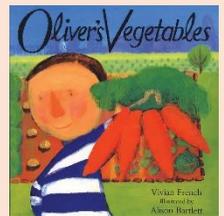
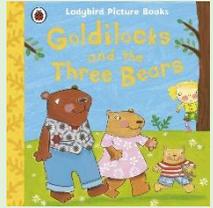
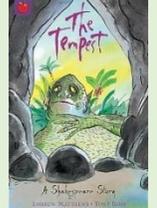
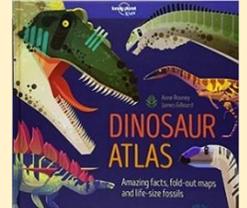


Reception Year Yearly Overview 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Identity	Health and Wellbeing	Stories – Traditional Tales	Stories – The Tempest	Dinosaurs	Our Environment
						
Key Text(s)	<p>"It's okay to be different?" Todd Parr</p> <p>"Family" – Todd Parr</p> <p>"A great big cuddle" Michael Rosen</p> <p>"The Rainbow Fish" Marcus Pfister</p> <p>"Elmer" David Mc Kee</p>	<p>"Oliver's Vegetables" –Oliver's Fruit Salad</p> <p>"Avocado Baby", Chopsticks – Amy Crose Rosenfol</p> <p>"I will not never eat a tomato!" Lauren Child</p> <p>"The Very Hungry Caterpillar" Eric Carle– make seasonal – vegetables</p>	<p>"The Elves and the Shoemaker"</p> <p>"Goldilocks and the Three Bears"</p> <p>"The Three Billy Goats Gruff"</p> <p>"The Giant Jam Sandwich" Janet Burroway</p>	<p>"The Tempest" by William Shakespeare</p> <p>Books about storms and the weather: "Maisie's Wonderful Weather Book", "The Storm Whale"</p>	<p>"The Dinosaurs Book" DK</p> <p>"See inside the world of dinosaurs" Alex Frith</p> <p>"Lift the Flap, questions and answers about dinosaurs" Katie Daynes, Maire-Eve Tremblay</p> <p>"Trouble at the Dinosaur Café" Brian Moses</p> <p>"Harry and the Bucketful of Dinosaurs" Ian Whybrow</p>	<p>"Someone Swallowed Stanley" Sarah Roberts</p> <p>"Michael Recycle" Ellie Bethel</p> <p>"What a waste: Rubbish, Recycling, and Protecting our Planet" Jess French</p> <p>"One Plastic Bag" Miranda Paul, "Bee and Me" Alison Jay</p>
Fertile Question	Who am I?	What makes me well?	How do you tell a story?	How and why do you tell a story?	Why do we learn about the past?	How can we care for our environment?
Publicly Presented Outcome	Night at the Museum – Self-portraits and our art work displayed in our classroom	Sharing songs about wellness with parents/carers	Share the "The Goldilocks and the Three Bears" spoken word, Spring songs	Sharing of a re-telling of "The Tempest" – imovie of our Story Whoosh and our Learning Journeys	Sharing of songs and facts about the past and dinosaurs	Posters about helping our environment around the school and area. Make do and mend enterprise crafts
Experiences and Visit(ors)	South London Gallery Parents gallery evening – shared songs and learning	Visit Morrisions – write a shopping list, buy fruit, bring our own bags, make fruit	Share stories with each other, create our own	Visit Nunhead Library, Scientist visit, Parent/Carers create	Train journey to Crystal Palace Dinosaur Park, create	Horniman Museum and park visit, workshop – aquarium visit.

		salad, visit from the School Nurse, visit from Peckham Police Officer	Storytelling Book from Helicopter Stories	Univesrity of John Donne together in Reception, World Book Day	a pic collage, picnic in the park.	
Communication and language	Personal descriptive language – describing ourselves and our families, friends, talking about our experiences and feelings, playing listening games, Special Box – answering questions	Discussion about food and healthy eating – naming fruit and vegetables, thinking about our likes and dislikes, using more complex sentences, listening to our friends and following instructions	Extending vocabulary around story language, building, responding to instructions during activities, developing narrative in our play, re-creating roles, using talk to organise ideas in our stories.	Listening in a range of situations, responding to how and why questions, asking questions to our visitors during Science and Sports Week. Introducing story language into play – modelling vocabulary and language using drama strategies	Confident to talk about facts they have learnt about dinosaurs and share with each other. Play cooperatively in a group and listen to each other's ideas. Work as part of the group and follow the rules.	Show sensitivity to other's needs and make positive relationships. Talk about how we can work together to help to reduce, re-use and recycle. Talk about changes and what we are looking forward to in Year 1.
Physical development	Health and self-care – going to toilet, washing our hands, confidence to ask for help, moving and handling objects safely in the space inside and outside, being safe in the environment. Developing fine motor skills – playdough and sensory activities	Weekly PE lessons – learning how to get changed and take care of our belongings, following instructions, moving in different ways, moving safely in the environment – begin throwing and catching skills. Talking about healthy eating – fruit and vegetables	Continue weekly PE lessons, thinking about how and why we exercise, how do we feel after exercise? Developing balance and throwing and catching skills. Talking about the need for safety when tackling new challenges, supporting fine motor skills – daily malleable activities	PE focus: travelling with confidence, up, under, over climbing equipment, developing increasing control over pushing, patting, kicking – ball skills, hula hoops – creating games and using equipment. Funky Finger activities in the classroom	Handle equipment and tools effectively, develop fine motor skills with sensory activities and letter formation with Sky Writing and Write Dance. Mange personal hygiene. Prepare healthy food in the weekly cooking and baking sessions.	Showing good control in large and small movements. Use PE equipment – different sized beanbags, balls and throw, catch, kick. Play games – multi skills. Follow rules in a game. Egg and spoon, three legged race, hurdles, Sports Day with parents/carers.
Personal, social and emotional development	Building friendships –getting to know the enviroment, learning how to share resources, and speak to our friends and adults, ask for help, modelling language around sharing and playing together, following 'Whole Body Listening', Visuals	Introduce Proud Clouds, shared singing assembly every Friday, singing transitions, using more visual and Silent Snake games, Bucket group, Helicopter Stories – listening skills and turn taking, positive language modelled by adults	Continue Whole Body Listening, develop use of Sign Language, morning and afternoon songs, introduce Zones of Regulation – strategies to help us and talk about our feelings, Use of visuals and Now and Next boards.	Development of the Zones of Regulation – think about how we are feeling and talk about what we can do to help ourselves, play listening games, playgournd games and rhymes, clapping games for lunchtimes, develop afternoon activities	Work together in groups to create activities, listen to each other's ideas to help to create a Dinosaur Museum in the classroom. Develop confidence with Circle Times, drama strategies to help share their ideas and to select resources independtly.	Transitioning into Year 1, talking about similarities and differences next year, meeting our new teachers, Circle Times, transition books, writing about our experiences. Having lunch in the main school and attending assemblies with Year 1 and 2.
Literacy	Introduction to Fabulous Phonics, Phase 1 and 2, listening to stories, playing with the Interplay Land,	Phase 2 phonics and tricky words. Reading 1:1 in groups with an adult, home reading	Phonics Phase 3 and tricky words using the songs and applying this in their reading and writing, making our own	Phonics Phase 3 and tricky words. Applying our sounds for reading and writing. Big Write and letter formation.	Phonics Phase 3 and tricky words. Word Aware and vocabulary focus. Reading 1:1, reading books in the	Phase 3 and begin phase 4 with tricky words, writing captions, making posters about how we can care for

	Baseline assessments. Home reading books – changed with parent/carer daily. Writing with parent/carer in the mornings. Recognising the alphabet through songs, environment, activities in the provision. Big Write.	books changed by parents/carers. Sequencing, re-telling the stories, hot-seating, role on the wall, story mapping. Modelling writing sentences. Big Write. Develop stories in the Interplay Land.	books linked with the stories. R-telling traditional tales and noticing the repeating patterns in the stories. Independent writing – letters, posters. Reading 1:1 with an adult, applying strategies for reading. Big Write and letter formation.	Make story books using the Interplay Land. Develop Story Whoosh, Forum Theatre, Freeze frames to approach the play text. Talk about different types of texts, learn poems together. Key vocabulary to use in the play.	environment and Buddy Reading with Year 6. Big Write, independent writing and labels for our displays for the museum. Talking about non-fiction and information texts, using I pads and Google Earth to gain information.	our environment. Reading 1:1, books from guided scheme and books in our classroom. Buddy reading with Year 6. Independent writing – own Helicopter Stories. Share our Story books with Nursery outside.
Mathematics	Introduction to number, discussing Number Blocks – NCTEM website links, baseline assessments, sorting objects, introducing resources – how to use Numicon, unifix cubes, exploring objects for counting inside and outside	Outside maths investigations, Shape, space and measure, building shapes, pattern making, Looking at numerals in the environment – Number hunt outside, pattern making with large materials, playing games using timers, ordering	Number focus: counting to 20 forwards and backwards using 100 squares, number tiles – large, Numicon, introduction to Marvellous Maths, addition – finding more than, adding objects, recording our number problems	Learning about less than and subtraction – subtraction splat, Subtraction skittles, doubling and halving, looking at teen numbers using unifix cubes, numicon, number problems form our own interests. Learning about capacity	Measuring length and weight – drawing dinosaur lengths outside, weighing ingredients for cooking, measuring for making playdough, sharing equally, using positional language – and time – playing games with time “What’s the time Mr Wolf?”	Ordering and sequencing familiar events, exploring the characteristics of everyday shapes and naming, using mathematical language to describe them. Use objects and quantities to add two single digit numbers, count on and back to find the answers
Understanding the world	Looking at our local environment, our communities, families, in Circle Times, Hello Project, explore outside and talk about events that are significant to them.	Investigating our local area, make fruit salad, visit from the Peckham Police Officers – learn about people who are important to us. Talk about shops in our locality.	Talk about similarities and differences in places, Google Earth to look at our environment. Share what hobbies we like and dislike and think about why.	Ipad research about the weather, use Google Earth and the Busy Things App and the Smart Interactive Board wizard app. Planting – Uni of John Donne.	Create a Pic Collage from our trip using our photographs on the ipad. Talk about our families and the past and our traditions.	Use the I pads to code with Beebot. Planting in the Reception garden space – make some hanging baskets for the outside area. Talk about our communities and the planet.
Art and design	Self-portraits – using Austin’s Butterfly approach, using mirrors, learning how to construct with skills based	Songs about Fruit and vegetables, still drawing of fruit and vegetables – developing observation skills, Big Write drawings and collages.	Making puppets – learning how to use split pins, hole punches, connecting materials, painting and exploring colours, illustrating our Story Book	Re-telling and acting our stories, The Tempest, create musical instruments–rainmakers, drums, create a storm soundscape.	Make giant dinosaurs using materials, create salt dough dinosaurs, make fossils for our Dinosaur Museum, drawing skills – using pens	Using materials to make new objects, creating outdoor art for our environment, weaving with paper and wool