



HAYES MEADOW PRIMARY SCHOOL OVERVIEW FOR RECEPTION



Term	Unit of Learning	PSED	Communication and Language	Physical Development	Maths	Literacy	Understanding the World	Expressive Arts and Design
Autumn 1	All about me and my community.	<p>Settling In</p> <p>Rules/routines and expectations</p> <p>See themselves as a valuable individual.</p> <p>Try new activities</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs – personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing. Healthy eating, tooth brushing, sleep.</p>	<p>My family</p> <p>My likes and dislikes</p> <p>Family traditions</p> <p>describe events in some detail.</p> <p>Promote and model active listening skills.</p> <p>Link listening to learning.</p> <p>Learn new vocabulary linked to topics, books and scientific words.</p> <p>Understand instructions</p> <p>Taking turns to speak and answering questions.</p> <p>Listen carefully to rhymes and songs paying attention to how they sound.</p> <p>Develop social phrases through talk routines.</p>	<p>Revise and refine the fundamental movement skills.</p> <p>Rolling, crawling, jumping, hopping, skipping etc.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group.</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Fine and gross motor skills</p> <p>Further develop the skills they need to manage the school day successfully</p> <p>Lining up and queuing</p> <p>Mealtimes.</p> <p>Be increasingly independent in meeting their own needs – toileting, washing hands, brushing teeth.</p>	White Rose maths	<p>Phase 1/ 2 phonics FFT</p> <p>Phonological awareness and rhyming. Oral blending and segmenting.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Link sounds to letters. Read and write own name</p> <p>Read pink books</p>	<p>Who is in my family? Describe people who are familiar.</p> <p>Where do I live? What is so special about where we live? Draw a simple map.</p> <p>Comment on images of familiar situations in the past.</p> <p>E-safety be safe don't share personal information</p>	<p>Self-portraits.</p> <p>Explore using different materials to express ideas and feelings.</p> <p>Return to and build on refining ideas.</p> <p>Singing</p>
Autumn 2	Let's Celebrate!	Forming strong relationships	Talk about celebrations Learn new vocabulary	Dressing up – different clothes	White Rose maths	Phase 2/3 phonics Blend sounds into	Different celebrations,	Return to and build on their previous

		<p>Sharing and taking turns</p> <p>Asking for help.</p> <p>Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge.</p> <p>Why do we celebrate Feelings on celebrations</p> <p>Know and talk about the different factors that support their overall health and wellbeing. Regular physical activity, sensible amounts of screen time, tooth brushing, sleep.</p>	<p>linked to topics, books and scientific words.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Talk about what I've celebrated. Connect one idea or action to another using a range of connectives. Describe events in some detail.</p> <p>Questioning skills.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in and respond to stories and events appropriately developing new vocabulary. Develop social phrases through talk routines.</p>	<p>Buttons and zips</p> <p>Develop the overall body strength, co-ordination, balance and agility in dance. Combine different movements with ease and fluency.</p> <p>Model precise vocabulary to describe movements and directionally. Revise and refine the fundamental movement skills. Rolling, crawling, jumping, hopping, skipping etc.</p> <p>Further develop the skills they need to manage the school day successfully Lining up and queuing Mealtimes.</p> <p>Develop fine motor skills using a range of tools competently. Pencil grip.</p>		<p>words so that they can read short words made up of known letter sound correspondences. Blend and segment CVC words. Read common exception words.</p> <p>Begin to read and write CVC words.</p> <p>Shared readers 1-8</p> <p>Read red set 1 and set 2 books</p>	<p>recognise people have different beliefs and celebrate in different ways. Understand some places are special – churches!</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Examine and observe changes – ice melting.</p> <p>E-safety being responsible/good communication</p>	<p>learning, refining ideas and developing their ability to represent them. Instruments</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own. Explore and engage in music making and dance performing solo or in groups.</p> <p>Christmas nativity</p>
Spring 1	Let's Explore!	<p>Show sensitivity to others needs. Identify and moderate their own feelings socially and emotionally.</p> <p>Sharing and taking turns. Show resilience and</p>	<p>Talk about how to share and how we can make our friends feel. Use talk to help to work our problems and organize thinking. Developing new vocabulary linked to topics, books and scientific words.</p>	<p>Progress towards a more fluent style of moving with developing control and grace.</p> <p>Further develop and refine a range of ball skills. Develop confidence, competence, precision</p>	White Rose maths	<p>Phase 3 phonics Read CCVC and 2 syllable words. Read CVC and double consonant words with ing endings.</p> <p>Read and write simple phrases, captions and</p>	<p>What is the weather like today? Watch weather forecasts Use globes/atlas/maps. Describe what you see hear and feel whilst outside.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Rain shakers Boats Windmills</p>

		<p>perseverance in the face of challenge.</p> <p>Work as part of a group</p> <p>Take into account others ideas</p>	<p>Engage in non-fiction books.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Two step instructions</p> <p>Listening skills and talking partners</p>	<p>and accuracy when engaging in activities that involve a ball.</p> <p>Further develop fine motor skills using a range of tools competently. Pencil grip</p> <p>Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor.</p> <p>Getting changed for PE</p> <p>Be increasingly independent in meeting their own needs – toileting, washing hands, brushing teeth.</p>		<p>sentences.</p> <p>Shared readers 9-14</p> <p>Read Red set 1 and set 2 books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p>	<p>Observe the effect of change in seasons. Explain what they see, hear and feel outside.</p> <p>Investigations what do plants needs to grow?</p> <p>E-safety be careful about what you open</p>	<p>Kites</p> <p>Develop storylines in their pretend play</p> <p>Increasingly match the pitch and follow the melody when singing.</p>
Spring 2	Amazing Animals!	<p>Talk about their own and others behaviour and its consequences. Think about the perspectives of others.</p> <p>Ask for help</p> <p>Work with others confidently</p>	<p>Talk about animals and what I know about them. Learn new vocabulary linked to topics, books and scientific words.</p> <p>Talk about pets at home. Ask questions to find out more. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.</p> <p>Show and tell my favourite book. Listen to and talk about stories to build familiarity and</p>	<p>Develop the overall body strength, co-ordination, balance and agility through gymnastics.</p> <p>Further develop and refine a range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Further develop fine motor skills using a range of tools competently.</p> <p>Getting changed for PE</p>	White Rose maths	<p>Phase 3/4 phonics</p> <p>Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Read and write simple short sentences. Use a capital letter and full stop.</p> <p>Shared readers 15-20</p> <p>Read yellow books</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their</p>	<p>What has changed in my lifetime?</p> <p>Recognising different animals/Pets and their offspring.</p> <p>Life cycles key features What do plants need to grow. Humans and growing.</p> <p>What happens to caterpillars?</p> <p>E-safety don't believe everything you read</p>	<p>Develop storylines in their pretend play</p> <p>Listen attentively move to and talk about music.</p> <p>Sing in a group or on their own. Explore and engage in music making and dance performing solo or in groups.</p>

			<p>understanding. Developing own narrative. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Retelling stories – some as exact repetition and some in their own words. Developing and using new vocabulary in different contexts.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p>		
Summer 1	Come Outside!	<p>What do we need to grow?</p> <p>Know how to care for others and living things</p> <p>Sharing and turn taking</p> <p>To independently use manners.</p> <p>Know and talk about the different factors that support their overall health and wellbeing. Healthy eating, tooth brushing, sleep and being a safe pedestrian.</p>	<p>Listen to stories about plants. Explain how we can help plants to grow. Use new vocabulary though the day. Ask questions to find out more. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Performing poems and rhymes</p> <p>Using past and present tense with increasing accuracy.</p>	<p>Athletics</p> <p>Running</p> <p>Buttons and zips</p> <p>Further develop the skills they need to manage the school day successfully</p> <p>Lining up and queuing</p> <p>Mealtimes.</p> <p>Teeth brushing</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	White Rose maths	<p>Phase 4 phonics</p> <p>Read and write simple sentences that can be read by themselves and others</p> <p>Recipes</p> <p>Write simple short sentences. Use a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Shared readers 21-26</p> <p>Read yellow and blue books</p>	<p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> <p>Healthy food and meals</p> <p>Planting seeds – what do they need to grow?</p> <p>E-safety tell a grown up if something upsets you online.</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Observational drawings plants</p> <p>Butterfly symmetry</p> <p>Develop storylines in their pretend play</p> <p>Sing in a group or on their own. Explore and engage in music making and dance performing solo or in groups.</p>
Summer 2	Fun at the Seaside!	<p>How would I feel about going on holiday?</p> <p>Talk about how we feel about change.</p>	<p>Talk about holidays past and future. Use new vocabulary though the day. Listen attentively with sustained concentration to follow a story without</p>	<p>Athletics</p> <p>Running</p> <p>Letter formation and handwriting</p>	White Rose maths	<p>Phase 4 phonics</p> <p>Read and write simple sentences that can be read by themselves and others. Use a capital letter and full stop. Re-</p>	<p>Different countries and cultures. Recognise some similarities and differences in this county and others. What do I need to</p>	<p>Crafts from different cultures.</p> <p>Singing songs increasingly matching pitch and</p>

	<p>Changes in routine (getting ready for year 1)</p> <p>Being a safe pedestrian.</p>	<p>pictures or props.</p> <p>Ask questions to find out more.</p> <p>Listen in larger groups for a sustained time e.g. assembly. Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use a range of vocabulary in imaginative ways to add detail.</p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>		<p>read what they have written to check that it makes sense.</p> <p>Shared readers 27- 32</p> <p>Read blue and green set 1 books</p>	<p>take on holiday? Drawing and using maps.</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Where do I live?</p> <p>Materials can we make puppets and a theatre? Joining materials, what do they need?</p> <p>How have things we use today changed since my parents were young?</p> <p>Examine and observe changes over time in plants.</p> <p>E-safety recap of all key themes throughout the year.</p>	<p>following the melody.</p> <p>Work collaboratively, sharing ideas, resources and skills.</p> <p>Explore, use and refine a variety of artistic effects – matching and mixing colours and materials.</p>
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Celebrations and Festivals	<ul style="list-style-type: none"> • Harvest • Halloween (Oct 31th) 	<ul style="list-style-type: none"> • Diwali • Bonfire Night (Nov 5th) • Remembrance Day (Nov 11th) • Hanukah • Christmas (Dec 25th) 	<ul style="list-style-type: none"> • New Year (Jan 1st) • Chinese New Year • Valentine's Day (Feb 14th) 	<ul style="list-style-type: none"> • Pancake Day (• World Book Day • Mother's Day • Easter Sunday 	<ul style="list-style-type: none"> • Earth Day • National Pet Month • Eid 	<ul style="list-style-type: none"> • Father's Day
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