

## Annual overview for Reception

| Title                                           | Autumn                                                                                                                                                                                                                                                                                      | Spring                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication and Language</b>               | Children listen and attend, follow simple instructions and begin to use talk to communicate their needs, ideas and experiences. They join in with songs, rhymes and familiar stories.                                                                                                       | Children listen with greater attention, follow longer instructions, ask and answer questions and use new vocabulary. They use talk to organise play, explain ideas and discuss stories and experiences.                                                                                                         | Children speak in increasingly complex sentences, retell stories and experiences in sequence and explain their thinking. They develop a wider vocabulary and take part in sustained conversations and group discussions.                                                                                                                     |
| <b>Person, Social and Emotional Development</b> | We support children to settle into school, build relationships and develop confidence and independence. We support turn-taking and sharing using helpful language (e.g. “After you”, “When I’m finished”). Weekly Circle Time explores feelings, coping strategies, and valuing difference. | Children develop friendships, cooperation and resilience. They learn to use language to negotiate, solve problems and manage conflicts, while developing greater independence in play and routines. We also learn the NSPCC “Pantosaurus” song to help children understand body safety and personal boundaries. | Children develop increasing independence in managing their emotions and behaviour. They develop empathy, cooperate with others, resolve some conflicts independently and confidently share their ideas and opinions. Weekly Circle Time explores healthy living, exercise and being safe near roads.                                         |
| <b>Physical Development</b>                     | Children develop strength, coordination and control through climbing, balancing, construction, large-scale mark-making, dough, threading and fine-motor activities. We begin Write Dance and Penpals patterns to develop the physical foundations for handwriting.                          | Children develop increasing precision and control when using tools and materials. They develop their handwriting, drawing and fine-motor skills and begin to use an increasingly secure tripod grip. Sewing and woodwork continue alongside weekly PE and active play.                                          | Children develop increasing control, coordination and physical confidence. They develop handwriting fluency and stamina through meaningful writing, while continuing to develop their physical skills through PE, outdoor learning, construction, woodwork and creative activities. PE focuses on ball skills in preparation for Sports Day. |
| <b>Maths</b>                                    | Children develop counting and number knowledge to 5, exploring how numbers can be made and represented. They compare and sort objects and explore shape, pattern, measure and positional language through play.                                                                             | Children develop number knowledge to 10, exploring subitising, composition, addition and subtraction. They also explore 3D shape, measure, position and repeating patterns.                                                                                                                                     | Children explore numbers to 20 and beyond and apply their mathematical knowledge to addition, subtraction, sharing, grouping and doubles. They solve practical problems involving shape, pattern, measure and position.                                                                                                                      |
| <b>Literacy</b>                                 | Children develop a love of stories, rhymes and poems and learn how books and print work. They develop listening and                                                                                                                                                                         | Children begin applying their phonic knowledge to blend and read simple words and captions. They read fully decodable                                                                                                                                                                                           | Children apply their phonic knowledge to read decodable books with growing accuracy, fluency and confidence. They discuss and                                                                                                                                                                                                                |

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|                                   | phonological awareness, explore mark-making and begin to give meaning to their marks. Children recognise and write familiar letters, including those in their name, and begin to hear initial sounds in words.                                         | books matched to their phonics and develop their understanding of stories and new vocabulary. Children begin to segment simple words and represent sounds with letters, using writing purposefully in their play to create labels, lists, signs and stories.                            | respond to stories and non-fiction, make predictions and answer questions. Children apply their phonic knowledge to write simple words, captions and sentences and write increasingly independently across play and the curriculum.                                                                                                  |
| <b>Understanding the World</b>    | We explore the natural world, including plants, animals and insects and notice changes in the seasons. Children talk about their families and how they have grown and changed. We explore celebrations and begin to learn about our local environment. | We explore life cycles, plant growth, weather and seasonal change. Children investigate materials and changes such as freezing and melting. We will use maps, stories and play to compare life in the UK with other countries, exploring hot and cold places, weather and key features. | We explore life cycles, habitats and different environments, including rivers, forests, jungles, deserts and polar regions. Children investigate materials, floating and sinking, light and shadows, and develop their understanding of the past, including dinosaurs and fossils. We also explore ways to care for our environment. |
| <b>Expressive Arts and Design</b> | We explore marks, materials and colour through drawing, painting, collage and printing. Children create models using recycled materials, explore natural objects through observational drawing and begin woodwork.                                     | Children develop their creative techniques through observational drawing, colour mixing, clay, modelling, sculpture, threading and sewing. They create constructions inspired by stories, their experiences and their own ideas.                                                        | Children combine different materials and techniques to create purposeful artwork and models. They explore Modroc, textiles and mixed-media work, create collaborative projects and develop their skills in designing, making and improving their creations.                                                                          |
|                                   | Across the year, children sing, make music, dance, tell and perform stories and develop their imagination through role play, small world play and storytelling.                                                                                        |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                      |
| <b>Parents and carers</b>         | A visit to The Albany Theatre<br><br><u>Information:</u> Parent-Teacher meetings<br><br><u>Celebration:</u> Christmas sing-a-longs (date)                                                                                                              | A visit to Brookmill Nature Reserve<br><br>A visit to Mudchute Farm<br><br><u>Information:</u> Parent-Teacher meetings                                                                                                                                                                  | A visit to Breakspears Mews Community Garden<br><br>A visit to Brockley Nature Reserve trip<br><br><u>Celebration:</u> Sports morning/afternoon (date)<br><br><u>Information:</u> Report afternoons                                                                                                                                  |