



Planning Overview for Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Who am I?	Festivals and Celebrations	Space	People Who Help Us	Explorers of the Sea (Pirates)	Dinosaurs and the Farm
Courageous Advocacy	Collection for food banks	Enterprise challenge - Christmas Fair	Raise money for charity	Raising and caring for animals.	Stop plastic pollution.	Looking after wildlife.
Preparing for the Future	Adhering to school rules and following routines.	Understanding diversity.	Knowing the importance of innovation and exploration.	Developing aspirations. Understanding different occupations.	Being a responsible citizen.	Protecting wildlife.
Enrichment	Transition Harvest Church visit Yoga (Mindfulness)	Forest Schools Diwali Nativity and Christingle	Visit Pizza Express Chinese New Year	School community 'key worker' visits World Book Day Chicks Easter	Local river walk/litter-pick School community visit to discuss Islam	Teessaurus Park Trip to the local farm
PSED/PSHE/RSE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Religious Education	God – Why is the word God so important to Christians?	Incarnation – Why do Christians perform Nativity plays at Christmas?	Which places are special and why?	Salvation – Why do Christians put a cross in an Easter garden?	A Muslim home - prayer, fasting at Ramadan, Eid ul-Fitr	Which stories are special and why?
Communication and Language	Throughout all topics, children will listen to daily stories and share books across the provision, indoors and outdoors. Areas will be rich in vocabulary from all the areas of learning and offer children opportunities to investigate and ask questions. Developing speech and language is at the forefront of everything we do.					
Nursery Rhymes	Head, shoulders, Knees and Toes 1, 2, 3, 4, 5 Once I caught a Fish alive	10 Little Snowflakes 10 Sparkling Fireworks 12 Days of Christmas	I can sing a rainbow 10 Green Bottles Hot Cross Buns	Teddy Bears' Picnic Hickory Dickory Dock 10 Fat Sausages	Oh I do like to be beside the seaside Sing a song of Sixpence	Dinosaurs Down in the Jungle The Animals went in two by two

<p style="text-align: center;">Reading</p>						
<p style="text-align: center;">Phonics</p>	<p>Phonics Bug Phase 2 (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss)</p> <p>Tricky Words: <i>to, the, no, go, I, into, her</i></p> <ul style="list-style-type: none"> Names and sounds of letters, lowercase Names and sounds of letters, uppercase Writing the letters for letter names/letter sounds 	<p>Phonics Bug Phase 3 (j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo)</p> <p>Triacky Words: <i>to, the, no, go, I, into, her, me, be, he, my, by, she, they, we, are</i></p>	<p>Phonics Bug Phase 3 (ar, or, ur, ow, oi, ear, air, ure, er)</p> <p>Tricky Words: <i>you, all, was, give, said, have, like, so, do, some, come, were, there, little, one, when, out, what</i></p> <ul style="list-style-type: none"> Phase 3 Reading: Real words Phase 3 Reading: Pseudo words Phase 3: Irregular/Tricky Words 	<p>Phase 4 (Adjacent consonants ccvcc/ccvcv/ccvcc)</p> <p>Tricky Words: <i>said, have, like, so, do, some, come, were, there, little, one, when, out, what</i></p> <ul style="list-style-type: none"> Blending and segmenting 		

						CCVC, CVCC and CCVCC words <ul style="list-style-type: none"> Understanding Sentences
Literacy	Phonics Bug Letter Formation Begin to label. Sequence a story. Create a story map.	Phonics Bug Letter Formation Create a story map. Retell a traditional tale. Form labels.	Phonics Bug Letter Formation Begin to write captions. Write facts about space. Describe an alien.	Phonics Bug Letter Formation	Phonics Bug Letter Formation	Phonics Bug Letter Formation Dinosaur fact-file
Mathematics	Power Maths Numbers to 5 Comparing groups within 5 3D and 2D Shape	Power Maths Change within 5 Number bonds to 5 Space	Power Maths Numbers to 10 Comparing numbers within 10 Addition to 10 Measure (length, height & weight)	Power Maths Number bonds to 10 Subtraction Exploring patterns	Power Maths Counting on & counting back Numbers to 20 Numerical patterns Shape (Composing & decomposing)	Power Maths Measure (Volume & Capacity) Sorting Time
Physical Development (PE)	Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> lining up and queuing mealtimes personal hygiene confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> rolling crawling walking jumping running hopping skipping climbing Progress towards a more fluent style of moving, with developing control and grace.	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Develop overall body strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Understanding the World	Making porridge. Making playdough. Harvest. Understanding past and present – Yarm Fair	Creating our bakery for the role play area – making salt dough food. Bonfire Night. Diwali. Seasonal Changes.	Space. Naming planets. Addressing misconceptions about space. Making slime. Non-Newtonian liquids.	Life cycle of chicks. Observing changes overtime. Pancake making (Shrove Tuesday).	Identifying seas and oceans on globes and maps. Observations of sea creatures. Habitats under the sea – coral reef Maps.	Making fossils. Hatch the dinosaurs out of the ice using only salt. What happens when a dinosaur egg hatches? Dinosaur Beebots Measure the length of a dinosaur with a trundle wheel.
	Self-portraits Painting; colour mixing/matching Mix colours including tints and tones, with ways of applying paint.	Mark-making/Mixed media collage Explore marks that communicate ideas about nature; colour mixing; changing the surface of paper and ways of applying paint.	Sculpture Look at famous landmarks/architecture. Create a temporary exhibition using reclaimed/natural materials.	Printmaking Patterns/textures in nature. Using natural resources.	Still Life in Paint/Sculpture Technical skills: colour wash; brush stroke.	Textiles Take inspiration from photographs/artists work to colour match.

Early Learning Goals (ELG)

Communication and Language		Personal, Social and Emotional Development		
ELG: Listening, Attention and Understanding	ELG: Speaking	ELG: Self-Regulation	ELG: Managing Self	ELG: Building Relationships
Children at the expected level of development will: <ul style="list-style-type: none"> 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	Children at the expected level of development will: <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and 	Children at the expected level of development will: <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 	Children at the expected level of development will: <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.

	making use of conjunctions, with modelling and support from their teacher.			
Physical Development		Literacy		
ELG: Gross Motor Skills	ELG: Fine Motor Skills	ELG: Comprehension	ELG: Word Reading	ELG: Writing
Children at the expected level of development will: <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 	Children at the expected level of development will: <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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, non-fiction, rhymes and poems and during role-play. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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.
Mathematics		Understanding the World		
ELG: Number	ELG: Numerical Patterns	ELG: Past and Present	ELG: People, Culture and Communities	ELG: The Natural World
Children at the expected level of development will: <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; 14 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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, non-fiction texts and – when appropriate – maps. 	Children at the expected level of development will: <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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.
Expressive Arts and Design				
ELG: Creating with Materials	ELG: Being Imaginative and Expressive			
Children at the expected level of development will: <ul style="list-style-type: none"> 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. 	Children at the expected level of development will: <ul style="list-style-type: none"> 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. 			

