rote count back from 5-1 Counting objects Understand that counting is to find out how many Use one to one correspondence when counting Understand the last number said is the number in the set Number recognition Select the numeral that represents a set of objects			WRM Autumn: It's me 1,2,3' Use everyday language to talk about shapes in the environment (3-4 revisit) Know that shapes can appear in different ways and be different sizes Build and make models with 3-D shapes	Space Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes	
Autumn 2	WRM Autumn: Light & Dark' Rote counting Rote count on from a given number between 1 and 20 Rote count back from 10-1 Counting objects Compare two sets of different objects saying which set is more, greater , fewer, less , same, equal		Counting objects State without counting (subitise) quantities within 5 Number graphics Represent amounts in their own ways, explaining what they mean.	Calculating Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole	Name common 2-D shapes (circle, triangle, square, rectangle, oblong) Talk about shapes using mathematical language (straight, curved, sides, flat, solid) Sort shapes according to their own criteria		Christmas activities/ assessments	
Spring 1	WRM Spring: 'Alive in 5' Counting objects Compare two sets of different objects saying which set is more, greater , fewer, less , same, equal Select the numeral that represents a set of objects	Explore the patterns in odd and even numbers Recognise repeating patterns in the counting sequence i.e. 6, 7, 8, 9; 16, 17, 18, 19; 26, 27, 28, 29 rote count beyond 20	Number – number sense Partition a set of objects in different ways using the terminology part - part – whole Calculating Add two single-digit numbers totalling up to 10, using practical equipment Represent and explain their thinking in their own ways Write numerals 0 to 10 (20 extension)		WRM Spring: Growing 6,7,8' volume/capacity Use uniform non-standard units to measure volume/capacity understand and use language to compare two of the same container holding different amounts, e.g. more/less	Understand and use positional language in everyday situations Describe and recognise patterns made of objects, numbers and shapes Create patterns made of objects, numbers and shapes		





Spring 2	<p>WRM Spring: ‘Building 9 and 10’</p> <p>Know what number comes before or after a given number Say a number between two given numbers Write numerals 0 to 10 (20 extension)</p>	<p>Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole (to 5)</p>	<p>Understand that sharing is splitting an amount into equal parts Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself</p>	<p>Time ☑ Talk about significant times of the day, e.g. home time, lunch time, snack time, bed time, etc. ☑ Understand and use language – before, after, yesterday, today, tomorrow ☑ Use the language of comparison when talking about time, e.g. longer/ shorter; faster/slower ☑ Sequence two or three familiar events and describe the sequence ☑ Know the names of the days of the week ☑ Say the names of the days of the week in</p>	
Summer 1	<p>WRM Summer: ‘To 20 and beyond’</p> <p>. Understand the concept of addition by practically combining sets of objects to find how many and use the terminology part – part – whole Identify two more and two less than a given number ☑ Add two single-digit numbers totalling up to 10, using practical equipment Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10</p>	<p>Subtract a single-digit number from a number up to 10, using practical equipment Understand the concept of subtraction by practically removing one amount from within another to find how many are left and use the terminology part – part – whole (to 5) Identify one more and one less than a given number Use the word ‘zero’ to represent ‘none’</p> <p>Automatically recall addition and subtraction facts up to 5 and some addition and subtraction facts to 10</p>	<p>WRM Summer: ‘First, then, now’</p> <p>Weight Understand and use language to compare two of the same container holding different amounts, e.g. more/less</p>		
Summer 2	<p>WRM Summer: ‘Find my pattern’</p> <p>Count up to 20 objects, pictures, sounds and actions Understand and use conservation of number Use the word ‘zero’ to represent ‘none’</p> <p>Order three or more sets of objects State without counting (subitise) quantities within 5</p>	<p>Understand that sharing is splitting an amount into equal parts Understand that halving is sharing into two equal parts Understand that doubling is adding the same number to itself Represent amounts in their own ways, explaining what they mean. Represent and explain their thinking in their own ways Write numerals 0 to 10 (20 extension) Automatically recall double facts to 10.</p>	<p>WRM Summer: ‘On the move’</p> <p>money Understand that we need to pay for goods Recognise 1p coin</p>		<p>Focus: DEVELOPING ‘NUMBER SENSE’ / DEPTH</p> <p>Ensure children are developing a secure number sense and understanding what numbers are made up of. Clear focus on composition, counting and cardinality, comparison, subitizing.</p>

‘Striving for ‘depth’ in mathematical understanding’






Reception Topic Overview



EYFS Skill Overview/ Weekly Assessment Focus									
	Termly Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8

Autumn 1	<p>Me and my World (Where do I belong?)</p> <p>Use Jigsaw – PSHE Use Kapow for music</p>	<p>Settle in – general observations of children across provision</p>	<p>Exploring Marks and materials</p> <p>Exploring the patterns in Bridget Riley's Work – lines, spirals etc.</p> <p>Assess: EAD</p> <p>Art</p> <p><u>Physical skill</u> – explore range of tools</p> <p><u>Art processes and techniques</u> – explore painting/ drawing/ collage/ use variety of media</p>  <p>Assess PD</p> <p>– Fine motor skills – hand eye co-ordination and pencil control</p> <p><u>Lines and patterns</u> – uses variety of media, draws lines – wavy, vertical, horizontal etc</p> <p>Drawing</p> <p>Communication – talks about marks</p> <p>Manipulate and control – accuracy.</p>	<p>All about me – past and present</p> <p>Children draw picture of themselves and talk about their likes/dislikes. Add speech bubbles to note children's comments/fine motor</p> <p>Assess: CAL: Listening and Attention – listen to stories in groups</p> <p>Speaking – speak clearly in full sentences including detail</p> <p>Uses tenses – past/ present etc</p>  <p>Assess PSED</p> <p>Managing Self</p> <p>Self awareness – know what they like/dislike</p> <p>Assess UW</p> <p>Cultures and beliefs</p> <p>Research – find out about people within their own community</p> <p>Geographical Development</p> <p>Communication – talk about features of immediate environment.</p> <p>Past and Present</p> <p>Communication – talk about key events in own life past and present</p>	<p>Me and my family</p> <p>Past and present</p> <p>Read 'All about Families' House template – who lives in my house?</p> <p>Speech bubbles for comments.</p> <p>Assess:</p> <p>CAL – Speaking:</p> <p>Speaking speak clearly, speak in sentences</p> <p>Questioning answers questions when talking to familiar people</p> <p>Uses tenses – past/ present etc</p> 	<p>How do I feel? Who are my friends?</p> <p>Discussing the friends we have made at school and discussing how we feel. Use text 'Colour Monster' for children to communicate how they feel about starting school. Children to make felt puppets – choose colour according to how the</p> <p>Assess:</p> <p>PSED – Building Relationships:</p> <p>Build friendships form relationships with others</p> <p>Self regulation</p> <p>Express feelings appropriately</p> <p>Communication – make choices/ communicate what they need/ how feel</p> <p>Understand feelings – talk about feelings</p> <p>Manage feelings and behaviour – understand rules/ share etc</p> <p>Understand how others feel</p> <p>Assess EAD</p> <p>Designing and making</p> <p>Choose resources with purpose in mind.</p>	<p>Harvest</p> <p>What foods do I like?</p> <p>Plate of food/picnic baskets – what are our favourite foods?</p> <p>Assess:</p> <p>PSED – Managing Self</p> <p>Keeping healthy knowledge of food groups including healthy foods.</p> 	<p>Exploring Autumn Time</p> <p>Autumn Walk to the park – children to map their journey and talk about road safety. Return and assess child's PSED/ safety awareness.</p> <p>Assess</p> <p>PSED – Safety – understand and follow rules – road safety</p> <p>UW – People, culture, communication – geographical development – mapping – recognise features of own environment</p> <p>Communication – talk about features of immediate environment</p> <p>Fieldwork – look closely at similarities/ differences with immediate environment and other</p> 	<p>Exploring Autumn Time</p> <p>Describe, discuss and illustrate seasonal change.</p> <p>Assess:</p> <p>UW - Working Scientifically:</p> <p>Describe changes over time.</p> <p>Explore / Observe look closely at / notice.</p> <p>Record seasonal change.</p> 
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Autumn 2	<p>Sparkle and Shine (Celebrations)</p> <p>Use Kapow for Music</p> <p>Ensure church visit has been booked in/ talk from the Vicar. Place any photographs on relevant page of floor books</p>	<p>Diwali and Bonfire Night (Include in provision) How do I keep safe?</p> <p>Children to create a firework dance using Katy Perry firework song – re-enact a firework. Sit children in a circle and clap to the rhythm of the music. Introduce new vocabulary 'rhythm'. Use scarves to act out a bonfire/firework display. Take photographs and stick in floor book</p> <p>Children to express themselves by producing a Bonfire night artwork. Children to discuss how to keep safe. Assess:</p>  <p>EAD – Creating with material notice detailed features of artefacts Being Imaginative Experiment – explore/experiment with props – role play Singing – familiar songs Making Music using voice/instruments Perform songs poems Movement – engage in action songs – awareness of rhythm PSED Self Reg – understand how others feel Building r'ships – respect viewpoint of others -Build constructive and respectful relationships. -Think about the perspectives of others.</p>	<p>Diwali Remembrance Day (Discuss in Talk Time)</p> <p>(Include in provision)</p> <p>Listen to Diwali/ Indian piece of music – practice banga dancing on carpet using drums – re-inforce rhythm from last week. Discuss celebration of Diwali last week. Children to make dija lamps using plastercine</p> <p>Assess:</p>  <p>UW – People Cultures & beliefs Communication – comment on significant events in own life. Respect themselves, special things Observe – lives of people in own and other communities Compare – similarities and differences in culture and religions Research – find out about other cultures CAL LA&U Respond with relevant comments, engage in purposeful conversation Speaking – understand meaning of new words – use tenses correctly</p>	<p>Eid NB – ask parents to bring in photos of children when they were born – toddler – now for next week</p> <p>Compare Eid with Diwali celebration – discuss similarities and differences. Bangra dancing – similar. Children to use scarves to create their own bangra dance. Discuss similar foods etc Children to draw a picture of their Eid celebrations. Write down comments about similarities/ differences between this celebration and Diwali. Assess: UW – People Cultures & beliefs Communication – comment on significant events in own life. Respect themselves, special things Observe – lives of people in own and other communities Compare – similarities and differences in culture and religions Research – find out about other cultures CAL LA&U Respond with relevant comments, engage in purposeful conversation Speaking – understand meaning of new words – use tenses correctly PSED Self Reg – understand how others feel Building r'ships – respect viewpoint of others -Build constructive and respectful relationships. -Think about the perspectives of others.</p>	<p>Birthdays NB – ask parents to bring in photos of a family wedding for next week</p> <p>Read 'Theres a house inside my mummy' Discuss with the children what birthdays mean, Model language relating to past/ present and model timeline on the board. Complete a timeline using the photos the children have brought in of themselves when they were a baby. Discuss what happens during a birthday celebration. Make and design a party hat for a birthday party and also assess comments made about their own experience of birthdays relating to the past/ present/ future, annotate their timeline in floor book. Take photograph of party hat and place next to timeline.</p> <p>Assess: UW - Past & Present Communication – talk about key events in own lives past & present Chronology – order simple experiences in relation to themselves and stories Vocab – use language of time when talking about past/present</p>  <p>CAL – Speaking – Uses tenses, past, present and future UW – Communication – talk about key events in own lives, family and friends</p>	<p>Weddings Ask children to bring in photographs from home of a family wedding. Photocopy these pictures and place in floor book. Children to discuss the wedding celebration in relation to past/present. Annotate the photograph with childrens comments.</p> <p>Assess: UW - Past & Present Communication – talk about key events in own lives past & present Chronology – order simple experiences in relation to themselves and stories Vocab – use language of time when talking about past/present</p> <p>UW – People Cultures & beliefs Communication – comment on significant events in own life. Respect themselves, special things</p>	<p>Christmas Story Read the Christmas Story to the children. Children to cut out and create their own Nativity scene. Teacher to scribe the children's understanding of a different religion.</p> <p>Assess:</p> <p>UW – People Cultures & beliefs Communication – comment on significant events in own life. Respect themselves, special things Observe – lives of people in own and other communities Compare – similarities and differences in culture and religions Research – find out about other cultures</p> <p>PD – Fine Motor – Manipulate and control a range of tools with increasing accuracy (cutting skills)</p> <p>PSED Self Reg – understand how others feel Building r'ships – respect viewpoint of others -Build constructive and respectful relationships. -Think about the perspectives of others.</p>	<p>Christmas Link to the Christmas cards</p> <p>EAD – Creating with materials Children to design/ make and evaluate a Christmas card/ decoration</p> <p>Design – talk about their ideas, choose resources, tools and techniques with a purpose in mind Make – Make props Evaluate – talk about what they like/dislike about their designs</p> 	
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Spring 1	<p>On a Winter's Day (seasonal change)</p>	<p>Exploring Winter Time - Observing changes of state</p> <p>Winter art - Describe, discuss and illustrate seasonal change.</p>  <p>technique. Creating winter scenes and discussing seasonal change. Use icecubes and blue/white paint to recreate a snowstorm/ winter scene. Discuss melting/ freezing/ changes in state EAD – Creating with Material – Art</p> <p>Physical skill –</p>  <p>manipulate, control, explore tools for different purposes</p> <p><u>Art processes/ techniques</u> – explore different techniques within painting, drawing etc</p> <p>Assess UW – People, culture and communities – <u>Geographical development</u> Communication – talk about features of immediate environment Fieldwork – look closely at similarities/ differences with immediate environment and others. <u>The natural world</u> – talk about what they notice/ observe in the natural world/ seasons <u>Explain</u> – talk about why things happen in relation to different processes e.g ice melting/ seasonal change <u>Equipment</u> – use simple equipment to experiment.</p>	<p>Exploring polar climates</p>  <p>Read penguins big adventure story. Children to relate to the characters (penguin/ polar bear) Noting what characteristics they have e.g thick fur, layers of fat etc. Talk to the children about Winter and the need to our bodies keep warm. Talk about the birds in winter and how to help them during the winter months. Make bird feeders using lard and nuts etc. Take photos of them at forest school and note childrens understanding of the changing seasons (autumn-winter)</p> <p>UW – People, culture and communities – <u>Geographical development</u> Communication – talk about features of immediate environment <u>Fieldwork</u> – look closely at similarities/ differences with immediate environment and others. ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>CAL Demonstrate understanding</p> <p>Vocab – uses a range</p>	<p>Comparing Hot and Cold climates</p>  <p>Read penguin on holiday book</p> <p>Children to use the characters to explain the clothes you wear in a hot country/ compared with a cooler climate. Discuss on carpet clothing you would wear in hot and cold climates. Children to sort hot and cold climate clothes into hoops and discuss their reasoning. Relate it to the stories.</p> <p>Assess – UW The natural world <u>Compare/ sort/ group/ classify</u> – notice differences in the natural world/ compare environments e.g hot/cold ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; ELG Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Assess : CAL <u>Speaking</u> – Offer explanations for why things happen, making use of recently introduced vocabulary from stories/ non-fiction etc</p>	<p>Exploring seasonal change</p>  <p>Discuss the changes in seasons from Autumn to Winter, and then soon Winter to Spring. Look for any signs of Winter in the Forest School or Walk to the park. Children to map out the seasonal features in the forest school/ park e.g snowdrops near the hut, Trees without leaves in tough terrain etc. Children to then draw a map of these seasonal features. Teacher to annotate childrens comments and place their maps in the floor books.</p> <p>UW – People, culture and communities – <u>Geographical development</u> Communication – talk about features of immediate environment Fieldwork – look closely at similarities/ differences with immediate environment and others.</p>	<p>Chinese New Year</p> <p>Read the Chinese New Year story (powerpoint) and explain that this celebration is happening for the Chinese population. Relate it to festivals we have already learned about e.g Diwali, Christmas, Eid. Children to look at Chinese writing/ numbers and recreate them using black paint onto red car/poster paper. Decorate with gold gel pens and place in floor books. Annotate childrens comments.</p> <p>EAD – Creating with Material – Art <u>Physical skill</u> – manipulate, control, explore tools for different purposes <u>Art processes/ techniques</u> – explore different techniques within painting, drawing etc PSED Self Reg – understand how others feel <u>Building r'ships</u> – respect viewpoint of others -Build constructive and respectful relationships. -Think about the perspectives of others. ELG Show sensitivity to their own and to others' needs. UW – People Cultures & beliefs <u>Communication</u> – comment on significant events in own life. <u>Respect</u> themselves, special things <u>Observe</u> – lives of people in own and other communities <u>Compare</u> – similarities and differences in culture and religions <u>Research</u> – find out about other cultures</p>	<p>Looking for any signs of Spring</p> <p>Show children book 'Goodbye Winter Hello Spring'. Focus of this session is using stories to understand 'Past and present'. Refer back to penguin books – what season was he exploring? Look in Forest School – Are there any signs of Spring here? Any flowers sprouting? Has the weather changed?. Go on a Winter/Spring transitional walk and collect all the items relating to the seasons, e.g a green leaf, a branch without leaves, a flower petal etc Stick these onto card during the walk and annotate childrens comments e.g 'The leaves used to be fallen off the trees but now they are growing back" etc.</p> <p>Assess: UW ELG : Understand the past through settings, characters and events encountered in books read in class and storytelling;</p> <p>NB – collect cardboard boxes for after half term – deconstructed role play</p>		
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Spring 2	<p>Once Upon A Time</p> <p>NB – order caterpillars for next term</p>	<p>Making gingerbread men/ biscuit bears</p> <p>Read biscuit bear – children to make biscuits and talk about the changes in state after putting them in the oven.</p> <p>Assess: UW – The natural world ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Has MI booked church visit?</p>	<p>Shrove Tuesday 1st March</p> <p>Making pancakes. Discuss Shrove Tuesday. For Christians, Shrove Tuesday marks the last day before Lent, associated with clearing your cupboards of goods such as sugar, fats and eggs. Compare the Ramadan. Take photographs and write childrens comments relating to UW – Culture and Beliefs – Research – show curiosity. Vocabulary – language of respect/ tolerance Research – find out about Working Scientifically – explore/ observe – talk about changes Organise walk to Victoria Park for 1 day this week</p>	<p>Mapping – visit to the park</p> <p>Children to have a large roll of wallpaper/ large paper and use pens to map out their journey to Victoria Park with the Gingerbread man. Use resources/ material to represent e.g houses/ duck pond etc. Work as a group to make large scale map. Then children to draw their journey to Victoria park on a piece of paper. Stick in floor book with relevant comments e.g “we walked past lots of houses”</p> <p>Another group to use green screen to show where gingerbread man went in the park</p>  <p>Assess UW – People, culture and communities – Geographical development Communication – talk about features of immediate environment Fieldwork – look closely at similarities/ differences with immediate environment and others. The natural world – talk about what they notice/ observe in the natural world/ seasons</p> 	<p>Making baby bears chair/ bed (DT focus)</p> <p>Collect cardboard boxes from deconstructed role play – using cardboard boxes and strips of material – children to make beds/ chairs from Goldilocks story. Children to select appropriate materials for their model e.g tubes for chair legs Use sellotape and different ‘joining’ implements to get the children to construct together. Evaluate their model – write children’s comments in the floor book along with photograph of their model. Children to then act out the story using their models. Talk to the children about how the three bears would be feeling after Goldilocks went into their house.</p> <p>Assess: EAD designing and making. Explore experiment and build with range of construction resources Design – choose resources Make Evaluate Tools and equipment Safety Being Imaginative Respond Recreate Invent Communication Perform PSED Self regulation – understand feelings and how others feel</p>	<p>Making porridge</p> <p>Children to make porridge and observe the changes in state - link to Week 6 Literacy (instructional writing).</p> <p>Additional activity - Make a Goldilocks puppet to take on a walk through the woods. What is she thinking? Children put on a wig and share ideas. Speech bubbles for goldilocks</p> <p>Assess: UW – The natural world ELG Understand some important processes and changes in the natural world around them, including the seasons and <u>changing states of matter.</u> CAL L+A Demonstrate understanding – follow instructions Respond to and answer questions Speaking Communicate freely Clarify thinking</p>	<p>Learning about Easter and comparing it to their own celebrations and preparation for Ramadan</p> <p>(Remember Mothers day cards 27th March)</p> <p>Read the Easter Story to the children. Children to draw Easter chicks etc and compare it to the Easter Story – link to ‘new life’. Write childrens comments down after discussions comparing different religious celebrations. Put photographs of church visit within this and write relevant comments relating to the Christian festival. Annotate comments linking this festival and the start of Ramadan (2nd April). Read Crescent Moons and Pointed minarets.</p> <p>UW – Cultures and Beliefs Observe – consider people and the lives of different people and events PSED Self regulation – understand feelings and how others feel</p>		
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Summer 1	<p>Spring and Growth</p> <p>Jack and the Beanstalk</p>	<p>Planting seeds/bulbs</p> <p>Children to plant seeds/ bulbs in our outdoor planter. Discuss what a seed needs to help it grow and encourage scientific vocabulary. Talk about what we will need to care for our seeds - UW focus.</p> <p>Look closely at the different materials/matters needed e.g soil, water, oxygen. Write down any comments on a piece of scrap paper and stick in the floor book –</p> <p>Assess UW focus:</p> <p>Natural world – <u>Explore/ observe</u> – look closely at features of natural world</p> <p><u>Explain</u> – talk about what they know and what they have learnt</p> <p><u>Working scientifically – equipment and measures</u></p> <p><u>Vocabulary – describe living things</u></p> <p>CAL L+A</p> <p><u>Demonstrate understanding</u> – follow instructions</p> <p><u>Respond</u> to and answer questions</p> <p>Speaking</p> <p>Communicate freely</p> <p><u>Clarify thinking</u></p>	<p>Life cycle of frog</p> <p>Children to have observed changes over time of forest school pond life – frog spawn turning into tadpoles – frogs etc. UW and PSED focus – showing care and concern for living things. Children to go into the forest school with scientific equipment e.g magnifying glasses observing and commenting on the changes they have seen over time. Assess their responses against UW/ PSED – show care and concern for living things</p> <p>Working scientifically - Vocabulary – describe/observe living things</p> <p>CAL L+A</p> <p><u>Demonstrate understanding</u> – follow instructions</p> <p><u>Respond</u> to and answer questions</p> <p>Speaking</p> <p>Communicate freely</p> <p><u>Clarify thinking</u></p>	<p>Life cycle of butterfly</p> <p>Children to comment on the lifecycle of a butterfly – take the children to forest school to release the butterflies formed from chrysalis - lifecycle pack.</p> <p>Afterwards children to come back into school and discuss the life cycle of a butterfly. Link to EAD and children to have drawn observational drawings of the butterflies and then paint using watercolours – focus on colour mixing and using colours/ materials with a purpose in mind</p> <p>Assess:</p> <p>EAD Art</p> <p><u>Art processes and techniques</u> – explore techniques within painting/ drawing</p>	<p>Revisiting our plants</p> <p>Children to go outside and observe any changes to the seeds/ bulbs in our planter from week 1.</p> <p>Discuss how we have been nurturing our plants to help them grow. Look at the cress in different environments – why have some cress seeds grown/ flourished more than others?</p> <p>Focus on CAL – building up new vocabulary and UW/ PSED.</p> <p>Children to make Spring collage using natural Spring objects – stick on paper and use watercolours to paint spring flowers next to it etc. Teacher to annotate childrens comments onto that collage.</p> <p>Assess:</p> <p>EAD Art</p> <p><u>Art processes and techniques</u> – explore techniques within painting/ drawing</p> <p>Assess UW focus:</p> <p>Natural world – <u>Explore/ observe</u> – look closely at features of natural world</p> <p><u>Explain</u> – talk about what they know and what they have learnt</p> <p><u>Working scientifically – equipment and measures</u></p> <p><u>Vocabulary – describe living things</u></p>	<p>Farm visit</p> <p>Children to re-tell their trip to the farm – look at group photographs of all the animals and discuss e.g where our milk comes from? Where our food comes from. Link the visit to real life – where does our wool come from>=? Etc</p> <p>Write childrens comments in floor book. Link to PSED – showing care and concern for living things.</p>	<p>Minibeasts</p> <p>Explore minibeasts in the Forest School area – comment on their characteristics. Children to complete observational drawings after using the minibeast magnifiers (Stephen Lewis Neill) uses them.</p> <p>Use sketching pencils/ charcoal pencils – children to smudge and shade using this equipment and choose appropriate colours</p> <p>Assess:</p> <p>EAD</p> <p>EAD Art</p> <p><u>Art processes and techniques</u> – explore techniques within painting/ drawing</p> <p>PD – fine motor</p> <p>Drawing</p>		
Summer 2	<p>Whole school theme</p>								

(See literacy and maths books for evidence of literacy a