

Reception OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	All about me	Traditional Tales	Superheroes and Princesses	Creatures	Growing	Out and about
Big books	Whatever next, We're going on a bear hunt, Mrs Wishy Washy and Meanies	Kings and Queens, Princes & Princess, Cinderella, Gingerbread man, Jack and the Beanstalk, Goldilocks, Three Billy Goats Gruff, Christmas story	Introducing superheroes, Ben 10, Ninja Turtles, Frozen, Power rangers, Spiderman, Batman, Elmer	Dear Zoo, Harry and the dinosaurs, Tiddler, Amazing Water, I love animals, walking through the jungle	Seeds get around, Growing Vegetable Soup, Whose Baby?, Life as a butterfly, Oliver's Fruit Salad, Handa's surprise.	To Town, Senses, What can you see?, Nature detectives, Healthy living.
PSED (Personal, social, emotional development)	<p>Enjoys responsibility of carrying out small tasks.</p> <p>Begins to accept the needs of others, share and take turns with others.</p> <p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of boundaries set and behavioural expectations of the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Begins to accept the needs of others, share and take turns with others.</p>	<p>Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Aware of boundaries set and behavioural expectations of the setting.</p> <p>Enjoys responsibility of carrying out small tasks.</p> <p>Understands that own actions affect other people, for example, comforts others when they are upset.</p>	<p>Beginning to be able to negotiate and solve problems without aggression.</p> <p>Understand actions affect others.</p>	<p>Can retell a simple past event in correct order.</p> <p>Uses talk to organise, sequence and clarify thinking and events.</p> <p>Confident to speak to others about own interests.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Enjoys joining in with family customs and routines. They know about similarities and differences between themselves and others among families.</p>	<p>Children to express themselves effectively, showing awareness of listeners needs. Child to use past forms accurately when talking about events.</p> <p>Children are confident to speak in a familiar group about their holiday news to the class.</p> <p>Take account of one another's idea's ideas about how to organise their activity.</p> <p>Know that some behaviour is unacceptable. They work as part of a class and understand and follow the rules.</p> <p>Can describe self in positive terms and talk about abilities.</p> <p>Children talk about how their own and other behaviour, and its</p>	<p>Children will talk about their ideas and choose the resources they need for activities to set up the role-play area.</p> <p>Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p>They are confident to speak in a familiar group and talk about their ideas.</p>

					consequences, and they know some behaviour is unacceptable.	
Physical development	<p>Moves freely with pleasure and confidence in a range of ways.</p> <p>Uses one hand to handle equipment to take the lid off of play dough pot.</p> <p>Shows increasing control over an object to ride a scooter.</p>	<p>Shows increasing control over an object.</p> <p>Handles tools and materials safely and with increasing control.</p> <p>To experiment with different ways of moving.</p> <p>Holds pencil between thumb and two fingers, no longer using whole hand grasp</p>	<p>To experiment with different ways of moving.</p> <p>Shows increasing control over an object.</p> <p>Handles tools with increasing control.</p> <p>Negotiates space successfully.</p> <p>Shows increasing control over an object.</p> <p>Handles tools, objects safely and with increasing control.</p> <p>To have an awareness of the boundaries set, and of behaviour expectations in the setting.</p> <p>Handles tools, objects safely and with increasing control.</p>	<p>Moves confidently in a range of ways.</p> <p>Children experiment with music and dance.</p> <p>Shows good control.</p> <p>Handling equipment effectively.</p> <p>Show good control and coordination in small movements.</p> <p>Shows good control, handling bats and beanbags effectively.</p> <p>Shows good control, handling eggs and spoons effectively.</p>	<p>Move confidently and safely on the apparatus.</p> <p>Shows good control and co-ordination when using a bat and beanbag.</p> <p>Shows good control and co-ordination when using a tennis racquet to hit a tennis beanbag over the cones.</p> <p>Handles tools and objects safely and with increasing control</p> <p>Practices some appropriate safety measures without direct supervision and talk about ways to keep safe.</p> <p>Shows co-ordination in small movements and handle equipment tools effectively.</p>	<p>Move confidently and safely on the apparatus.</p> <p>Shows control over a football, stopping and passing ball with feet.</p> <p>Shows good control in small movements.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows increasing control over an object.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>They handle equipment and tools effectively to make a sandwich.</p>
Communication and language	<p>Uses talk in pretending that objects stand for something else in play.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action.</p>	<p>Able to follow a story without props or pictures</p> <p>Shows awareness of rhyme.</p> <p>Continues a rhyming string verbally.</p> <p>Able to follow a story without props or pictures</p> <p>Joins in with repeated phrases in rhymes and stories.</p>	<p>Joins in with repeated phrases in rhymes and stories.</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity.</p> <p>Able to follow a story without props or pictures</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Can retell a simple past event in correct order.</p> <p>Uses talk to organise, sequence and clarify thinking and events.</p> <p>Links statements and sticks to a main theme focusing on talking about why Mums are special.</p> <p>Children express themselves effectively showing awareness of listeners.</p>	<p>Listens and responds to ideas expressed by others in conversation or discussion when talking about plans for vegetable soup.</p> <p>Children able to use talk to organise and sequence a story.</p> <p>Uses talk to share a butterfly fact with the rest of the class.</p> <p>Children express themselves effectively,</p>	<p>Children develop their own narratives to join in with small world activities.</p> <p>Children to discuss their likes and dislikes about park trip and the surrounding environment.</p> <p>Listen to stories, anticipating key events and respond with relevant comments.</p> <p>Children follow instructions involving</p>

			<p>Uses language to imagine and recreate roles and experiences in play situations. Introduce a storyline or narrative into their play.</p> <p>Uses talk to organise and clarify thinking, feelings and events.</p> <p>Understands that own actions affect other people, for example, comforts others when they are upset.</p>	<p>Links statements and sticks to a main theme.</p> <p>Maintains attention and concentrates during an appropriate activity.</p> <p>Listen attentively in a range of situations and respond to what they hear with relevant comments, questions and actions.</p>	<p>showing awareness of listeners' needs.</p> <p>Children to tell the class a fact about their chosen fruit.</p>	<p>several ideas or actions.</p> <p>Children express themselves effectively. They use past forms accurately. They develop their own narratives by connecting ideas.</p>
Literacy	<p>Sometimes gives meanings to marks as they draw and paint.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly.</p> <p>Writes own name correctly.</p> <p>Shows interest in print, knowing that information is relayed in this form</p> <p>Sometimes gives meanings to marks as they draw.</p>	<p>Knows that information can be retrieved from books and computers. Hears and says initial sounds in words, using some clearly identifiable letters to communicate meaning.</p> <p>Write own name and other things e.g. lists.</p>	<p>Hears and says initial sounds in words, using some clearly identifiable letters to communicate meaning.</p> <p>Write own name and other things e.g. lists.</p> <p>Ascribes meanings to mark that they see in different places</p> <p>Uses some clearly identifiable letter to communicate meaning.</p> <p>Hears and says initial sounds in words.</p> <p>Segment sounds in words and write.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Can segment the sounds in simple words to write a sentence.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds and write the tricky words the, they. They focus on using finger spaces and full stops.</p> <p>Attempts to write short sentences in meaningful contexts with a focus on middle sounds e.g. 'wtr'</p> <p>Attempts to write short sentences in meaningful contexts with a focus on phase 3 sounds.</p>	<p>Children attempt to write short sentences in meaningful contexts.</p> <p>Children can spell phonically regular words of more than one syllable.</p> <p>Attempts to write short sentences in meaningful contexts, using different sentence openers.</p> <p>Writes some irregular common words and simple sentences that can be read by themselves and others.</p> <p>Children write simple sentences that can be read by themselves and others.</p>	<p>Children attempt to write short sentences in meaningful contexts.</p> <p>Children can spell phonically regular words of more than one syllable.</p> <p>Writes simple caption with some words spelt correctly and other phonetically plausible.</p> <p>Make phonetically plausible attempts at words with digraphs and double letters.</p>

<p>Mathematics</p>	<p>Categorises objects according to properties such as shape, size or colour.</p> <p>Shows awareness of similarities of shapes in the environment.</p> <p>Uses the language of 'more', 'fewer' to compare two sets of objects</p> <p>Finds one more or one less from a group of up to five objects.</p> <p>Shows an interest in shape by using language to describe them.</p>	<p>Uses familiar objects and common shapes to create and recreate patterns.</p> <p>Begins to solve mathematical problems using prior knowledge of numbers.</p> <p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Finds the total number of items in two groups by counting all of them, using the language involved in adding.</p>	<p>Finds the total number of items in two groups by counting all of them.</p> <p>Finds the total number of items in two groups by counting all of them, using the language involved in adding.</p> <p>Orders two or three objects by height.</p> <p>Can use everyday language to talk about size.</p> <p>Beginning to use everyday language related to money.</p> <p>Count reliably with numbers one to 20 and put them in order.</p>	<p>Order numbers 0-5/ 0-10</p> <p>Works with random numbers from 0-10/ 0-20 to place in order.</p> <p>Children use everyday language to talk about size.</p> <p>Use everyday language to talk about capacity.</p> <p>Orders three items by weight.</p> <p>Use everyday language to talk about weight to compare quantities.</p> <p>Children solve problems including doubling.</p> <p>Beginning to use mathematical terms for 'solid' 3D shapes and mathematical terms to describe shapes.</p>	<p>Find the total number of items in two groups by counting them altogether.</p> <p>Using quantity and objects they add two single digit numbers and count on to find the answer.</p> <p>Children use everyday language to talk about the totals of money and use it when paying for their two items in Tesco's role-play shop calculating the amount and using 2p coins (up to 6p) and then counting on to find the total.</p> <p>Use non-standard units to measure height and talk about comparisons of three or four objects.</p> <p>Recognise, create and describe patterns.</p> <p>Solve a problem to practise number bonds with four or five. Use objects they add and count on to find the answer.</p> <p>Subtract two single digit numbers cards to solve problems. They solve practical problems.</p>	<p>Represents and use number bonds of seven recalling number bond facts.</p> <p>Compares weight of objects using non-standard units to measure weight, using the correct language to describe.</p> <p>Uses mathematical skills to solve problems, including doubling, halving and sharing.</p> <p>Use quantities to add two numbers by counting on, on a number line.</p>
<p>Understanding the world</p>	<p>To complete a simple programme on a computer.</p> <p>Looks closely at similarities and differences between different materials.</p>	<p>To complete a simple program on a computer.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends and families.</p>	<p>To complete a simple programme on a computer.</p> <p>Comments and asks questions about aspects of their familiar world whilst taking a walk around the local area.</p>	<p>Children talk about events in their own lives and those of their family members.</p> <p>Completes a simple program on the computer.</p> <p>Shows an interest in</p>	<p>Make observations of plants, explain why some things occur and talk about changes.</p> <p>Completes a simple programme on a computer. They select and use technology for particular</p>	<p>Children talk about the features of their own immediate environment and can find local features on a map.</p> <p>Select and use technology for a particular purpose and knows that</p>

		<p>Comments and asks questions about aspects of their familiar and natural world.</p> <p>Developing an understanding of changes over time.</p>	<p>Looks closely at similarities, differences, patterns and change when tasting porridge.</p> <p>Enjoys joining in with family customs and routines.</p>	<p>technological toys to explore the beebots and programmable toys.</p> <p>Make observations of animals and explain why some things occur.</p> <p>Can talk about some of the animals they have observed.</p> <p>Develop an understanding of growth and change overtime.</p> <p>They make observations of animals and talk about changes.</p> <p>Children know about the similarities and differences in relation to living things when looking at animal habitats.</p>	<p>purposes.</p> <p>Children know about similarities, differences and changes in relation to living things.</p> <p>Select and use technology for a particular purpose and knows that information can be retrieved from computers.</p>	<p>information can be retrieved from computers.</p> <p>They handle equipment and tools effectively to make a sandwich.</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>They make observations and explain how things occur and talk about changes.</p> <p>Children talk about past events in their lives of others.</p>
<p>Expressive arts and design</p>	<p>Beginning to be interested in and describe the texture of things.</p> <p>Taps out simple repeated rhythms.</p> <p>Looks closely at similarities and differences between different materials.</p> <p>Explores colour when painting a picture.</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Explores the different sounds of instruments.</p> <p>Constructs and creates with a purpose in mind, using a variety of resources.</p> <p>To experiment with different ways of moving.</p> <p>Begins to build up a repertoire of songs and dances.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Sings a familiar song. Begins to build a repertoire of songs</p> <p>Constructs with a purpose in mind using a variety of resources to create the class advent calendar.</p> <p>Sings a familiar song. Begins to build a repertoire of songs</p> <p>Understands that different media can be combined to</p>	<p>Chooses a particular colour to use for a purpose to print their footprints for their Mother's day card.</p> <p>Builds a repertoire of songs. 'Harry and the dinosaurs' song.</p> <p>Uses simple tools and techniques competently and appropriately. They experiment with colour and design.</p> <p>Initiates new combinations of movement and gesture in order to express</p>	<p>Explores tools and techniques, experimenting with colour and design to create own sunflower painting.</p> <p>Constructs with a purpose in mind using a variety of resources,</p> <p>Begins to build a repertoire of songs. Children sing songs.</p> <p>Represent ideas through role play</p> <p>Represent their ideas and thoughts through design.</p>	<p>Children experiment with ways of changing sounds in instruments.</p> <p>Representing own thoughts, ideas and feelings through construction.</p> <p>Select and use technology for particular purposes.</p> <p>Children make music and experiment with ways of using instruments.</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting</p>

			<p>create new effects</p> <p>Creates simple representations of snowmen and chooses particular colours to use for a purpose.</p>	<p>ideas.</p> <p>Children experiment with music and dance.</p>	<p>Explore with a variety of materials and explore colour and design.</p> <p>Safely uses and explores materials, tools and techniques.</p> <p>Understands that media can be combined to create new effects. Explore a variety of tools and techniques.</p> <p>Make observations of plants and explain why some things occur.</p> <p>Makes observations and talks about similarities and differences between fruits.</p>	<p>with colour, design, form and function.</p>
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