



Reception Yearly Overview

	Autumn 1 Ahoj there my hearties	Autumn 2 Winter Wonderland	Spring 1 If you go down to the woods today	Spring 2 On Safari	Summer 1 Once upon a time.	Summer 2 It's a bugs life.
PSED	<ul style="list-style-type: none"> Children are confident to talk to other children when playing. They demonstrate friendly behaviour can initiate conversations and forming good relationships with peers and familiar adults. Children can select and use activities and resources with help. 	<ul style="list-style-type: none"> Children are aware of own feelings, and knows that some actions and words can hurt others' feelings. Children can take turns and share resources, sometimes with support from others. Children can adapt behaviour to different events, social situations and changes in routine. 	<ul style="list-style-type: none"> Children take steps to resolve conflicts with other children, e.g. finding a compromise. Children are confident to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> Children can describe them self in positive terms and talk about abilities. Children understand that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Children are beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<ul style="list-style-type: none"> Children play co-operatively, taking turns with others. Children are confident to try new activities, and say why they like some activities more than others and they are confident to speak in a familiar group. Children are able to talk about behaviour and consequences and can understand and follow class rules. 	<ul style="list-style-type: none"> Children play group games with rules. Children understand what bullying is and that this is unacceptable behaviour. Children are confident to speak to a class group. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. Children are able to stop and think before acting and they can wait for things they want.
CL	<ul style="list-style-type: none"> Children are able to listen to others one to one or in small groups, when conversation interests them. Children listen to stories with increasing attention and recall and can join in with repeated refrains and anticipates key events in rhymes and stories. Children are able to follow directions and responds to simple instructions and shows an understanding of prepositions. Children can retell a simple past event in correct order and uses language to connect ideas. 	<ul style="list-style-type: none"> Children are beginning to understand 'why' and 'how' questions and are using more complex sentences to link thoughts (e.g. using and, because). Children can use talk to connect ideas, explain what is happening and anticipate what might happen next and recall and relive past experiences. Children can question why things happen and use a range of tenses and uses intonation, rhythm and phrasing to make the meaning clear to others. Children use talk in pretending that objects stand for something else in play, e.g., 'This box is my castle.' 	<ul style="list-style-type: none"> Children can concentrate and sit quietly during an appropriate activity and responds to instructions involving a two-part sequence. Children understand nonsense rhymes and jokes. Children are able to follow a story without pictures and responds to ideas expressed by others in conversation. 	<ul style="list-style-type: none"> Children use language to imagine and recreate roles and experiences in play situations and sticks to a main theme or intention. Children use talk to organise, sequence and clarify thinking, ideas, feelings and events. And can introduce a storyline or narrative into their play. 	<ul style="list-style-type: none"> Children listen attentively in a range of situations. They anticipate key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas or actions and express themselves effectively. Children use past, present and future tenses accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. 	<ul style="list-style-type: none"> Children listen to instructions and follow them accurately and can carry out instructions which contain several parts in a sequence. Children can express views about events or characters in a story and answer questions about why things happened. Children can recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.
PD	<ul style="list-style-type: none"> Children moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They are able to mount stairs, steps or climbing equipment using alternate feet. They are beginning to runs skilfully and negotiate space successfully, adjusting their speed or direction to avoid obstacles. 	<ul style="list-style-type: none"> Children moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. They are able to mount stairs, steps or climbing equipment using alternate feet. They are beginning to runs skilfully and negotiate space successfully, adjusting their speed or direction to avoid obstacles. They are 	<ul style="list-style-type: none"> Children experiment with different ways of moving. They are able to jump off an object and lands appropriately. They travel with confidence and skill around, under, over and through balancing and climbing equipment. Children handle tools, objects, construction and malleable materials safely and with increasing control. They use simple 	<ul style="list-style-type: none"> Children show increasing control over an object in pushing, patting, throwing, catching or kicking it. Children handle tools, objects, construction and malleable materials safely and with increasing control. They use simple tools to effect changes to materials. Children use anticlockwise movement and retrace vertical lines. They are able to hold a pencil correctly and 	<ul style="list-style-type: none"> Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Children handle equipment and tools effectively, including pencils for writing. Children know the importance for good health of physical exercise, 	<ul style="list-style-type: none"> Children can hop confidently and skip in time to music. Children hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. Children know about and can make healthy choices in relation to



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	<ul style="list-style-type: none"> Children draw lines and circles using gross motor movements. They begin to use one-handed tools and equipment such as scissors. They are able to hold the pencil between thumb and two fingers, no longer using whole-hand grasp. Children can attend to their own toileting needs most of the time. They are able to wash and dry their hands. 	<p>learning how to throw and catch a ball.</p> <ul style="list-style-type: none"> Children are using their pencil, scissors and other equipment with increasing control. They know that equipment and tools have to be used safely. Children are becoming more independent with dressing needs. 	<p>tools to effect changes to materials. Children use anticlockwise movement and retrace vertical lines. They are able to hold a pencil correctly and are beginning to form recognisable letters.</p> <ul style="list-style-type: none"> Children are understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Children show understanding of the need for safety when tackling new challenges, and considers and manages some risks. 	<p>are beginning to form recognisable letters.</p> <ul style="list-style-type: none"> Children practice some appropriate safety measures without direct supervision. 	<p>and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>
UW	<ul style="list-style-type: none"> Children show an interest in the lives of people who are familiar to them. They are able to recognise and describe special times or events for family or friends and understand some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Children can talk about some of the things they have observed such as plants, animals, natural and found objects. They are able to show care and concern for living things and the environment. Children understand that ICT can be used to retrieve information. They know how to operate simple equipment, e.g. turns on CD player and uses remote control. They show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. 	<ul style="list-style-type: none"> Children show interest in different people and different occupations. Children are beginning to ask questions about aspects of their familiar world such as the place where they live or the natural world. They are beginning to talk about why things happen and how things work. Children show skills in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. 	<ul style="list-style-type: none"> Children enjoy joining in with family customs and routines. Children look closely at similarities, differences, patterns and change. 	<ul style="list-style-type: none"> Children enjoy joining in with family customs and routines. Children look closely at similarities, differences, patterns and change. They are familiar with basic scientific concepts such as floating and sinking. Children begin recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ul style="list-style-type: none"> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. Children talk about the features of their own immediate environment. They make observations of animals and plants and explain why some things occur, and talk about changes. Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. 	<ul style="list-style-type: none"> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. Children understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. Children begin to use their prior knowledge to experiment and learn more. Children select appropriate applications that support an identified need - for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.
EAD	<ul style="list-style-type: none"> Children join in and begin to sing familiar songs. Children explore rhythm and can tap repeated rhythms out. They explore and learns how sounds can be changed. 	<ul style="list-style-type: none"> Children use movement to express feelings. They begin to create movements in response to music they hear. They are able to move rhythmically and can imitate movements in response to music. 	<ul style="list-style-type: none"> Children begin to build a repertoire of songs and dances. Children initiate new combinations of movement and gestures in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> Children explore the different sounds of instruments. They begin to understand that different media can be combined to create new effects. 	<ul style="list-style-type: none"> Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	<ul style="list-style-type: none"> Children continue to represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



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	<ul style="list-style-type: none"> • Children draw, colour and paints exploring how colours can be changed. They begin to use these shapes to represent objects and are beginning to be interested in and describe the texture of things. • Children notices what adults do, imitating what they have observed within their play. They engage in imaginative role play based on first hand experiences. They access available resources to create props to support this role-play. 	<ul style="list-style-type: none"> • Children use various construction materials. They begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Children are able to join construction pieces together to build and balance. They realise that tools can be used for a purpose. • Children start to build stories based on the toys that they access e.g. farm animals needing rescue from an armchair 'cliff'. 	<ul style="list-style-type: none"> • Children are able to create simple representations of events, people and objects. They are more particular about the colours to use. Children explore what happens when they mix colours. • Children begin to play co-operatively as part of a group, developing and acting out narratives. They are able to introduce their storylines or narratives into their play. 	<ul style="list-style-type: none"> • Children now construct with a purpose in mind. They manipulate materials to achieve a planned effect using simple tools and techniques. They are able to shape, assemble and join materials. • Children continue to to play co-operatively as part of a group, developing and acting out narratives. They are able to introduce their storylines or narratives into their play. 		<ul style="list-style-type: none"> • Children are able to talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others. • Children through their explorations they find out and make decisions about how media and materials can be combined and changed.
<p>Key texts</p>	<ul style="list-style-type: none"> • Pirates Love Underpants • The Pirates Next-door • The Pirate Cruncher • The Night Pirates • The Singing Mermaid • Sharing a shell • Snail and the Whale • Tiddler • Rainbow Fish 	<ul style="list-style-type: none"> • Lost and Found • The Snowman • One Snowy night. • Penguin Small. • Betty and the yeti. • Be brave little penguin. • The emperors egg. 	<ul style="list-style-type: none"> • We're going on a bear hunt. • The Gruffalo. • Stick man. • Bear snores on. • Can't you sleep little bear. • Peace at last. • The bear who came to babysit. 	<ul style="list-style-type: none"> • Dear Zoo. • Rumble in the Jungle. • The Tiger who came to Tea. • Poo in the Zoo. • Tall. • Tigerella. • How to hide a lion. 	<ul style="list-style-type: none"> • Jack and the beanstalk. • Three little pigs. • Goldilocks and the three bears. • Little Red Riding Hood. • The elves and the shoemaker. • Rumpelstiltskin 	<ul style="list-style-type: none"> • The Very Hungry Caterpillar. • Monkey puzzle. • Spinderella. • Superworm. • Twist and Hop Minibeast bop. • Snail and the whale. • Pooh and the honey tree. • Bumblebear.