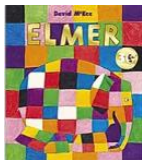
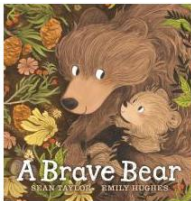
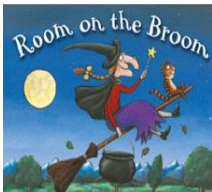
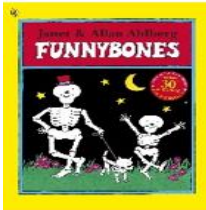


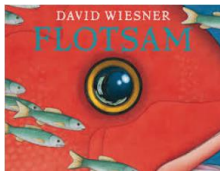


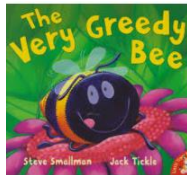
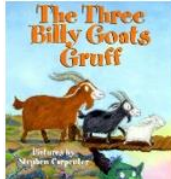

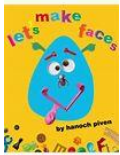


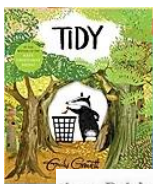




## Reception Overview

| Reception       | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|-----------------|---|---|---|---|---|---|
| Key Texts       |   |   |   |   |   |   |
| Key experiences | Settling in<br><br>Meeting new friends and teachers<br><br>Establishing rules and routines.<br><br>DT day - food<br><br>Spanish Day                                 | Art Day - Giuseppe Arcimboldo<br><br>Bonfire<br><br>Christmas<br><br>Remembrance Day<br><br>Nursery Rhyme week  | Chinese New Year<br><br>DT day - joining<br><br>Pancake Day<br><br>Valentine's Day<br><br>Winter  | Art Days - Piet Mondrian<br><br>Easter<br><br>Poetry Week<br><br>Mother's Day   | Eid<br><br>DT Day - sewing<br><br>Father's Day celebration.   | Poetry week<br><br>Transition to Y1<br><br>Art Day – Henri Matisse  |

|                         |                      |                               |   |   |   |   |
|-------------------------|----------------------|-------------------------------|---|---|---|---|
| Phonics                 | Letter formation     | CVC words                     | Reading and writing captions                | Reading and writing simple sentences to include phase 2 and 3 sounds. | Sentences with capital letters and full stops | Sentences with capital letters and full stops |
|                         | Names                | Tricky words                  | Reading and writing simple sentences        |   |   | Story telling                                 |
|                         | CVC words            | Reading and writing captions  | Introduction to phase 3                     |   |   |   |
| Writing                 | Phase 2              | Phase 2                       | Phase 3                                     | Phase 3   | Phase 3/4                                     | Phase 4                                       |
|                         |                      | Labels, lists                 |   |   |   | Revision                                      |
|                         |                      | Lists                         |   |   |   |   |
| Maths                   | Matching and sorting | Exploration of numbers to 5   | Composition of number to 5                  | Addition to 10  | Geometry-exploring shapes                     | Multiplication and division:                  |
|                         | Making comparisons   | Composition of number to 3    | Addition and subtraction: numbers to 5      | Geometry - spatial awareness  | Adding by counting on                         | Numerical patterns                            |
| <b>White Rose Maths</b> | Exploring pattern    | Geometry and spatial thinking | Number and place value: numbers to 10       | 2D shapes   | Take away by counting back                    | Doubling                                      |
|                         | Subitising to 5      | Subitising to 5               | Addition and subtraction within 10          | 2D shapes   | Counting to 20                                | Halving                                       |
|                         |                      |                               |   |   |   | Odd and Even                                  |
|                         |                      |                               |   |   |   | Measurement: Length, height, distance, weight |
| UTW/EAD                 | Food and hygiene     | Changes in autumn             | Celebrations - similarities and differences | Senses  | Changes in spring and Summer                  | Internet Safety                               |
|                         |                      |                               |   | Threading   | Moon landing - Neil Armstrong                 | Exploring the natural world                   |
|                         |                      |                               |   | Spain   | Exploring the natural world                   | Spain   |

|                |   |  |   |  |  |  |
|----------------|---|--|---|--|--|--|
| PE             | <p>Experimenting with ways of moving</p> <p>Negotiating space</p> <p>KeyPE-ABC/awareness</p>  | <p>Balancing</p> <p>Core strength</p> <p>KeyPE-Gymnastics</p>  | <p>Experimenting with ways of moving</p> <p>Key PE-Gymnastics</p>   | Dance  | <p>Ball skills</p> <p>KeyPE- Sending &amp; receiving</p>   | <p>Ball skills</p> <p>KeyPE- Sending &amp; receiving</p>   |
| Music          | <p>Nursery Rhymes and action songs</p>  | <p>Nursery Rhymes and action songs.</p> <p>Improvising with musical instruments</p>  |   | <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>   | <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p>                               | <p>Language of music-rhythm, pulse, beat.</p> <p>Sharing and performing</p>  |
| Forest Schools |   |    |   |   |   |   |

Additional texts to support the areas of the curriculum.

