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| Q1E logo.png**Reception Overview** | | | | | | |
| **Reception** | **Term 1(My World)** | **Term 2 (Light and Dark)** | **Term 3 (Dinosaurs)** | **Term 4 (Traditional Tales)** | **Term 5 (Sea Adventures)** | **Term 6 (Looking After Our World)** |
| **Maths** | Matching by number and function, Sorting, Comparing and ordering, AB patters, Composition of numbers to 5 | Counting, ordering and composition of numbers to 5  2D Shapes  Positional Language  Numbers to 10. | Combining sets  Estimating quantity  Subitising  Number bonds to 10 | Repeated Patterns  Counting on to add, counting forwards and backwards, Halving, Sharing, Grouping  Doubling , Odd and Even Numbers | Length and height, counting to 20, money, Mass and capacity, data  (discuss with Karen  Swap Term 6 and Term 5) | Revise and Review: Halving, Sharing, Grouping  Doubling, Odd and Even.  Problem solving, addition and subtraction within 10,  2D and 3D Shape. |
| **English** | We’re All Wonders; Super Duper You; Once Upon an Ordinary School Day; King of the Classroom; I am absolutely too small for school; Owl babies; What do we celebrate; Something Else; I Am Brown; The Big Book of Families; Love Makes a Family; Everybody’s Welcome; Let’s Build A House; The Name Jar; All Are Welcome | Can’t You Sleep Little Bear?; Owl Babies; On a Dark, Dark Night; Lighting a Lamp; What Do You Celebrate?; Day Monkey, Night Monkey; Foggy Foggy Forest; I Thought I Saw A Dinosaur; Whatever Next; My Pet Star; How To Catch A Star; Aliens Love Underpants; Man on the Moon; Dear Santa; TThe Snowman | Non-fiction texts about dinosaurs; If I had a Dinosaur; Dinosaurs Love Underpants; The Worrysaurus; Mad About Dinosaurs; Dear Dinosaur; Tony T-Rex’s Family Album; How To Grow A Dinosaur; Dinosaur Department Store | The Gingerbread Man; Little Red Riding Hood; Little Red and the Very Hungry Lion; The Three Little Pigs; The Three Little Wolves and the Big Bad Pig; The Three Billy Goats Gruff; The Three Billy Goats Fluff; The Troll; Goldilocks and the Three Bears; The Ghanian Goldilocks; The Jolly Postman | non-fiction texts about sea creatures; Fidgety Fish; The Snail and the Whale; Dear Mermaid; Julian is a Mermaid; The Night Pirates; Tim, Ted and the Pirates; The Pirate Cruncher; The Pirates Next Door; Tiddler; Maui Hooks The Islands | The Bad-Tempered Ladybird; Snail Trail; Mad About Minibeasts; Superworm; Tidy; The Messy Magpie; Charlie and Lola Look After Your Planet; Where the Forest Meets the Sea; The Last Wolf; Little Turtle and the Changing Sea; Somebody Swallowed Stanley; This Zoo Is Not For You; Mixed; Be Kind; Dear Teacher; My Teacher is a Monster |
| **Phonics** | s a t p, i n m d, g o c k, ck e u r, h b f l  *a, I, is, it, in, and, at, the, to, do,* | j v w x, y z zz qu, ch sh th ng  *no, go, so, he, she* | nk oo igh, ee or, oa ai, oi, ow, er, ar  *was, of, his, has, her, they, you, my, by, have, like* | ear ure, air,  *said, all, are, we, me, be* | Phase 4 Revision  *some, come, were, where, there, when, what, little, one* | Phase 4 Revision |
| **Communication and Language** | Listen to others  Listen to instructions  Initiate conversation  Ask questions | Maintains attention  Follows instructions  Listens and responds  Asks questions | Use past, present and future tenses  Answer how and why questions | Sustained concentration  Follow multi-step instructions  Listen attentively in a large group | Recount experiences and imagine possibilities  Listen and respond  Use a range of vocabulary | Show awareness of the listener  Use a range of vocabulary |
| **Personal, Social and Emotional Development** | Forming positive relationships  Sharing and taking turns  Rules and expectations | different people like different things  Adjust behaviour  Plays in a group | Problem solve and negotiate  Play cooperatively  Feelings and behaviours | Asking for help  Sensitivity towards others’ feelings  Manage own feelings  Select own resources | Consider others’ points of view  Talk about and adapt plans  Resolve disagreements | Talk about own abilities  Work as a group without adult help  Manage own feelings |
| **Physical Development** | Pencil grip  Forming letters  Negotiating space  Dressing and undressing | Pushing, patting, throwing, catching or kicking  Travels with confidence  Handle equipment and tools effectively.  Dressing and going to the toilet independently. | Healthy lifestyle  Move confidently in a range of ways  Controlling letter size and position | Handles tools with increasing control  Good coordination in large and small movements | Know the importance of good health  Dress and undress independently  Hop and skip in time | Make healthy choices  Dress and undress independently  Hop and skip in time |
| **Understanding the World** | Share own experiences  Our local environment | Family customs and traditions  Similarities and differences | Past and present events  Similarities and differences | Similarities, differences, patterns and change  Observations of plants and animals - observing change | Familiar with basic scientific concepts  Past and present | Human impact on the environment  Respecting different attitudes, customs and traditions |
| **Expressive Art and Design** | Role play  Portraits: drawing shapes, choosing colours  Rhythm and song | Artist Techniques (Jackson Pollock, Kandinsky, Rothko): mixing and changing colours  Building a repertoire of songs and dances | Junk Modelling project: Manipulating and combining materials  Construct for a purpose  Explore sound and texture | Role Play:  Play cooperatively as part of a group  Adapt work  Changing song/music/ dance  Introduce storyline to play | Talk about ideas processes and features of their work  Selecting own resources | Talk about ideas processes and features of their work  Selecting own resources  Make decisions about combining and changing media and materials |
| **Visits/visitors** | Getting to know our school | Class performance  Parent visitors (Diwali) | Dinosaur Workshop | Theatre Trip | Pirate Workshop | Horniman Museum |