

Salterlee Reception Yearly Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential themes	<p>Magical Me All about me/my family and community Starting School Autumn Harvest People who help us in our community</p>	<p>Festivals and Celebrations Autumn Diwali Christmas around the world</p>	<p>Ticket to Ride Journeys Transport Polar regions</p>	<p>Farms Farmyard Farm animals Farm jobs and lifestyle</p>	<p>Down at the bottom of the garden → Our wonderful world Mini-beasts Life cycles Planting Jungles The equator</p>	<p>Our wonderful world → Exploring the prehistoric world and the seaside/under the sea Explorers, Prehistoric world, Fossils Seaside Under the sea</p>
Celebrations and experiences	<p>Class rules and routines. Halloween. Harvest. Autumn.</p>	<p>Autumn Diwali, Bonfire night, Remembrance Day, Children in Need, Winter. Advent, Christmas, Nativity.</p>	<p>Winter Valentines' day, Pancake day, Chinese New Year. Spring</p>	<p>World book day, Mother's Day, Easter, Spring</p>	<p>Summer.</p>	<p>Summer. Father's Day, Sports day, Transition</p>
Literacy - suggested texts	<p>Perfectly Norman by Tom Percival The Three Little Pigs Gruffalo by Julia Donaldson</p>	<p>Rama and Sita by Malachy Doyle Owl Babies - Chris Woodell The Gingerbread Man</p>	<p>Lost and Found by Oliver Jeffers The Runaway Wok by Ying Chang Compestine I Follow the Fox by Rob Biddulph</p>	<p>The Odd Egg by Emily Gravitt Chicken Licken Going on a Bear Hunt by Michael Rosen</p>	<p>The Extraordinary Gardener by Sam Boughton The Enormous Turnip The Tadpoles Promise by Jeanne Willis</p>	<p>The Girl and the Dinosaur by Hollie Hughes The Ship that Jack built by Peter Millet Gigantic by Rob Biddulph</p>

Nursery rhymes	<p>Head Shoulders Knees and Toes</p> <p>Happy and you know it</p> <p>Pat-a-Cake Pat-a-Cake</p> <p>Dingle Dangle Scarecrow</p> <p>Dem Bones</p>	<p>All the leaves falling down</p> <p>It's raining it's pouring</p> <p>Twinkle twinkle</p> <p>Remember remember 5th of November</p> <p>Jingle bells</p> <p>Christmas/Nativity songs</p>	<p>Five little polar bears</p> <p>Penguin dance</p> <p>The wheels on the bus</p> <p>I'm a little teapot</p> <p>Row your boat</p>	<p>Old MacDonald</p> <p>Five little ducks went swimming</p> <p>Baa baa black sheep</p> <p>Little Bo Peep</p>	<p>Incy Wincey spider</p> <p>Little green frog</p> <p>One potato, two potato</p> <p>Ten in a bed</p>	<p>Poetry focus - In the sea by Christy Raburns</p> <p>A little boy's dream by Catherine Mansfield</p> <p>Good To Be Me</p>
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Phonics - following Read Write Inc Scheme

Maths - following White Rose Maths and Mastering the Number schemes.	<p>Getting to know you (baseline)</p> <p>Match, Sort & Compare</p> <p>Talk about measure and patterns</p> <p>It's Me 1, 2, 3</p>	<p>Circles and triangles</p> <p>1, 2, 3, 4, 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and Capacity</p> <p>Growing 6, 7, 8</p> <p>Length, Height and Time</p>	<p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
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Personal development (PHSCE)	<p><u>Keeping Myself Safe</u> <i>Manages their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p>	<p><u>Me and My Relationships</u> <i>See self as a valuable individual.</i> <i>Consider feelings of others.</i> <i>Name and describe important people to them.</i></p>	<p><u>Valuing Differences</u> <i>Thinking about the perspectives of others.</i> <i>Thinking and sharing how other may feel.</i> <i>Recognise that people have different beliefs and celebrate different to us.</i></p>	<p><u>Keeping Myself Safe</u> <i>Revisit keeping myself safe from Autumn 1.</i> <i>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity,</i></p>	<p><u>Rights and Responsibilities</u> <i>Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>	<p><u>Special stories and Changes</u> <i>Express their feelings and consider the feelings of others.</i> <i>Develop their sense of responsibility and membership of a community.</i></p>
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	<p>Be bright be seen. Halloween safety.</p>	<p>Talk and recognise people in family and immediate community.</p> <p>Building constructive and respectful relationships.</p> <p>Bonfire night safety.</p> <p>Fire safety.</p>	<p>Road safety.</p>	<p>healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine, being a safe pedestrian.</p>	<p>Can describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explains the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Understand that some places are special to members of their community.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Water safety.</p>
<p>Physical Education (PE)</p>	<p><u>Me and myself</u> Step 1: Getting changed into a PE kit. Step 2: My body. Step 3: Parts of the body. Step 4: Senses. Step 5: On the move. Step 6: Can you...</p>	<p><u>Working with Others</u> Step 1: Cooperating. Step 2: Sharing. Step 3: Taking turns. Step 4: Helping others. Step 5: Working with a partner. Step 6: Working together.</p>	<p><u>Movement Development</u> Step 1: How to move. Step 2: How to move safely. Step 3: Exploring movements. Step 4: Moving in different ways. Step 5: Moving in different directions. Step 6: On the move.</p>	<p><u>Throwing and catching</u> Step 1: Stopping and receiving. Step 2: Rolling and sending. Step 3: Catching the basics. Step 4: Throwing the basics. Step 5: Catching the ball. Step 6: With a partner.</p>	<p><u>Ball skills</u> Step 1: Exploring the ball. Step 2: Ball control. Step 3: Moving with the ball. Step 4: Collecting and stopping. Step 5: Bouncing. Step 6: With a partner.</p>	<p><u>Fun and games</u> Step 1: Awareness to others. Step 2: Movement games. Step 3: Senses games. Step 4: Ball games. Step 5: Parachute games. Step 6: Simple games.</p> <p><u>Sports day</u> Practise activities focused on a range of skills taught from the year.</p>
<p>Understanding the world</p>	<p>Science - Our bodies - name different body parts that can be seen. Know and talk about the different factors that support their overall</p>	<p>Science - Scientific knowledge development - Materials-Explore a range of materials- identify and name wood, plastic, glass,</p>	<p>Science - Scientific knowledge development - Animals- Understand some important processes and changes in the natural world-changing</p>	<p>Science - Seasonal change- Revisit the objectives covered in Autumn 1 for Spring. Scientific knowledge development - Know</p>	<p>Science - Scientific knowledge development - life cycles and minibeasts- Explore the natural world, making observations and</p>	<p>Science - Continue with Summer 1. History - Chronology- Comment on images of familiar</p>

<p>health and well being. what is inside our bodies, healthy and unhealthy foods, toothbrushing.</p> <p>Seasonal changes- Know the name of the current season. Describe how the seasons can affect the natural world and how things grow. Know and describe the seasonal weather.</p> <p>History - Chronology -Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. 'My life and those around me'</p> <p>Enquiry- Talk about the key roles people have in our society. Name and describe people who are familiar in our society.</p> <p>Geography - Mapping skills-Talk about features of</p>	<p>metal, water, paper. Sort objects by the material they are made from. Begin to describe materials using our senses. Know some simple properties of materials. Know what materials can be recycled and why this is important.</p> <p>Light and dark - Name and identify nocturnal animals. Develop an understanding of daytime and nighttime. Develop an understanding of shadows.</p> <p>History - Chronology-Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Enquiry-Find out about key historical events and why/how we celebrate today</p>	<p>states of matter. Know some similarities and differences between the natural world around them and the polar regions, describing Arctic habitats. Know the correct basic vocabulary to describe parts of animals. Know what animals need to survive in Arctic conditions. Know and explain where a range of animals live. Make observations of animals and plants and explain why some things occur.</p> <p>Enquiry-Investigate forces-pushes, pulls, friction linked to transport/journeys.</p> <p>History - Chronology- Visually represent their own day on a simple timeline. Use language of days of the week, months of the year. Use language of past/present when talking about transport.</p>	<p>about the life cycle of a human- How have we changed since being a baby. Know that there are similarities and differences between myself and others. Revisit body parts that can be seen and begin to understand why we have them. Know humans have 5 senses and explore these. Revisit being healthy-healthy foods and habits.</p> <p>History - Chronology- Use language of past/present when talking about homes, describing images of familiar situations in the past. Talk about and understand changes in their own lifetime by creating a personal timeline.</p> <p>Enquiry-Compare and contrast characters from stories including figures from the past. Compare the clothes worn by fairytale</p>	<p>drawing pictures of animals. Make comparisons and identify similarities and differences between minibeasts in the natural world. Know and be able to explain a simple life cycle (caterpillar, sunflower). Describe habitats and micro-habitats. Know the correct basic vocabulary to describe parts of a plant. Know what plants need to survive and grow healthily. (water, soil, and sun). Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world.</p> <p>Enquiry- Talk about key roles people have in society in the past (Mary Anning).</p> <p>History - Chronology-Recount an event orally, pictorially and/or written.</p>	<p>situations in the past. Describe features of objects, people and places at different times and make comparisons. Talk about what is the same and what is different.</p> <p>Geography - Mapping-Create own maps using grid paper and symbols.</p>
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	<p>their immediate environment with visual representations. E.g classroom maps, maps around school. Begin to understand the purpose of maps. Describe the features of our local environment-shop, church, doctors, park.</p>	<p>(Remembrance Day, Christmas Day, Diwali). Ask questions about why and how things happened in the past.</p> <p>Geography - Knowledge - Weather- Explore different types of weather. Talk about the weather. How does the weather affect our local geography? Understand the effect of changing seasons on the natural world around them.</p>	<p>Geography - Enquiry skills- Recognise, know and describe features of Antarctica. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter-water-ice. Know that there are different countries in the world and talk about the differences they have identified.</p> <p>Mapping skills- Recognise some environments are different to the one where they live. Locate the North and South pole on a globe or map.</p>	<p>characters to those we wear today. To know that a castle could be a home for some people-kinds, queens, knights, princesses. Identify features of growth and change.</p> <p>Geography - Mapping- Use positional language. Program a bee-bot or instruct a friend to move along a track or small world setup in a specific direction using a grid map or carpet squares.</p>	<p>Focus on reception school trip.</p> <p>Geography - Mapping- Draw information from a simple map. Identify landmarks of our local area.</p> <p>Knowledge - Landscapes- Recognise some environments are different to the one in which they live. Know that there are different counties in the world and talk about the differences they have seen in photos.</p> <p>Enquiry- Use technology to make observations or find information about different locations or places.</p>	
<p>Religious Education (RE) -following the Calderdale and Kirklees syllabus.</p>	<p>Where do we live and who lives there?</p>	<p>How are special times celebrated?</p>	<p>What makes a good helper?</p>	<p>What can we see in our wonderful world?</p>	<p>Who and what is special to us?</p>	<p>What can we see in our wonderful world?</p>

<p>Expressive arts and design</p>	<p>Art and design - Mark making and drawing - Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made, exploring and experimenting.</p> <p>Colour - Knowledge-recognise and name primary and secondary colours. Skill- Use the mixed paint and brushes independently and with purpose. Tidy the area and take care of resources.</p> <p>Painting - Skill-Splatter painting in the style of Jackson Pollock. Focus on using the colour names accurately.</p> <p>Printing- Skill- Printing with hands, feet and fingers.</p>	<p>Art and design - Mark making and drawing - Skill-observational drawing-pumpkins. Understand how to create closed shapes with continuous lines and begin to use these shapes to represent objects. Experience periods of uninterrupted time to develop their creative expression.</p> <p>Colour - Skill-Explores colour and how colours can be changed. Mix primary colours using paper as a palette. Mix primary colours and apply them to paper. Mix colours in a palette without necessarily applying them to paper. Identify light and dark colours.</p> <p>Painting - Skill-Mix paints to make new colours following instructions.</p> <p>Printing -</p>	<p>Art and design - Mark making and drawing - Repeat, practise and refine skills learnt so far.</p> <p>Colour - Skill-Choosing a particular colour for a purpose.</p> <p>Painting - Skill-Explore different paint types (powder, water colours) Understand when to use each.</p> <p>Printing - Skill- Printing simple repeating patterns. Recognise patterns in the environment.</p> <p>3D work - Skill-Learn new techniques and skills- clay, papier mache, junk modelling to make 2D and 3D models.</p> <p>Cutting skills - Skill- Use scissors to cut curved lines.</p>	<p>Art and design - Mark making and drawing - Skill-observational drawing- daffodils/tulips.</p> <p>Colour - Skill-exploring colours in nature, and how they can be applied in the form of art.</p> <p>Painting - Experience-Explore working with paint on different surfaces and in different ways (tin foil, acetate, plastic, cardboard, shaped paper)</p> <p>Printing - Skill- Printing with natural objects/food e.g. leaves, pinecones.</p> <p>3D work - Skill/Knowledge- Natural art in the style of Andy Goldsworthy.</p> <p>Cutting skills -</p>	<p>Art and design - Mark making and drawing - Skill-observational drawing-sunflowers. Show increasing accuracy, detail and care in their drawing. Investigate the work of famous artists-Van Gough.</p> <p>Colour - Skill-Exploring shades of colour and how to make different shades, including lighter and darker.</p> <p>Painting - Experience-Explore working with a range of brushes and tools.</p> <p>Printing - Skill- Symmetrical printing - butterflies as inspiration.</p> <p>3D work - Skill-Join things together using fasteners, wool/string and staples.</p>	<p>Art and design - Mark making and drawing - Skill-produce more detailed work and say what they have included. Talk to adults about their work and suggest refinements.</p> <p>Colour - Skill-Mix dry powder paint to make secondary colours. Add water to powder paint and observe changes. Experiment with texture in paint.</p> <p>Painting - Skill-Paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. Mixing paints to paint models they have made-for a purpose.</p> <p>Printing - Skill- Create using their own ideas and explain the choices.</p>
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	<p>3D work - Understanding: to know what transient art is. Transient art will continued to be offered in continuous provision.</p> <p>Cutting skills - Skill- Using one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Music - Exploring voices-singing simple well known songs and rhymes, introducing new daily rhymes. Describing the sounds I can hear.</p>	<p>Skill- Printing with sponges and rollers, shapes. Inspiration Mondrian</p> <p>3D work - Skill- Use simple joins when using different materials to create 3D work, e.g. Sellotape, masking tape, stick glue, PVA. Explore the properties of glue.</p> <p>Cutting skills - Skill- Use scissors to cut in a straight line.</p> <p>Music - Nativity performance-joining in with the words and using actions.</p>	<p>Music - Exploring musical instruments including body percussions. Playing instruments in time and in simple composition.</p>	<p>Skill- Use scissors to cut shapes.</p> <p>Music - Sing in a group or on their own, increasingly matching the pitch and following the melody. Experimenting with changing my voice with different tempo, pitch and dynamics.</p>	<p>Understand when to use and apply knowledge of joining.</p> <p>Cutting skills - Skill- Use scissors independently.</p> <p>Music - Listen attentively, move to and talk about how music makes them feel.</p>	<p>3D work - Skill- Select tools and techniques needed to assemble and join materials they are using for a specific reason, choosing materials for effect. Review and modify. Become increasingly autonomous.</p> <p>Cutting skills - Skill- Use scissors for a particular purpose when combining different media and materials.</p> <p>Music - Composing and adapting my own music using my voice and with instruments. Create collaboratively, sharing ideas, resources and skills.</p>
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