

**Reception Year Overview 2024-2025**

	<b>Autumn 1 (8)</b>	<b>Autumn 2 (7)</b>	<b>Spring 1 (6)</b>	<b>Spring 2 (6)</b>	<b>Summer 1 (5)</b>	<b>Summer 2 (7)</b>
<b>Core Books (CLPE)</b>	Goldilocks and the Three Bears  Handa's Surprise	Astro Girl  Blue Penguin  The Snowman	Everywhere Bear  No Dinner	We're Going on a Bear hunt  Stanley's stick	Errol's Garden  Yucky Worms	Anna Hibiscus' song  Ruby's Worry
<b>Link texts (Including non-fiction)</b>	Where's my Teddy  Lulu's First Day  Handa's Hen The Tree Leaf Man	Whatever Next To catch a star Space non fiction  Lost and Found One day on our Blue Planet - Antarctica  Room on the Broom (Halloween) Christmas Story The Snow Dog	This is the Bear  Little Red Riding Hood (No Dinner link)  The Gruffalo The Tree  Non-fiction: Animals-bears, wildlife, habitats Rainforest, India	The Cave  Stick Man Not a stick/box  Martha Maps it Out  Non-fiction: geography – landscapes, weather	Giant Jam Sandwich  Jasper's Beanstalk Super worm Very Hungry Caterpillar  What did the Tree See? (History) The Tree  Non-fiction – Wiggling Worms at Work. Growing & mini beasts	Splash Anna Hibiscus So Much  Non-fiction – Africa e.g. Amazing Africa (Atinuke)
<p><b>Vocabulary building:</b> Ambitious word of the week (story/curriculum related)  <b>Song /rhymes/poems to learn by heart:</b> see half term plans for lists &amp; music curriculum progression document</p>						

<b>Literacy: phonics and reading</b>  (Phonics follows RWI)	<b>RWI speed sounds</b> (whole class)  1:1 reading Shared reading  Storytime, adult support in Book corner	<b>RWI groups</b>  1:1 reading Shared reading  Storytime, adult support in Book corner	<b>RWI groups</b>  1:1 reading Shared reading  Storytime Book corners	<b>RWI groups</b>  1:1 reading Shared reading  Storytime Book corners	<b>RWI groups</b>  1:1 reading Shared reading  Storytime Book corners	<b>RWI groups</b>  1:1 reading Shared reading  Storytime Book corners
<b>Literacy: writing</b> (CLPE)	Writing names Initial sounds  Mark making Story scribing and writing  Form recognisable letters. Write name. Say a sentence	Writing names, CVC words & sentences  Say a sentence. Use initial sounds. Form recognisable letters. Write words	Writing sentences  Words, finger spaces, capital letters, full stops	Writing sentences+ (more than 1)  Finger spaces, capital letters, full stops	Writing sentences – extended writing / paragraphs (2 pages)  Finger spaces, capital letters, full stops	Writing paragraphs – extended writing / paragraphs (2 pages)  Finger spaces, capital letters, full stops
<b>Maths</b> (follows <i>White Rose Maths Hub</i> scheme)	Numbers to 3 Count, subitise  Getting to know you & just like me  <i>Automaticity: counting to 10</i>	Numbers to 5 Count forwards and back, subitise, represent  Its me 1,2,3 & light and dark  <i>Automaticity: counting to 10</i>	Number to 10 Count forwards and back, subitise, represent. Introduce 0  Alive in 5! & Growing 6,7,8  <i>Automaticity: number bonds to 3</i>	Numbers to 10  Growing 6,7,8 & Building 9 and 10  <i>Automaticity: number bonds to 5</i>	Numbers to 20 and beyond  To 20 and beyond & First then now.  <i>Automaticity: number bonds to 5</i>	Numbers to 20 and beyond  Find my pattern & on the move.  <i>Automaticity: number bonds 5 to 10</i>
<b>Wider curriculum /</b>	<b>Geography:</b> Introduce/use google earth,	<b>Science:</b> melting snow/ice (snowman)	<b>Geography/UW:</b> Rainforest. Google	<b>Science/UW:</b> growing /life	<b>Science/UW:</b> lifecycles	<b>Geography/UW:</b> google earth/ globe/map – Africa

<p><b>key experiences</b></p> <p><b>Subjects and concepts</b></p>	<p>globes (text related) Similarities and differences – Kenya and UK (Handa’s Surprise)</p> <p><b>Science/Art:</b> Observe tree. Observational drawings incl fruit - ongoing through year</p> <p><b>PSED:</b> Feelings (Goldilocks) – angry, upset, kindness, reparations</p> <p><b>Term artist focus:</b> Andrew Goldsworthy (nature art) Link text Leaf Man</p>	<p><b>Science:</b> potion making (changes) (Room on the Broom)</p> <p><b>History</b> (Astro Girl) Moon Landing</p> <p><b>Significant People</b></p> <p><b>Geography:</b> google earth, globes, (text related).Antarctica (Blue Penguin)</p> <p><b>PSED:</b> Friendship (Blue Penguin)</p> <p><b>RE:</b> Special times, people, stories (Christmas, Hannukah, Divali, Eid)</p>	<p>earth/globe/map – india (No Dinner)</p> <p><b>Science/Art:</b> observational drawings- Snails, daffodils etc.</p> <p><b>Term artist focus:</b> Barbara Hepworth (sculpture)</p> <p><b>Start PE in hall</b></p>	<p>cycles: Eggs hatching</p> <p><b>Geography:</b> birds eye view, maps (Bear Hunt)</p> <p><b>Art/DT/EAD –</b> natural art (incl sticks). Making stick men</p> <p><b>PSED:</b> Feelings (Bear Hunt) – sad, happy</p> <p><b>RE:</b> Special times, people, stories (Pesach, Easter, Eid)</p>	<p>Caterpillars to Butterflies. Worms and mini beasts Planting/growing</p> <p><b>History (chronology):</b> changes over time (&amp; what did the tree see?)</p> <p><b>Geography:</b> local area/community (Errol’s Garden)</p> <p><b>RSE</b></p> <p><b>Term artist focus:</b> Georgia O’Keefe (observational drawing/painting)</p>	<p>(Anna Hibiscus Song)</p> <p><b>PSED:</b> Expressing feelings (Anna Hibiscus) Worries (Ruby’s Worry)</p>
<p>For further areas of learning and development refer to refer to <i>Curriculum Overviews (Subject based) Development Matters in the EYFS.</i> PE follows <i>Get Set PE. RE – Sacre/Children First – Special Times/people/stories through year</i></p>						
<p><b>Events / wider opportunities / other</b></p>	<p>BHM Diversity in-built through year</p> <p><b>RBA</b></p>	<p>Sleepy Shepherd performance</p>	<p>Cycle training</p> <p>School library ‘trip’</p>	<p>Easter</p>	<p>Local Area Walk</p> <p>Visit to the park</p> <p>Firefighter visit</p>	<p>School Trip</p> <p>Transition activities</p>