



Towcester C of E Primary School

Reception Yearly Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	All about me	Let's celebrate!	Go Anywhere, Travel Anyhow	Story Machines	Get set grow!	Healthy Me, Healthy you
Key Texts:	Nursery Rhymes Leafman	Scarecrow's Wedding Nativity Story Winter Poetry	Grandad's Island Non-Fiction: Wheels, wings and other things	Story Machine Gingerbread Man Little Red Hen	Croc and Bird Non-Fiction: My Bean Diary	Oliver's Vegetables. Grendle. A Cautionary Tale About Chocolate Handa's Surprise
Maths (White Rose)	Match and Sort Compare Amounts Compare Size, Mass and Capacity Exploring Pattern	Representing, comparing and composing 1, 2 and 3 Circles and Triangles Positional Language Representing numbers to 5 One more and less Shapes with 4 sides Time	Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Compare Mass Compare Capacity 6, 7, and 8 Combining 2 amounts Making Pairs	Length and Height Time Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial Awareness Patterns	Building numbers beyond 10 Counting patterns Beyond 10 Spatial Reasoning Match, Rotate, Manipulate Adding More Taking Away Spatial Reasoning Compose and Decompose	Doubling Sharing and Grouping Even and Odd Spatial Reasoning Visualise and Build Deepening Understanding Patterns and Relationships Spatial Reasoning Mapping
Literacy	Recognise and writing name. Linking sounds to the letters and writing identifiable letters. Initial sounds.	Segmenting and blending Begin to read/write words and simple sentences Using vocabulary that is influenced by books	Blending sounds together to read words and sentences. Writing captions Writing simple sentences	Retell stories Creating own stories Writing for different purposes	Capital letter, finger spaces and a full stop Reading back own writing	Read/write words of more than one syllable. Using features of narrative in own writing
EAD	Charanga: Me!	Charanga: My Stories	Charanga: Everyone!	Charanga: Our world	Charanga: Big Bear Funk	Charanga: Reflect, Rewind and Replay
	Portraits	Artist: Kandinsky Clay	Collaborative Art	Cooking	Artist: Van Gogh – Sunflowers	Dance Artist: Arcimboldo
PSED	Being Me In My World Self-identify, understanding feelings, being in a classroom, being gentle, rights and responsibilities	Celebrating Difference Identifying talents, being special, families, where we live, making friends and standing up for yourself	Dreams and Goals Challenges, perseverance, goal-setting, overcoming obstacles, seeking help, jobs and achieving goals	Healthy Me Exercising bodies, physical activity, healthy food, sleep, keeping clean and safety	Relationships Family life, friendships, breaking friendships, falling out, dealing with bullying and being a good friend	Changing Me Bodies, respecting my body, growing up, growth and change, fun and fears, celebrations
	Throughout the year, children are taught the different zones, following the zones of regulation scheme focusing on self-regulation. The children's personal, social, emotional development is supported throughout the year by developing strong, warm and supportive relationships with adults and peers. Children are supported to manage their emotions, develop a positive sense of self, play co-operatively and take turns with each other, build their resilience and manage their own basic hygiene and personal needs.					
RE	Unit F4: Being Special, Where do we belong?	F2: Why do Christians perform nativity plays at Christmas?	F6: What times/stories are special and why?	F3: Why do Christians put a cross in an Easter garden?	F1: Why is the word God so important to Christians?	F5: What places are special and why?

UTW	Baseline Family. Pets. Likes/dislikes Seasonal Change	Celebrations and cultures including: Weddings, Birthdays, Guy Fawkes, Christmas, Diwali	Explore journeys and travelling Other Countries that they can visit Explore local area and features of it.	My wider community Ecological Diversity	Growing up Life cycles Habitats	People who help us Cultural Diversity
PD	Strengthening bodies and hands Gross Motor movements Pencil Grip Using tools safely	Letter formation Tripod Grip Gaining control over fine and gross motor movements Practising safety measures without supervision				
		Gross Motor: Negotiating Space, moving energetically (obstacle courses, ball games etc.)			Gross Motor: Moving to music, dance hopping, skipping and climbing (apparatus in hall)	
CAL	The development of children’s spoken language underpins all 7 of learning and development. Children are supported to listen and respond, have back and forth conversations, ask questions, participate in small group/class/1:1 discussions and use new vocabulary. Children are exposed to new vocabulary from stories, non-fiction, rhymes and poems. They will be encouraged to use full sentences including use of past, present, future tenses and making use of conjunction with modelling and support.					