

Reception Yearly Overview							
Communication Respect Resilience Independence							
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
Our Themes Our themes have been carefully chosen to develop the children's knowledge and skills across the year in all the Areas of Learning. They develop the child as an individual, friend and an active member of society .	What Makes Me Special? <i>Sharing who we are. Developing our sense of self and learning about friendships and family.</i>	If you go down to the woods today... <i>Using the school environment to develop storytelling language and our understanding of the world</i>	Using my imagination <i>Developing different ways to create with a range of materials - developing our collaboration skills</i>	Busy City <i>Exploring our local area and modes of transport. Making comparisons with other cities.</i>	Green Fingers <i>Understanding how to be healthy and how plants grow</i>	What will I grow into? <i>Learning about life cycles. Looking at how we have changed and grown</i>	
	Fun with Food <i>We will develop our phonics, establishing initial sounds and alliteration. We will start to think about foods which we know and enjoy.</i>	Letter Time <i>Writing letters to friends and family and thinking about ways to communicate. Learning about postal workers</i>	Who can spot a Superhero? <i>Being ambitious and celebrating our strengths. Learning about people in our community and people who help us</i>	It's My World <i>Respecting and caring for our world. Broadening our understanding of different countries and environments</i>	Caring for Creatures <i>Developing our ability to care for living things. Learning to identify and name minibeasts</i>	Beside the Sea <i>Learning about creatures who live in the Oceans. Developing geographical and ecological understanding</i>	
	Theme Texts Used alongside other Fiction and Non Fiction Texts	When a Dragon goes to School Supertato	Gruffalo Postman Bear	On Sudden Hill Juniper Jupiter	Maisy Goes to London George Saves the world	Oliver's Vegetables Bog Baby	Monkey Puzzle Splash, Anna Hibiscus
	TFW Traditional Fairy Tale	<i>The Little Red Hen</i>	<i>Goldilocks</i>	<i>3 Little Pigs</i>	<i>The Gingerbread Man</i>	<i>Jack and the Beanstalk</i>	<i>The Billy Goats Gruff</i>
Across the year we will develop our learning regularly by:	-Adapting learning and experiences in response to children's interests -Termly visits to Stepney farm to develop our understanding of animals and the local environment. -Weekly visits to the school Woodlands: developing seasonal observations and enriching all areas of learning -Planting and tending to the Reception Kitchen Garden and our Chickens -Visiting the IDEA story with our parents -Exploring our regularly changing 'I Wonder' Wall						
Enrichment Experiences	Family Picnic Trip to the Supermarket	Trip to Church Performance Visit from a postman Posting letters	Visit to a fire station Visits from people who help us Local walk	Canal walk and boat spot Trip on London Bus Trip to bakery	Trip to the Soanes Centre -Pond Dipping Caterpillars	Chick/duck eggs Seaside Experience Sports Day End of year picnic	
Key Events (relevant events added)	Harvest	Bonfire Night/ Diwali/ Hanukkah/Christmas	Chinese New Year Shrove Tuesday	Easter	Eid-al-Fitr		

Reception Content and Progression

THEMES	What makes me special?	If you go down to the woods today...	Using my imagination	Busy City	Green Fingers	What will I grow into?
	Fun with Food	Letter Time	Who can spot a Superhero?	It's My World	Caring for Creatures	Beside the Sea

Areas of Learning

Our Themes are carefully designed and mapped to develop all the Areas of Learning. This provides a secure structure to enhance with children's own interests and needs - our planning is responsive and adaptive. Opportunities for revisiting, and deepening learning are explicitly provided in order that all children make the progress needed to be successful and ready for their future schooling and life. Our teaching allows for the careful development of the Characteristics of Effective Learning.

We map out core content and skills and leave space to adapt and enrich learning, led by pupils' interests.

Communication and Language (CL)

Throughout the year, we develop children's communication and language through high quality learning conversations in a language-rich environment. We develop Communication and Language through: Child Initiated Time, daily group discussions, PSHE times, stories/poems, singing, role play and story-telling with a 'talk for writing' approach and Helicopter stories. Reading and sharing stories across the day builds important knowledge and extends children's familiarity with words so that their vocabulary is enriched and widened. Subject specific vocabulary is planned for and taught explicitly across all areas of learning. Over time, children become more articulate, expressing thoughts and ideas and engaging in conversations using full sentences.

Personal Social and Emotional Development (PSED)

Across the year we develop strong, warm and supportive relationships with adults to enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Adults teach children how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

- Jigsaw Scheme Progression

-Being Me in My World
- 'Who Am I and How Do I Fit?'

-Celebrating Difference
-Respect for similarity and difference.
-Anti-bullying and being unique

-Dreams and Goals
-Aspirations, how to achieve goals and understanding the emotions that go with this

-Healthy Me
-Being and keeping safe and healthy

-Relationships
-Building positive, healthy relationships

-Changing Me
-Coping positively with change

Physical Development (PD)

- Weekly PE lessons: PE Hub Scheme Progression

Gross and fine motor skills are developed through all of our activities. We provide opportunities for play both indoors and outdoors including our woodwork bench. Adults support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. We provide repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and develop the practice of using small tools, with feedback and support from adults, allowing children to develop proficiency, control and confidence. Children become confident writers.

Gymnastics

Dance

Body Management

Speed Agility Travel

Manipulation and Coordination

Cooperate and Solve Problems

Literacy

Our curriculum develops a life-long love of reading and writing. We choose our texts carefully to promote reading for pleasure, high quality vocabulary and language structures and to meet and revisit important themes which relate to our community interests and needs. Our texts support and enhance all Areas of Learning. We carefully plan our shared and guided writing opportunities and provide plenty of opportunities for independent

writing. These develop over time to enable children to apply new knowledge, vocabulary and skills from reading and their experiences. We follow the THEP Phonics Programme and use Bug Club reading books.

	<i>Billy Goats Gruff</i>	<i>Goldilocks</i>	<i>3 Little Pigs</i>	<i>The Gingerbread Man</i>	<i>Jack and the Beanstalk</i>	<i>The Little Red Hen</i>
	-Story Map	-Write instructions -Story Map	-Write instructions -Story Map and Sentences	-Story Map and sentences -Story sequencing and Retell	-Story Map and sentences -Story sequencing and Retell	-Write instructions -Story Retell
- Writing outcomes - repeated in guided writing	When a Dragon goes to School The Smeds and The Smoos Will you be my friend? So Much <i>My Skin, Your Skin</i> <i>The Great Big Book of Families</i>	The Gruffalo Billy and the Beast <i>A First Book of Nature - Nicola Davies</i> <i>Usborne - Woodland Creatures</i>	On Sudden Hill The Swirling Hijaab/Mommy's Khimar Julian is a Mermaid Egg Drop - Mini Grey <i>How we make stuff- Christiane Dorian</i> <i>Buildings (old +new)</i>	Maisy goes to London The Naughty Bus Last stop on Market Street Baby Goes to Market <i>Big Picture Book of London- Rob Lloyd Jones</i>	Oliver's Vegetables Jasper's Beanstalk We Found A Seed The Enormous Turnip <i>Fruit and Vegetables - Lift and Look, Kew</i>	Monkey Puzzle Crocodile and Bird <i>Life Cycles - Raintree</i>
	-Self portraits. Family pictures - label and name.	-Writing around the woodlands	-Design and instructions	-Mapping London and labelling -Recount bus trip	-Instructions for making a salad	-Writing about animal life cycles -Write about 'me' - and what I want to be when I grow up
- Writing outcomes - repeated in guided writing	Supertato Shark in the park Supermarket Zoo supermarket	Postman Bear Dear Santa The Jolly Postman <i>I want to be a postal worker- Joanna Brundle</i>	Juniper Jupiter Even Superheroes have bad days The Pipsqueak Girls can do anything A Girl Like Me Superheroes Here and There People who help us <i>Superheroes are everywhere - Kamala Harris</i>	George Saves the world Michael Recycle Clarice Bean - What planet are you from? Litter Bug Doug Greta and the Giants <i>If you Come to Earth - Sophie Blackall</i>	Bog Baby Agh Spider - Lydia Monks The Bug Collector <i>Bug Hotel - Libby Walden</i>	Splash, Anna Hibiscus Sharing a Shell - Donaldson Alba 100 year old fish Clean Up - Nathon Bryon Somebody swallowed Stanley <i>Ocean Emporium- Susie Brooks</i>
- Writing outcomes - repeated in guided writing	-Labelling objects in supermarket	-Letter writing	-Writing about ourselves and others - 'I am good at...' 'The doctor helps us to...'	-Environment posters -Letter to parents to recycle	-Instructions for looking after a Bog Baby -Recount trip to Soanes centre	-Packing list for seaside experience -Recount seaside experience - postcard

Mother Goose - Nursery Rhyme Book

<p>Maths</p> <p>- Daily Maths lessons: White Rose termly content:</p>	<p>We provide rich opportunities to develop the core areas in maths, including; number, numerical patterns and shape, measure and spatial reasoning. We enhance our learning environment with a range of resources and activities to enable children to develop a secure base of knowledge and vocabulary. Staff support mathematical development through spontaneous responses during child initiated time. Our songs, rhymes and books are chosen to support mathematical concepts. Well established routines and timetables develop concepts of time. Real life shopping and role-play experiences develop money concepts. We use the White Rose scheme of learning for daily lessons, which develops content clearly to achieve the ELGs.</p>					
	<ul style="list-style-type: none"> -Number and Place Value (numbers to 5) -Addition and subtraction (grouping) 	<ul style="list-style-type: none"> -Addition and subtraction (grouping) -Shape and spatial awareness -1 more/1 less 	<ul style="list-style-type: none"> -Addition and subtraction -Number bonds to 5 -Numbers to 10 -3D shapes 	<ul style="list-style-type: none"> -2D shapes -Addition within 10 -Number bonds to 10 	<ul style="list-style-type: none"> -Exploring patterns -Addition and subtraction -Measure - length/height/distance -Weight -Counting to 20 	<ul style="list-style-type: none"> -Numbers to 20 -Capacity -Double and Halving -Odds and Evens
<p>Understanding of the World (UW)</p> <p>- Suggested core learning linked to texts:</p>	<p>Our UW curriculum develops children’s ability to make sense of their physical world and their community. We plan for a wide range of meaningful experiences linked to the themes and core texts. These are developed through carpet time, group work and our continuous provision. These build cultural capital, develop vocabulary and provide the building blocks for year 1. We recognise UW as covering History, Geography and Science skills. As well as these core activities, pupils’ UW is developed through their independent play in our well developed environment, with adults carefully responding to and developing pupils’ interests and enquiry.</p>					
	<ul style="list-style-type: none"> -Look at photos of themselves - talk about changes -Photos using ipads and digital cameras -Learning about our new classroom - classroom map 	<ul style="list-style-type: none"> -Use role play area to enact Goldilocks -Learn where oats come from - Making porridge 	<ul style="list-style-type: none"> -Use role play area to enact Three Pigs -BeeBots- follow Wolf’s route to pigs houses - Identity different materials as they construct (appropriateness) - Making a waterproof roof for the 3 pigs. 	<ul style="list-style-type: none"> -Learn where sugar and ginger come from -Learn about Bakers -Making gingerbread 	<ul style="list-style-type: none"> -Planting and Observing change and growth -Busy Things - science games on chromebooks 	<ul style="list-style-type: none"> -Making bread
	<ul style="list-style-type: none"> -Look at photos of family -Local walk to supermarket -Use role play area to enact family experiences -Visit to the farm -Exploring Kitchen Garden (-Making observations and using senses outside) - Develop understanding of Seasons 	<ul style="list-style-type: none"> - Learning through Woodlands -Identifying woodlands animals and habitats - Metal detector walk in woodlands -Recall story book characters 	<ul style="list-style-type: none"> -Look at Homes/buildings from the past -Look at homes around the world -Find the UK on an Atlas/Globe -Talk about Islam 	<ul style="list-style-type: none"> -Investigate old and new buses -Recall area walks/visits -Explore London architecture -Draw Aerial maps of London -Comparing cities across the world; use atlas/globe -Learn about the King (and Queen) - monarchy 	<ul style="list-style-type: none"> -Exploring food and customs around Eid -Learn about and compare food in different religions -Making chips - Make salads 	<ul style="list-style-type: none"> -Compare photos of ourselves over time -Talk about and role play what we want to be when we are older -Sequence key events from Reception into a special book -Interpret Aerial map of school for special book -Draw own map of classroom for special book

	-Exploring Woodlands -Planting in the garden			-Investigate distance travelled of bus/vehicle(forces) -Floating and sinking (boats on the river)		-Monitor and care for egg hatching and chicks
		-Learn about postal workers	-Learning about occupations -Learn about doctors and nurses -Learn about Mary Seacole and Florence Nightingale	-Contrast habitats/environments polluted or not -Local/woodlands walk and litter pick -Sorting different materials according to recyclable groups -Recycling workshop visit	-Interview people about their pets -Explore and create minibeast habitats -Role play recreate Ecology centre -Make a bug hotel -Learn about and contrast natural environments -Name and identify various minibeasts	-Recall understanding of pollution -Explore Oceans and habitats around the World (use atlas/globe) -Make own rock-pools/coast lines -Floating and sinking -Ice melting experiment - including lolly making
		-Learn about Guy Fawkes -Map visit to Church -Learn about different religious celebrations - Light and dark investigations using torches				
Expressive Arts and Design (EAD)	Our curriculum allows for the material qualities and skills of art to be developed alongside the appreciation of artworks and designs and the understanding that art is a considered self-expression. Children learn about artists and are inspired by their works to produce their own artworks. Children revisit core skills (ie painting/collage) over the year in order to refine their skills - they do this through planned activities linked to themes and through self directed learning. Many of our fine motor skills are developed through our EAD activities. We also see EAD as developing the creativity to express through imaginative play, music and dance.					
- Focus artists/architects and designers	<i>James Barnor, Lucian Freud</i>	<i>Andy Goldsworthy, David Hockney</i>	<i>Phyllida Barlow</i>	<i>Zaha Hadid, Norman Foster, Thomas Heatherwick</i>	<i>Yayoi Kusuma, Georgia O'Keeffe</i>	<i>Lubaina Himid, Jordan Casteel; JMW Turner</i>
	-Retell stories with small world setting -Making bridges		-Role play pigs house -Designing houses - constructing and joining with a range of materials	-Bakery role play	-Paint Giant's castle	-Make own bread packaging and stamped branding
		-Mask making -Teddy Bear's picnic role-play	-Den building	-Junk model vehicles -Small world city creations	-Kitchen garden painted mural	-Self portraits - painting

		<ul style="list-style-type: none"> -Leaf prints and rubbings -Mixing colours to make Autumn leaves -Making patterns and art with leaves 	<ul style="list-style-type: none"> - Print on fabric(provide examples) 	<ul style="list-style-type: none"> -Famous buildings - drawing exteriors (consolidate anti clockwise circles and zig zag lines) 		<ul style="list-style-type: none"> -Sewing picture frames for special book - felt
	<ul style="list-style-type: none"> -Home corner role play -Sew capital letter in first name onto binka -Hand prints -Self portraits - line drawing -Mixing colours to make a feelings display (Colour Monster) 	<ul style="list-style-type: none"> -Post office role play 			<ul style="list-style-type: none"> -Vet role play -String spider webs -Potato printing (insects) -Clay bog baby 	<ul style="list-style-type: none"> -Role-play seaside -Collage - sea creatures/sea -Make own rock-pools/coast lines
		<ul style="list-style-type: none"> -Ipad artwork (DH) -Firework pictures - chalk and shapes -Rangoli patterns-powder -Diva lamps - clay 		<ul style="list-style-type: none"> -Felt egg decorations with thread 		
Music (EAD)	<p>Music is taught by our specialist Music Teacher. Lessons develop towards the Early Learning Goal of being Imaginative and Expressive. Children listen, sing, dance and compose their own music.</p> <p>There are opportunities in the environment for children to make instruments and express themselves through song, dance and drama.</p>					

Vocabulary to embed across EYFS									
UW				EA&D					PD
Geography	History	Science	RE	Computing	D&T	Art	Music	Dance	PE
beach building church cinema community desert Earth empathy environment globe hill job look after map money mosque mountain natural ocean planet plants protect railway rainforest recycle responsibility river road save spend supermarket take care world	After a long time ago before change different first important I think ... because last week (last year) new old older second today tomorrow yesterday younger	animal check describe explain hypothesise investigate material observe plant predict pull push record seasons weather	believe different faith God pray religion special talk worship	app communicate explain programme type	accuracy architecture break build cut design grasp join make materials measure properties repeat speed stability stack test think Joining words - fixed/tight/ loose/secure	artist collage colour comment draw feelings materials mixing observe paint print sculpt technique texture tools curved straight zig-zag Wavy Positional language Colour names Colour variety - light/dark/ bright/pale	beat dynamics genre instrument melodic shape melody pitch rhythm structure tempo texture timbre	angry be copy dance emotions expression feelings happy imagine mirror music sad stimulus together	climb collaborate control gallop hit hop jump kick muscles pull push rest roll run skip squeeze strong throw