



## ST NICOLAS PRIMARY SCHOOL – RECEPTION Year Overview 2022

Term	Term 1 <b>All About Me /Autumn</b>	Term 2 <b>Celebrations</b>	Term 3 <b>Winter /Lost</b>	Term 4 <b>Growing /Spring</b>	Term 5 <b>Giants to minibeasts</b>	Term 6 <b>Journey's / Summer</b>
Memorable experience	Home Visits Autumn Boxhill Walk	Indian food tasting Sewing – elves shoes Nativity performance	Chinese food tasting Winter field walk – looking for signs of winter	Trip to the library Bake hot cross buns Sewing little chick bags Egg science experiment	Reptile Roadshow visitor National Smile month-May Oral Hygienist visit	Trip to Abingdon museum and park picnic
<b>COMMUNICATION &amp; LANGUAGE ELG: Listening, Attention and Understanding</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.						
<b>LINKS to Helicopter stories/ Key Vocabulary &amp; PSE</b>	Expectations for whole class carpet (model & visuals) Show & tell	Talk Partners Show & tell – asking/answering a question Model role-play back &forth exchanges	Model role-play back &forth exchanges Show & tell	Talk Partners Show & tell	Show & tell	Talk Partners Show & tell
<b>COMMUNICATION &amp; LANGUAGE</b>						

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<p><b>ELG: Speaking</b> Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>						
Key Vocabulary	<p><b>Anchor words:</b> over,under,fruit <b>Goldilocks words:</b> hunt, carve <b>Step on words:</b> obstacle, harvest</p>	<p><b>Anchor words:</b> stir,visit,help <b>Goldilocks words</b> ingredients,celebration,date, kind,astonished <b>Step on words:</b> potion,similar,calendar, responsible,relationship</p>	<p><b>Anchor words:</b> helpful,empty,forwards, build,sharp <b>Goldilocks words:</b> kind,compare,disappointed, character,choice <b>Step on words:</b> cogwheel,programming, planet,materials,positive</p>	<p><b>Anchor words:</b> neighbours, balance <b>Goldilocks words:</b> independent, control, super <b>Step on words:</b> recipe, bulb</p>	<p><b>Anchor words:</b> <b>Goldilocks words</b> immediately <b>Step on words:</b> lifecycle</p>	<p><b>Anchor words:</b> <b>Goldilocks words:</b> <b>Step on words:</b></p>
Poetry Basket  & Helicopter Stories (weekly)	<p>Chop Chop Leaves are Falling A Basket of Apples Falling Apples Breezy Weather Who has seen the Wind?</p>	<p>Furry Squirrel Pointy Hat 5 Little Pumpkins Shoes I can Build a Snowman Let's put on our Mittens Carrot Nose</p>	<p>Spring Wind Mrs Bluebird Hungry Birdies Pitter Patter</p>	<p>Pancakes Little Seed Sliced Bread Five Little Peas Monkey Babies</p>	<p>If I were so Very Small I have a little Frog Thunderstorm 5 Little Owls</p>	<p>Stepping Stones Dance A Little Shell The Fox Under a Stone</p>
<p><b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT ELG: Self-Regulation</b> Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>						

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<p><b>ELG: Managing Self</b> Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>						
Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Relationships	Healthy me	Changing me
Links to School Values & 'Jack in the Box' assemblies	Establish class promises/name feelings/routines  Focus Child interactions in play	'Focus Child' interactions in play  Firework safety	The Colour Monster whole class sessions  Achieving goals- New Year work & develop understanding of marking/feedback Next Steps.	The Colour Monster whole class sessions	<b>Healthy Me –</b> Exercising/oral hygiene/sleep/healthy food	Transition to y1 – story times/visit classrooms/parents meet & greet
<p><b>PHYSICAL DEVELOPMENT ELG: Gross Motor Skills</b> Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>						
	OUTDOOR CONTINUOUS PROVISION– Daily access to activities related to - preparing to go outside, wellies, coats, sunhats etc. Large scale loose parts and wooden bricks, climbing apparatus, mud kitchen, large sandpit, games toys to use in core strength, stability, balance, spatial awareness, coordination and agility		Real PE – movement skills, coordination, one legged balance  Orienteering	Real Gym- straight, star, tuck shape  Outdoor adventures - on site wild woods	Real PE  Outdoor adventures- on site wild woods	Sports day /Athletics activities  Orienteering

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<b>PHYSICAL DEVELOPMENT ELG: Fine Motor Skills</b> <u>Children at the expected level of development will:</u> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.						
	Disco dough  Range of cutting activities	Disco dough  Range of threading activities  Hole punches	Wood work tools  staplers	plasticine	Gardening tools	Gardening tools  Sandpit with buckets, spades etc.
	Continuous provision-mud kitchen and tools/workshop/painting/mark making tools/construction toys/playdough and tools/fine motor boxes/hot dinner cutlery					
<b>LITERACY ELG: Comprehension</b> <u>Children at the expected level of development will:</u> - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.						
<b>LITERACY ELG: Word Reading:</b> <u>Children at the expected level of development will:</u> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.						
<b>Text for Reading</b> <i>Amongst other essential reads &amp; wider curriculum reads (see Book Spine)</i>	We're Going on a Bear Hunt The Very Helpful Hedgehog	The Witch's Kitchen The Elves and the Shoemaker Little Robin Red Vest	Nobot the Robot with no Bottom	Superworm Mr Wolf's Pancakes Little Yellow Chicken	Jasper's Beanstalk The Butterfly Dance The Very Hungry Caterpillar Mad About Minibeasts	The Queen's Hat Sharing a Shell How to look after a Dinosaur

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(plus Rocket Phonics SSP)						
<b>LITERACY ELG: Writing</b> Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.						
<b>Texts to teach writing</b>  (plus Rocket Phonics SSP)	We're Going on a Bear Hunt Card/lists	The Witch's Kitchen shopping list Pumpkin Soup recipes	Kipper's Toybox shopping list The Toy Party Invitation/recipe What Colour is Love? Love note/cards 3 Little Aliens and Big Bad Robot Wanted poster	Mr Wolf's Pancakes recipe Little Yellow Chicken letter/card	Jack and the Beanstalk The Very Hungry Caterpillar What am I?	The Hundred Decker Bus Pirates Love Underpants How to look after a Dinosaur
<b>MATHS Number ELG:</b> Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.						
<b>Numerical Patterns ELG</b> Children at the expected level of development will: 12 - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.						
	Matching: Simon the Sock Noah's Ark Sorting:		Measuring: Measuring Penny Shape: Tanagram Cat		Numbers to ten: Mouse Count Ten Black Dots One to ten and back again	

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	<p><b>The Button Box</b> Pattern: <b>My Mum and Dad Make me laugh</b> <b>Pattern Fish</b> Comparing Mass and Capacity: <b>Mr Archamedes Bath</b> <b>Who Sank The Boat</b></p> <p>Through our Mastering Number lessons the children will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> </ul>		<p><b>Mouse Shapes</b> Number 6: <b>Six Dinner Sid</b> <b>Sidney the Silly who only eats 6.</b> Zero: <b>The Huey's in none the number.</b> Number 9: <b>Nine Naughty Kittens</b> Nuner 10: <b>A Feast for ten</b> Pattern: <b>Pattern Bugs</b> Positional Language: <b>The Napping House</b></p> <p>Through our Mastering Number sessions our children will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p>		<p>Addition focus: <b>How many Legs</b> <b>One is a snail, ten is a crab</b> <b>Little Red Riding Hood Maths</b> Problem solving: <b>Which one doesn't belong?</b> Doubling: <b>Don't count your chickens.</b> <b>Double the Ducks</b> <b>Double Trouble</b> Halving/Sharing and grouping: <b>The Doorbell Rang</b> <b>Give me half</b> <b>A Fair Bear Share</b> <b>Two of everything.</b></p> <p>Through our Mastering Number sessions our children will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p>	

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	<ul style="list-style-type: none"> <li>spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts.</li> </ul> Shape: <b>Bear in a Square</b> Number 3: <b>Goldilocks and the three bears.</b> Number 4: <b>Witches Four</b> <b>Pete the cat and his four groovy buttons.</b> Number 5:		<ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> </ul>	

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Five little Fiends

**Understanding the world ELG.** Children at the expected level will

**Past and present**

Talk about the lives of people around them and their roles in society

Know some similarities and differences between things in the past and now drawing on experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and story telling

**People, culture and communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps

Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non- fiction texts and when appropriate maps.

**The Natural world**

Explore the natural world around them making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.

Understanding of the World	Autumn Autumn walk Apple pressing Cooking with apples Bear hunt-map making	Divali-Indian food tasting-visitor to share Divali celebration Pumpkin exploring and pumpkin soup/roasted pumpkin seeds Bonfire night-firefighter visit Potion mixing	Moving toys Old and new toys-Peepo Winter-melting ice Chinese new year-cooking stir fry Valentine jam tarts Growing an Amaryllis Boxitects – big box 'Rosie Rever Engineer'- tinkering and woodwork robots	Making pancakes Melting chocolate/hotcross buns Visit to Abingdon library-map making journey (local area) Jack and the Beanstalk – harp /cleaning coins	Butterflies-life cycles Spring-new beginnings Growing a bean Reptile road show Smile week-visiting dentist Dinosaurs-long ago ... Giant bubbles Bees/honeycomb	Summer Minibeast hunts Making perfume from petals Handas surprise-Africa focus Queens/kings in the past-Abingdon museum
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<b>Religious Education</b>  <b>Cycle 1 /cycle 2 whole School Values linked to Jack in the Box</b>	Sept- <b>Teamwork or Cooperation</b> Oct- <b>Unity /Excellence</b> <b>FRIENDSHIP 1</b> <i>The Four Fantastic Friends Luke 5:17-22</i>  <b>Noah's Ark</b>	Nov- <b>Honesty or Trust</b> Dec- <b>Empathy /Acceptance</b> <b>FORGIVENESS</b> <i>The boy who came home Luke 15:11-31</i> <b>TRUST</b> Noah Genesis 6,7,8 <b>RESPECT 1</b> Ruth and Boaz <i>Book of Ruth</i> <b>RESPECT 2</b> <i>The special guest James 2:1-8</i>  Diwali – festival of light Nativity Story	Jan- <b>Determination or Responsibility</b> Feb- <b>Patience /Hope</b> <b>PERSERVANCE 2</b> <i>The Wall that fell down Joshua 4</i> <b>GENEROSITY</b> <i>The generous lady Luke 21:1-4</i>	Mar- <b>Passion or Appreciation</b> Apr- <b>Happiness /Equality</b> <b>SERVICE</b> <i>Jesus chooses special helpers Matthew 4:18-22</i> <b>THANKFULNESS</b> <i>The story of creation Genesis 1</i>	May- <b>Friendship or Selflessness</b> <b>FRIENDSHIP</b> <i>Martha and Mary Luke 10:38-42</i> <b>COMPASSION</b> <i>Kind Sam Luke 10:25-37</i>	Jun- <b>Generosity or Kindness</b> Jul- <b>Self-Belief /Courage#</b> <b>GENEROSITY</b> <i>The Queen of Sheba 1 Kings</i> <b>COMPASSION</b> <i>Kind Dorcas Acts 9:36-42</i> <b>COURAGE</b> <i>David and Goliath 1 Samuel 17</i> <b>PERSERVANCE 1</b> <i>The Shepherd who never gave up Luke 15:3-7</i>

**Creating with Materials ELG** Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

**Being Imaginative and Expressive ELG** Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; 13 - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

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Expressive Arts and Designs	Self portraits Exploring woodwork and tools Class homecorners	Clay diva lamps Make a shoe from felt Red robin construction Nativity performance Wands for kitches kitchen Witches kitchen role play	Woodwork-robots/log princess or prince Exploring boxes	Easter bags Props for a superhero Large scale group superheroes	Jack and the beanstalk performance	Props for a pirate voyage
Music – <i>taught weekly by specialist teacher</i>	Rhythm and Rhyme	Sing a Nativity	A Musical Toybox	Percussion – Superheroes	Jack and the Beanstalk	Minibeasts