

## Reception Topic Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Our planning is both adult and child-led. We follow an overarching question/theme each term. Our classrooms are organised into areas of continuous provision, including water, sand, role play, reading, writing, maths, small world, small and large construction, creative and malleable play. Our outdoor classroom mirrors this. We allow our children to free flow between the three classroom environments. This allows children to access their desired learning, allowing them to be highly engaged in their learning, which is meaningful and fun to them. In addition to our continuous provision, we also teach discreet phonics, literacy, maths, RE and PE lessons. Planned activities and resources are placed within the classrooms to allow children to explore and embed their learning with the support of an adult who will be at hand to challenge and extend their learning. We work closely with parents and embrace any suggestions or ideas they have that they feel will enhance their child's learning or development. Our aim is to develop well-rounded, happy and confident individuals who develop a curiosity for learning giving them the tools to become life-long learners!</i></p>						
<b>Enquiry question/theme</b>	<b><u>Who am I?</u></b>		<b><u>What changes can I see?</u></b>		<b><u>Whose footprints are these?</u></b>	
	<p>This term, we will be focusing on getting to know each other and developing our relationships. We want children to embrace school life and get to know the environment and world around us all. Children will be getting to know us and we will be getting to know them, giving them a secure base in school. We will be reading lots of familiar stories based on families, sparking an interest into who we are.</p>		<p>This term we will be looking at changes around us. We will be exploring the seasons, weather, plants and trees and changes within ourselves. We will be observing the children and ensuring their interests are being followed and embedded throughout the environment.</p>		<p>This term is all about footprints. We will be exploring just about anything that has a footprint. This could be from animals to humans, planet earth, the solar system, landing on the moon, different people, jobs that people do, dinosaurs and bugs.</p>	
<b>PSED</b>	<p><i>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</i></p> <p><i>Children will be 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. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction 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.</i></p>					
	<b><u>Focus</u></b>		<b><u>Focus</u></b>		<b><u>Focus</u></b>	
	<p>Making relationships Class rules School core values Exploring emotions Routines and transitions</p>		<p>Developing relationships Dealing with conflict Exploring emotions</p>		<p>Transition into year 1 Relationships Dealing with change Reflecting</p>	

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<p><b>PSHE</b></p>	<p><b><i>Being Me In My World</i></b></p> <ul style="list-style-type: none"> <li>• I can help others to feel welcome.</li> <li>• I can begin to recognise and manage my own feelings</li> <li>• I understand why it is good to have kind and gentle hands</li> <li>• I am beginning to Understand what responsible means</li> </ul>	<p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• I can talk about what I am good at.</li> <li>• I understand that being different makes us all special</li> <li>• I know ways that we are different and the same</li> <li>• I can tell you how to be a kind friend</li> </ul> <p>I can tell you why my home is special to me</p> <ul style="list-style-type: none"> <li>• I know ways to stand up for myself</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• I understand that if I persevere I can tackle challenges</li> <li>• I can tell you a time that I didn't give up</li> <li>• I can set a goal and work towards it</li> <li>• I can use kind words to encourage people</li> <li>• I know what it means to feel proud of myself</li> </ul>	<p><b><i>Healthy Me</i></b></p> <ul style="list-style-type: none"> <li>• I understand that I need to exercise to keep my body healthy</li> <li>• I understand that moving and resting are good for my body</li> <li>• I know which foods are healthy and not healthy</li> <li>• I know how to help myself go to sleep and why it is good for me</li> <li>• I can wash my hands thoroughly and I know why it is important to stay healthy</li> <li>• I know what a stranger is and how to keep safe if a stranger approaches</li> </ul> <p>Me</p>	<p><b><i>Relationships</i></b></p> <ul style="list-style-type: none"> <li>• I can identify some of the jobs I do in my family and how I feel like I belong</li> <li>• I know how to make friends to stop myself from feeling lonely</li> </ul> <p>I can think of ways to solve problems and stay friends</p> <ul style="list-style-type: none"> <li>• I am starting to understand the impact of unkind words</li> <li>• I can use Calm Me time to manage my feelings</li> <li>• I know how to be a good friend</li> </ul>	<p><b><i>Changing Me</i></b></p> <ul style="list-style-type: none"> <li>• I can name parts of the body</li> <li>• I can tell you some things I can do and foods I can eat to be healthy</li> <li>• I understand that we all grow from babies to adults</li> <li>• I can express how I feel about moving to Year 1</li> <li>• I can talk about my worries and/or the things I am looking forward to about being in Year 1</li> <li>• I can share my memories of the best bits of this year in Reception.</li> </ul>
<p><b>Communication and Language</b></p>	<p><i>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, staff will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</i></p>					

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	<p><b>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and assemblies.</b></p>		
<p><b>Physical Development</b> <b>Gross motor skills</b></p>	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</i></p> <p><b>Throughout our continuous provision and planned activities such as PE, we develop children’s gross motor skills. These include: bikes and trikes, climbing, creating obstacle courses, building dens, moving our bodies in different ways, digging, sweeping, skipping, using tools, dancing, ball games, playground games, balancing and gymnastics.</b></p>		
<p><b>Physical Development</b> <b>Fine motor skills</b></p>	<p><i>Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, will allow children to develop proficiency, control and confidence.</i></p> <p><b>Throughout our continuous provision and planned activities, we develop children’s fine motor skills through a range of activities. These include playdough: weaving, threading, cutting, chopping, drawing, finger gym, using tweezers, board games, puzzles, buttoning clothing, painting and colouring.</b></p>		
<p><b>PE</b></p> <p>Each week we have PE inside and outside.</p>	<p>Changing clothes Playground games Ball skills Music and dance</p>	<p>Gymnastics Using apparatus Music and dance</p>	<p>Team games Sports day</p>
<p><b>Literacy</b></p>	<p><i>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</i></p>		

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<p><b>Throughout our continuous provision we strive to promote a love of reading, sharing stories, drawing and writing. Every day we share stories, read, sing with the children, model writing and drawing, encouraging the children to explore these activities themselves. We have a literacy-rich environment which inspires children to want to read, mark make, create their own stories or put on a show. Alongside our continuous provision, children will also be exposed to planned literacy sessions.</b></p>					
<p><b><u>Labels and captions</u></b> The children will draw pictures of their families, where they live, writing labels and captions. We will explore books based on families such as <i>Owl babies</i> and <i>Five minutes peace</i>.</p> <p><b><u>Autumn leaves</u></b> Children will create their own character using leaves. We will explore descriptive vocabulary and create labels for our leaves.</p> <p><b><u>Harvest</u></b> Using books such as <i>The Enormous Turnip</i> the children will be inspired to talk, read, write and draw about harvest.</p>	<p><b><u>Traditional tales</u></b> The children will explore the story <i>The Three Billy Goats Gruff</i>. Children will be reading and writing sentences and creating captions for their pictures.</p> <p><b><u>Repetitive Chants and Rhymes</u></b> Using repetitive books such as <i>We're going on a bear hunt</i>, children will explore creating their own story telling and writing.</p> <p><b><u>Christmas greetings</u></b> The children will explore a range of Christmas texts including <i>The Jolly Postman</i>. The children will create their own letters and greeting cards and of course creating a post box.</p>	<p><b><u>Dragons and Chinese New Year</u></b> The children will explore books based on dragons and Chinese New Year. The children will be writing, drawing and creating their own banners to celebrate Chinese New Year.</p> <p><b><u>Winter Days and Nights</u></b> The children will explore signs of winter using books such as <i>The owl who was afraid of the dark</i>. We will explore our own environment in the school and create captions for photos.</p> <p><b><u>Lists, instructions and recipes.</u></b> Using classic books such as <i>The</i></p>	<p><b><u>Pick up a stick</u></b> Using Stick Man as an inspiration, the children will be creating their own characters to inspire writing labels, captions and sentences.</p> <p><b><u>Spring into Spring</u></b> Using the world around us we will be exploring signs of spring. The children will be writing and drawing about what they can see creating labels and captions.</p>	<p><b><u>Growing Plants</u></b> The children will explore how plants grow, through the book <i>The Tiny Seed</i>. Children will be inspired to grow their own seeds, writing instructions, captions and labels.</p> <p><b><u>Traditional tales.</u></b> The children will explore the story <i>Jack and the Beanstalk</i>. Children will be reading and writing sentences and creating captions for their pictures.</p> <p><b><u>Animal Lifecycles</u></b> Using the story, <i>The Hungry Caterpillar</i>, children will explore the lifecycle of a butterfly. The children will create</p>	<p><b><u>Transport</u></b> The children will create lists, maps and recounts having read stories such as <i>You can't take an elephant on the bus</i>. We use our well stocked library to explore non-fiction books.</p> <p><b><u>People who help us.</u></b> The children will create cards and letters to thank people who help us. The children will read stories and explore non-fiction books about people who help us.</p>

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			<i>Gingerbread man, Mr Wolf's Pancakes</i> , the children will follow and create simple lists and instructions we might even follow a recipe to make some delicious pancakes!		their own lifecycle using pictures, labels, captions and sentences.	
<b>Phonics</b>	<b><u>Phase 2</u></b>	<b><u>Phase 2</u></b>	<b><u>Phase 3</u></b>	<b><u>Phase 3</u></b>	<b><u>Phase 4</u></b>	<b><u>Phase 4</u></b>
	<p><b><u>Sounds</u></b> s a t p l n m d g o c k ck e u r h b f l</p> <p><b><u>Tricky words</u></b> Is I the</p>	<p><b><u>Sounds</u></b> Ff ll ss j v w x y z zz qu, sh, th, ng, nk</p> <p><b><u>Tricky words</u></b> put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p>	<p><b><u>Sounds</u></b> ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff</p> <p><b><u>Tricky words</u></b> was you they my by all are sure pure</p>	<p><b><u>Review of phase 3 sounds</u></b></p> <p>Review of Phase 3 words with double letters</p> <p>words with two or more digraphs</p> <p>longer words words ending in -ing</p> <p>words with s in the middle</p> <p>words ending in s words ending in es at end /z/</p>	<p><b><u>Sounds</u></b> short vowels CVCC, CCVCC, CCCVCC</p> <p>compound words</p> <p>root words ending in -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p><b><u>Tricky words</u></b> said, so, have, like, some, come, love, do were, here, little, says, there, when, what, one, out, today</p>	<p><b><u>long vowel sounds</u></b> CVCC CCVC, CCV, CCVCC</p> <p>Phase 4 words ending -s /z/es</p> <p>root word ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/er/est</p> <p>Review of all tricky words</p>
<b>Handwriting</b>	<b>Alongside writing our letters, we will also be working on our fine motor skills to help develop our control and grip. Alongside our continuous provision, which supports children's development of gross and fine motor skills, we also do daily activities such as dough disco and funky gym workouts.</b>					
	<i>Lowercase letters</i>	<i>Lowercase letters Numbers</i>	<i>Lowercase letters Numbers</i>	<i>Capital letters</i>	<i>Capital letters Letter sizes</i>	<i>Capital letters Letter sizes</i>

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<p><b>Maths</b></p>	<p><i>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that our curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to staff and peers about what they notice and not be afraid to make mistakes.</i></p>		
	<p style="text-align: center;"><b><u>Getting to know you</u></b></p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p style="text-align: center;"><b><u>Just like me!</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> Match and Sort Compare Amounts</p> <p style="text-align: center;"><b><i>Measure, Shape and Spatial Thinking</i></b> Compare size, mass and capacity Exploring pattern</p> <p style="text-align: center;"><b><u>Its me! 1,2,3</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> Representing 1, 2 &amp; 3 Comparing 1, 2 &amp; 3 Composition of 1, 2 &amp; 3</p>	<p style="text-align: center;"><b><u>Alive in 5!</u></b></p> <p style="text-align: center;"><b><u>Number</u></b> Introducing zero Comparing numbers to 5 Composition of 4 &amp; 5</p> <p style="text-align: center;"><b><u>Measure, Shape and Spatial Thinking</u></b> Compare mass Compare capacity</p> <p style="text-align: center;"><b><u>Growing 6,7,8</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> <b><i>6,7, &amp; 8</i></b> Combining 2 amounts Making pairs</p> <p style="text-align: center;"><b><u>Measure, Shape and Spatial Thinking</u></b> Length &amp; height Time</p> <p style="text-align: center;"><b><u>Building 9 and 10</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> Counting to 9 &amp; 10 Comparing numbers to 10</p>	<p style="text-align: center;"><b><u>To 20 and beyond</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> Building numbers beyond 10 Counting patterns beyond 10</p> <p style="text-align: center;"><b><u>Measure, Shape and Spatial Thinking</u></b></p> <p style="text-align: center;">Spatial reasoning Match, Rotate, Manipulate</p> <p style="text-align: center;"><b><u>First, then, now</u></b></p> <p style="text-align: center;"><b><u>Number</u></b> Adding more Taking away</p> <p style="text-align: center;"><b><u>Spatial Thinking</u></b> Spatial Reasoning Compose and Decompose</p> <p style="text-align: center;"><b><u>Find my pattern</u></b></p> <p style="text-align: center;"><b><i>Number</i></b> Doubling, sharing &amp; grouping</p>

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	<p><b><u>Measure, Shape and Spatial Thinking</u></b> Circles and triangles Positional language</p> <p><b><u>Light and Dark</u></b></p> <p><b><u>Number</u></b> Representing Numbers to 5 One More and Less</p> <p><b><u>Measure, Shape and Spatial Thinking</u></b> Shapes with 4 Sides Time</p>		<p>Number bonds to 10</p> <p><b><u>Measure, Shape and Spatial Thinking</u></b> 3-D shapes Patterns</p>		<p>Even and Odd</p> <p><b><u>Spatial Thinking</u></b> Spatial Reasoning (3) Visualise and Build</p> <p><b><u>On the move</u></b> <b><u>Number</u></b> Deepening Understanding Patterns and Relationships.</p> <p><b><u>Spatial Thinking</u></b> Spatial Reasoning (4) Mapping</p>	
<b>Understanding the world</b>	<p><i>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding.</i></p>					
<b>Celebrations</b>	<p>Harvest Diwali Bonfire night Armistice day Christmas</p>		<p>Chinese New Year Easter Mother’s Day</p>		<p>Eid Father’s Day</p>	
<b>RE</b>	<p><b>Special People</b> Key Question: What makes people special?</p> <p>Religions: Christianity, Judaism</p>	<p><b>Christmas</b> Key Question: What is Christmas?</p> <p>Religion: Christianity Christian concept: Incarnation</p>	<p><b>Celebrations</b> Key Question: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p><b>Easter</b> Key Question: What is Easter?</p> <p>Religion: Christianity Christian concept: Salvation</p>	<p><b>Story Time</b> Key Question: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism</p>	<p><b>Special Places</b> Key Question: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism</p>

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<p><b>Expressive Arts and Design</b></p>	<p><i>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i></p> <p><b>Within our continuous provision, children have the opportunity to explore a range of materials to help them create masterpieces. Throughout the day, music is embedded into our routines. Singing, roleplay, being creative with music, story sharing are just some aspects of ways we encourage children to express themselves. Our well-resourced environment helps children to access the tools they need to express themselves and be creative.</b></p>					
<p><b>Music</b></p>	<p style="text-align: center;"><b><i>Me!</i></b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p style="text-align: center;">Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p style="text-align: center;"><b><i>My Stories!</i></b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p style="text-align: center;">I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p style="text-align: center;"><b><i>Everyone!</i></b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p style="text-align: center;">Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p style="text-align: center;"><b><i>Our World!</i></b></p> <p>Learn to sing nursery rhymes and action songs:</p> <p style="text-align: center;">Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p>	<p style="text-align: center;"><b><i>Big Bear Funk!</i></b></p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1.</p>	<p style="text-align: center;"><b><i>Reflect, Rewind, Replay!</i></b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>



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<b>Wow moments</b>	Walk into Bagshot Village to post a letter. Harvest Festival Christmas performance	Celebration of 100 days in school			School trip Visit from emergency services.	