

Reception Termly Topic Overview 2019-2020

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Ourselves/All About Me Autumn	Traditional Tales Christmas – 1 week	'All around the World' Countries, Weathers/Climates	'Growth and Change'	What's inside?- open ended investigation/child led topic	Hats! - open ended investigation/child led topic
Small mini topic within	Houses and Homes	Magic - Witches and Wizards	Jungle Explorers	Minibeasts Under the Sea		
Important Dates	Harvest festival, Halloween, Diwali, Eid-al-Adha, Autumn begins- 23 rd September	Bonfire night, Remembrance day, Christmas, Winter begins- 22 nd December	Valentine's day, Pancake day/Shrove Tuesday, Lent Celebrate Chinese new year	St Patricks day, Mother's day, Easter, St George's day, Spring begins- 20 th March	Eid ul Fitr- 24 th May	Father's day, Summer begins- 20 th June
Other	Coffee Morning /Afternoon	Nursery rhyme week	Coffee Morning /Afternoon		School Trip	
Half termly trips to the woods to be arranged depending on volunteers available.						
Personal Social and Emotional Development -Making relationships -Self-confidence and self-awareness -Managing feelings and behaviour	-Talking about ourselves, our likes and dislikes and how we are all different -Circle time -Learning about others -Meet new friends and create new peer groups -Become more confident in unfamiliar situations	-Group time and listening and speaking-asking questions of others. -Creating roles in the construction area; designer, builder, supplier etc.	-Build relationships with different peer groups -Introduce plan-do-review times in groups	-Talk about self in positive terms and the things we have achieved so far at school -Explain own knowledge and understanding -Ask questions of others -Gain confident to speak to others about own needs, wants, interests and opinions -Talk about how we have grown and how we have changed since we were born -Circle time	-Explain own knowledge and understanding -Ask questions of others -Gain confident to speak to others about own needs, wants, interests and opinions. -Fully aware of the boundaries set and behavioral expectation of the setting -Circle time	-Explain own knowledge and understanding -Ask questions of others -Gain confident to speak to others about own needs, wants, interests and opinions. -Circle time -Fully aware of the boundaries set and behavioral expectation of the setting
Physical Development -Moving and handling -Health and self-care	-Learning how to hold a pencil correctly and begin to form letters using the cursive script -Experiment with moving in different	-Outside building and bikes -Handwriting practise every week -Observing effect of exercise on our bodies	-Handwriting practise every week -Observing effect of exercise on our bodies -Large ball skills -Travelling in different ways	-Extend skills in pushing, pulling, kicking, throwing etc -Handwriting -Jump off equipment and land safely- outside and in	-Handwriting practise every week -Team games -Dough gym -PE- ball skills, moving over/under/through	-Handwriting practise every week -Team games -Dough gym -PE- ball skills, moving over/under/through

Reception Termly Topic Overview 2019-2020

	ways -Encouraging independence when fastening coats	-Large ball skills	-Team games -PE- getting changed independently, accessing simple PE resources i.e. balls, hoops, quoits etc, getting used to using the hall for PE.	PE -Team games -Handwriting practise every week -Squiggle while you wiggle- gross motor skills -PE- team games and rules, travelling in different ways, basic ball skills	obstacles and using apparatus, team games, dance	obstacles and using apparatus, team games, dance
Communication and Language -Listening and attention -Understanding -Speaking	-Talk for writing- imitation- introducing story maps and action to retell familiar and unfamiliar stories -Listening to stories as a class -Circle time -Using voice to express feelings -Begin to create narratives in role play situations with others -To introduce a storyline or narrative into play	-Talk for writing- imitation- introducing story maps and action to retell familiar and unfamiliar stories -Circle time -Roles in construction area -Discussing our homes and the people who live there -Sharing stories from home -To introduce a storyline or narrative into play	-Talk for writing- imitation- introducing story maps and action to retell familiar and unfamiliar stories -Plan do review time -Circle time -Understanding- create weather boxes by talking about the types of things that could go inside a windy/rainy/sunny/snowy day box -Weather songs -Speaking- use talk to group words depending on weather type i.e. fun/warm/wet/spikey/cold and selecting weather type to represent -To introduce a storyline or narrative into play	-Talk for writing- imitation- introducing story maps and action to retell familiar and unfamiliar stories -Circle time -Link to music- sounds we might hear in the rainforest/jungle -Taking turns to speak in a group -To be able to follow a story without pictures or props -To introduce a storyline or narrative into play	-Talk for writing- using the innovation/invention phases to write our own stories -Circle time -Taking turns to speak in a group -Organise and sequence events using language linked to topic -To be able to follow a story without pictures or props -To introduce a storyline or narrative into play	-Talk for writing- using the innovation/invention phases to write our own stories -Circle time -Taking turns to speak in a group -To be able to follow a story without pictures or props -To introduce a storyline or narrative into play
Literacy -Reading -Writing	- Stories with familiar settings, labels lists and captions, information, poetry-pattern -Non-fiction texts on types of houses and homes humans and	- Fantasy stories, traditional tales, labels lists and captions, recounts -Nursery rhymes -Story of Guy Fawkes -Christmas stories -Letters to father	-Non-fiction, fantasy, information, poetry on a theme, labels lists and captions, narrative, instructions -introduction to sentence writing -Key words reviewed	-Non-fiction books based on the life cycles of plants and animal -Sequencing stories such as Jasper's Beanstalk etc -Sunflower planting and instruction writing -Keeping a diary of how	*Open ended topic-planning (specific genres) to be developed around the interests of the children. -Sentence writing- using the key features of a sentence	*Open ended topic-planning (specific genres) to be developed around the interests of the children. -Sentence writing- using the key features of a sentence

Reception Termly Topic Overview 2019-2020

	<p>animals</p> <ul style="list-style-type: none"> -Extend interest in new books -Begin to link sounds to familiar letters -Start Phase 2 phonics and learn some single sounds -Start to use name to mark work 	<p>Christmas</p> <ul style="list-style-type: none"> -Instruction writing- how to build a snowman -Key words reviewed weekly 	<p>weekly</p> <ul style="list-style-type: none"> -Fact sheets based on jungle animals -Posters -Animal stories -Stories from other cultures, information texts, poetry using the senses, poetry-pattern and rhyme 	<p>our sunflower grows</p> <ul style="list-style-type: none"> -Key words reviewed weekly 	<p>-Key words reviewed weekly</p>	<p>-Extending sentences and making them more interesting writing for the reader</p> <ul style="list-style-type: none"> -Key words reviewed weekly
<p>Maths</p> <ul style="list-style-type: none"> -Number -Shape, space and measure 	<p>Baseline Numbers (Using numbers 1-5) Children count reliably with numbers from 1 to 5</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5 objects.</p> <p>Counts an irregular arrangement of up to 5 objects</p>	<p>Shape, space and Measures. Children use everyday language to talk about money. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <p>Beginning to use everyday language related to money.</p> <p>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Numbers (Securing numbers 1-5) Place them in order</p>	<p>Numbers (Using numbers 1-10) Children count reliably with numbers from 1 to 10</p> <p>Recognises numerals 1 to 10.</p> <p>Counts out up to 10 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 10 objects.</p> <p>Counts objects to 10.</p> <p>Counts an irregular arrangement of up to 10 objects.</p> <p>Shape, space and measures Children use everyday language to talk about size, weight and capacity to compare quantities and objects and to</p>	<p>Numbers (Securing numbers 1-10) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 10 objects.</p> <p>In practical activities and discussion,</p>	<p>Numbers (Using numbers 1-20) Children count reliably with numbers from 1 to 20</p> <p>Recognises numerals 1 to 20.</p> <p>Counts out up to 20 objects from a larger group.</p> <p>Count actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 20 objects.</p> <p>Counts objects to 20.</p> <p>Counts an irregular arrangement of up to 20 objects.</p> <p>Numbers (Securing numbers 1-20) Place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and</p>	<p>Numbers Solve problems including doubling, halving and sharing</p> <p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p> <p>Shape, space and measures Children use everyday language to talk about position and distance to compare quantities and objects and to solve problems.</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Time at the beginning or end of the term for consolidation, gap filling, seasonal activities, assessments, etc</p>

Reception Termly Topic Overview 2019-2020

		<p>and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them</p> <p>Says the number that is one more than a given number</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p>	<p>solve problems.</p> <p>Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p>begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them</p> <p>Shape, space and Measures. Explore characteristics of everyday objects and shapes and use mathematical language to describe them. Recognise, create and describe patterns.</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time.</p> <p>Orders and sequences familiar events.</p> <p>Measures short periods of time in simple ways.</p>	<p>subtract two single-digit numbers and count on or back to find the answer.</p> <p>Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Finds the total number of items in two groups by counting all of them.</p> <p>Says the number that is one more than a given number.</p> <p>Finds one more or one less from a group of up to 20 objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Estimates how many objects they can see and checks by counting them.</p>	
<p>Understanding the World</p> <ul style="list-style-type: none"> -People and communities -The world -Technology 	<ul style="list-style-type: none"> -Talk about the things we like to do as a family and the celebrations we are part of -Houses and homes around the world 	<ul style="list-style-type: none"> -Introduce logging on to the laptops -Using simple programs on the computer to create paintings -How is Christmas celebrated around the 	<ul style="list-style-type: none"> -How does the weather affect the places around me i.e. flooding -Animals/plants that live in the jungle/rainforest/Arctic/An tarcic 	<ul style="list-style-type: none"> -Observing the growth of plants and animals (caterpillars/tadpoles) -Planting -Looking after our local area -Living things, growing 	<ul style="list-style-type: none"> *Open ended topic-planning to be developed around the interests of the children. -RE unit- What makes a good helper? -To log on to the laptops 	<ul style="list-style-type: none"> *Open ended topic-planning to be developed around the interests of the children. - -RE unit- Where do we live? Link to moving on

Reception Termly Topic Overview 2019-2020

	<ul style="list-style-type: none"> -Different types of houses -Animal homes -Shows an interest in technology around the classroom -RE unit- Who and what are special to us? Where do we live? 	<ul style="list-style-type: none"> world? -How do I celebrate Christmas? -RE: F.2- How do Christians celebrate Christmas? -Using the cameras/iPads -Christmas production 	<ul style="list-style-type: none"> -Science- experiments- waterproof materials, keeping warm, melting and heating etc. -What do we do as a family when it is... -Observe change and patterns in seasons and weather -Beebots- programming 	<ul style="list-style-type: none"> plants -Life cycles of animals -Looking after our planet- recycling -RE unit- What can we see in our wonderful world? 	<ul style="list-style-type: none"> and use age appropriate software 	<ul style="list-style-type: none"> to a new class, new challenges etc.
<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Exploring and using media and materials -Being imaginative 	<ul style="list-style-type: none"> -Use mirrors to paint self-portraits looking closely at ourselves -mix colour, create texture and manipulate materials in the messy area, explore the things we find there -Play alongside others and create a narrative or storyline in play -Role play area- home corner -Music- nursery rhymes, songs linked to topic, music express 	<ul style="list-style-type: none"> -Bonfire pictures -Christmas activities -Creating structures using small or large construction materials -Role play area- construction site -Music- Christmas songs and practise for production, music express 	<ul style="list-style-type: none"> -Design winter clothes- link to materials and properties -Make windmills and rainbows- link to UW and how these occur -Music- make a rainmaker -Songs about weather- YouTube- super simple learning- original series- two- 'How's the weather today?' -Role play area- an explorers den/the jungle/travel agents -Role play area- clothes shop -Music- music express 	<ul style="list-style-type: none"> -Making animal masks -Observational painting and drawings -Printing with fruits and vegetables -Creating dens outside -Music- music express -Observational painting and drawings -Role play area- garden centre -Music- music express 	<ul style="list-style-type: none"> *Open ended topic- planning to be developed around the interests of the children. -Art- observational drawing of what's inside fruits/vegetables etc. 	<ul style="list-style-type: none"> *Open ended topic- planning to be developed around the interests of the children. _Role playing 'the jobs people do' linked to certain types of hats. -Music- music express