

Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ourselves	People who help us.	Animals	Growing Things	Minibeasts/Materials	Traditional Tales
Possible core texts	Once there were giants Rainbow Fish Elmer Tom and the island of dinosaurs No-bot Robot Rosie's Walk Room on the broom Halloween Multicultural-The Colour of us. We're Different, We're the same. We all belong. The skin you live in. Where are you from?	The Jolly Postman After the storm Little Red Hen Farmer Duck Multicultural-When we grow up. My First Heroes Ecowarriors. Bonfire Night Nativity Witch and Wizard Day Visitor-Police/Ambulance/Fire Brigade	Gruffalo Rumble in the jungle We're going on a bear hunt The Selfish Crocodile Multicultural-Hippybotomus Jungle Jamboree We all went on safari Alpacas and Maracas.	The Tiny Seed Egg to chick Jasper's Beanstalk Titch Multicultural-Little Seed My Tree	Hungry Caterpillar Ben's Butterfly Garden What the ladybird Heard The Busy Spider 3 little Pigs Multicultural-Bug's Big Trip Dancing Dung Beetle Baby goes to market.	The Enormous Turnip 3 Billy Goats Gruff Red Riding Hood Cinderella Multicultural-Goldilocks and the 3 crocodiles. Princess and the Pea Chapati Moon
Trips and visits	Library	Police, Ambulance, Fire Brigade *Harvest stay and play	Bill Quay Farm	Garden Centre Easter Stay and Play	West Bolden Lodge	

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Outcomes		
	3YO Exit/ 4YO Entry	Reception exit
Communication and Language	<p>Children can:</p> <ul style="list-style-type: none"> • follow two-part instructions with three key words e.g. “go and wash dolly’s face”. • listen to a long story and learn new story-related vocabulary e.g. knobby. • listen and respond appropriately in small groups and contribute to small group discussions. • understand and can answer who, what and where questions without prompts. • use pronouns accurately most of the time. • initiate conversation with another child. • use connective words when talking e.g. and, because, or. • hold a conversation with an adult or child where appropriate and debate when they disagree with another child or adult. • answer simple ‘why’ questions. • use talk to design their play e.g. “Let’s go to space, you get the rocket and I’ll get my space helmet”. • listen to a story without pictures or props and are able to retell a familiar story. • sing around 10 songs 	<p>Children can:</p> <ul style="list-style-type: none"> • make comments about what they have heard and ask questions to clarify their understanding. • offer explanations for why things might happen, • make use of recently introduced vocabulary from stories, non-fiction texts etc. • speak in full sentences, using past, present and future tenses and conjunctions with modelling and support from their teacher. • orally blend and segment when completing reading and writing activities.
Personal, Social and Emotional Development	<p>Children:</p> <ul style="list-style-type: none"> • try their best and always ‘have a go’. • access all areas of the nursery and use toys with a purpose. • focus at an adult-led activity in a group of up to 13. • put on their coat, shoes and wellies without adult support. • recognise when their hands are dirty and know to go and wash them. • engage confidently in new activities and social situations and seek out new experiences. welcome others into nursery in a friendly manner. • can wait their turn in group and can regulate their emotions or ask for help if needed. They talk about their own feelings using happy, sad, angry or worried. • show resilience to complete personal challenges and are able to meet their self-care needs. celebrate their successes appropriately and are proud of their friend’s achievements. • can focus in a large group e.g. assembly, and can wait their turn when adults are talking to others. • can focus on an activity of their choice for 10 minutes. They will ask an adult to access a resource to extend their play. • enjoy ‘doing a job’ with another child, can take turns and share independently. • interact frequently with other children and are able to suggest ways to play. • are able to solve conflict with minimal adult support. 	<p>Children</p> <ul style="list-style-type: none"> • work and play cooperatively and take turns. • can form positive attachments to adults and form friendships with peers. • can show sensitivity to their own and other’s needs.

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Physical Development	<p>Children can:</p> <ul style="list-style-type: none"> • climb stairs or apparatus using alternate feet. • copy an adult's movements. • skip, hop and stand on one leg and pose through games. • complete a simple obstacle course. • move in time to music and can move in a specified way during adult let sessions e.g. paints on a large surface, without swapping hands. • pass, bounce and catch a large ball and work together to move a large item. • use a spoon and fork during meals. • use a scooter and a balance bike. • work in a team to complete a physical challenge. • follow a four-step sequence of movements e.g. clap, jump, clap, and turn around. • lead others to follow their movements. • use scissors to cut out a shape. • hold pens and pencils using a tripod grip. 	<p>Children:</p> <ul style="list-style-type: none"> • show accuracy and care when drawing. • demonstrate strength, balance and coordination when playing. • form all letters and numbers correctly.
Literacy	<p>Children:</p> <ul style="list-style-type: none"> • understand the difference between print and a picture in a book. • know the difference between a picture and writing when mark-making. • can discuss a favourite book with an adult. • can identify parts of a book such as the front cover and title. • can sequence the beginning, middle and end of a story using simple pictures. • can respond accurately to a question about a story they have just listened to. • understand the moral of a story. • can clap to count syllables with support. • can spot and suggest rhyming words. • mark-make purposefully for a task and explain their writing. • talk about a book's characters and describe them. • describe the beginning and end of a story when asked. • understand the humour or deeper level in a story e.g. In 'A Squash and a Squeeze'. • recognise words that start with the same letter/sound. • orally blend a CVC word with props to support. • know some letter sounds. • write their name and attempt to write some other letters, but they may not be formed accurately. 	<p>Children can:</p> <ul style="list-style-type: none"> • use and understand recently introduced vocabulary during discussions and stories. • say a sound for each letter in the alphabet and at least 10 diagraphs. • read words consistent with their phonic knowledge by sounds blending. • read aloud simple sentences. • write simple phrases and sentences. • spell words by identifying sounds in them.
Maths	<p>Pupils can:</p> <ul style="list-style-type: none"> • rote count to 10 and beyond. • subitise to 5 in regular arrangements. • count using one to one correspondence to and beyond 5. • begin to recognise and name numerals to 5 and beyond. • confidently use finger numbers. 	<p>Children:</p> <ul style="list-style-type: none"> • have a clear understanding of the composition of numbers to 10. • automatically recall number bonds to 5 and some to 10 including double facts. • verbally count beyond 10.

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	<ul style="list-style-type: none"> • match numerals to quantities to 5 and beyond. • recognise that the last number counted is the total (cardinal principle). • compare quantities using 'same', 'more' and 'fewer.' • separate objects into different groups, recognising that the total is the same (conservation of number). • beginning to know that numbers are made up of smaller numbers. • ascribe mathematical meaning to marks in their play. • create and extend a simple repeating pattern and arrange objects using a range of spatial patterns. • name all 2D and some 3D shapes. • understand positional language when used in play, e.g. the dough is under the table. • solve real world problems using their mathematical knowledge. • correct and error in a repeating pattern. • compare objects by their size, length, weight and capacity using appropriate mathematical language. • use simple language of time with some accuracy, e.g. morning, afternoon, later, tomorrow. 	<ul style="list-style-type: none"> • explore and represent patterns within numbers up to 10, including evens, odds and double facts.
Understanding the World	<p>Children:</p> <ul style="list-style-type: none"> • know that they were once a baby and will grow older with time. • can talk about when they were a baby and compare it now and when they will be older. • talk about what they would like to be when they grow up. • understand that people have different jobs and why. • can talk about some simple differences between places/countries. • take part in a celebration from a different faith, showing curiosity and asking questions. • show an interest in growth • understand the life cycle of a plant and some animals (e.g. chick) and know what they need to grow. • are aware of the four seasons and can talk about them. • understand why we should show respect and care for the natural world. 	<p>Children</p> <ul style="list-style-type: none"> • know about the pasts using books and visual prompts. • know some similarities and differences between countries using books and maps and other relevant resources. • understand some important processes and changes in the natural world eg life cycles, seasonal changes.
Expressive Arts and Design	<p>Children:</p> <ul style="list-style-type: none"> • can make something that has been requested by an adult e.g. a wand. • can remember and sing an entire song. • are able to sing loudly and not shout. • can create a story using small world resources for their intended purpose. • take part in a role-play activity of their choice. • can use appropriate resources to make their own creations. • mix colours for a purpose. • can draw a person with detailed features. • can clap or tap in time to music and can 'form a band' with instruments. 	<p>Children can:</p> <ul style="list-style-type: none"> • share their creations and explain the process they followed to make them and make suggestions on how they could be improved (plan, do, review.) • invent, adapt and recount narratives and stories with peers and adults. • sing a range of songs and move in time to the music. They will take part in weekly music sessions and become familiar with a range of percussion instruments..

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	<ul style="list-style-type: none">• can continue a child-led role-play activity.• can create a complex story using any resources	
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