

Thematic Overview Reception

Autumn	Autumn 1		Autumn 2	
	The Colour Monster		Snap, Crackle and Pop!	
Curriculum Area	Communication and language	Ask questions to find out more and to check they understand what has been said to them. Share information about myself and my family.	Communication and language	Show resilience and perseverance in the face of challenge. Learn new vocabulary. Learn rhymes, poems and songs.
	PSED/RSE (Jigsaw)	Build new friendships, learn new routines, and settle into school. Shows some understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. Think about everyone's right to learn. Learn to follow our REACH HIGH values.	PSED/RSE (Jigsaw)	Accept that everyone is different. Include others when working and playing. Know how to give and receive compliments.
	Physical development	To be able to negotiate space successfully whilst exploring different movements. To be able to perform various rolls, jumps and positions in gymnastics.	Physical development	To be able investigate changes in shape, level and speed within their dance.
	Literacy	Uses vocabulary and forms of speech that are increasingly influenced by their range of books. Read individual letters by saying the sounds for them.	Literacy	Read some letter groups that each represent one sound and say sounds for them. Form lower-case letters correctly.
	Maths	Read, write and understand numbers 1-5. Learn to subitise quantities to 5. Compare numbers using appropriate vocabulary, such as 'more than', 'less than', 'equal to'.	Maths	To begin to recall number bonds for numbers 0–10. Understand the 'one more/one less than' relationship between consecutive numbers to 10. Continue, copy and create repeating patterns.
	Understanding the World	Talk about the lives of the people around them and their roles in society. Talk about members of their immediate family and community.	Understanding the World	Understand the past through settings, characters and events encountered in books read in class and storytelling. Recognise that people have different beliefs and celebrate special times in different ways.
	Expressive arts and design	Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Expressive arts and design	Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.
Suggested Texts	<i>The Colour Monster, The Colour Monster Goes to School, The Day the Crayons Quit, Supertato</i>		<i>Winnie the Witch, Funny Bones, Rama and Sita</i>	
Tier 2 Vocabulary	<i>Frustrated, excited, emotional, happy, self-regulation, calm, feelings, control, change</i>		<i>Halloween, witches, cauldron, magic, potion, Diwali, diva lamp, marriage, mehndi patterns, Christmas, nativity, Jesus</i>	
Wider Opportunities/ Trips/ Visitors	Home visits, dental hygiene workshop		Diwali week, fire safety lesson, toasting marshmallows, visit from the local vicar	
11 B4 11 promises				
Parental Involvement/ Parent Celebrations	Get to know your teacher/Tapestry workshop		Christmas craft afternoon, Christmas nativity performance	

Spring	Spring 1		Spring 2	
	Dinosaur Roar		Treasure Island	
Curriculum Area	Communication and language	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Communication and language	Engage in story times. Describe events in some detail.
	PSED/RSE (Jigsaw)	Stay motivated when doing something challenging. Keep trying even when something is difficult.	PSED/RSE (Jigsaw)	Identify and moderate their own feelings socially and emotionally. Identify when they do and don't need help.
	Physical development	To be able to dribble with control while pushing a ball with a racket or stick.	Physical development	To be able to pass and receive a football with a partner. To be able to shoot a ball at a target using good accuracy.
	Literacy	Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Form lower-case and capital letters correctly.	Literacy	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s.
	Maths	To begin to recall double facts to 10. Begin to identify evens and odds to 10.	Maths	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Use comparative language to compare length, weight and capacity
	Understanding the World	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Understanding the World	Recognise some similarities and differences between life in this country and life in other countries.
	Expressive arts and design	Explore and engage in music making and dance, performing solo or in groups.	Expressive arts and design	Develop storylines in their pretend play.
<i>Suggested Texts</i>	<i>Stomp Dinosaur Stomp, The Dinosaur Who Lost His Roar, How to Look After Your Dinosaur</i>		<i>Pirates Love Underpants, Pirate Pete, The Treasure of Pirate Frank</i>	
Tier 2 Vocabulary	<i>Dinosaur, predator, prey, claws, teeth, food chain, footprints, fossil, archaeologist, discovery, non-fiction</i>		<i>Pirate, treasure, gold, treasure map, buried, anchor, Jolly Rodger, crow's nest, England, ocean</i>	
Wider Opportunities/ Trips/ Visitors	Hoo Zoo and Dinosaur World trip		Buried treasure trail	
11 B4 11 promises	Seeds to Supper			
Parental Involvement/ Parent Celebrations	Dinosaur Discovery		Stay and play	

Summer	Summer 1		Summer 2	
	Turrets and Tiaras		Time for Change!	
Curriculum Area	Communication and language	Listen to and talk about stories to build familiarity and understanding. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Communication and language	Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.
	PSED/RSE (Jigsaw)	Know how to help themselves and others when they feel upset and hurt. Know and show what makes a good relationship.	PSED/RSE (Jigsaw)	Understand that everyone is unique and special. Can express how they feel when change happens. Understand and respect the changes that they see in themselves.
	Physical development	To be able to explore rolling and aiming various equipment. To develop hand to eye co-ordination. To be able to throw and catch with a partner.	Physical development	To be able to travel in different ways around the room confidently and in control. To improve ability to change direction and speed whilst travelling.
	Literacy	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Literacy	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Write simple phrases and sentences that can be read by others.
	Maths	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Maths	Verbally count beyond 20, recognising the pattern of the counting system. Begin to share quantities between 2-3 people to 10.
	Understanding the World	Compare and contrast characters from stories, including figures from the past.	Understanding the World	Understand the effect of changing seasons on the natural world around them. Explore the natural world around them, making observations and drawing pictures of animals and plants.
	Expressive arts and design	Make use of props and materials when role playing characters in narratives and stories.	Expressive arts and design	Sing a range of well-known rhymes and songs.
<i>Suggested Texts</i>	<i>Jack and the Beanstalk, Rumpelstiltskin, The Elves and the Shoemaker, The Ugly Duckling</i>		<i>Incredible You, Beautiful Oops, When I Grow Up</i>	
Tier 2 Vocabulary	<i>Narrative, fiction, fairy tale, princess, villain, hero, beginning, middle, ending, plot, magic, solution</i>		<i>Seasons, climate, temperature, weather, friendships, change, new</i>	
Wider Opportunities/ Trips/ Visitors	Perform my poem		How to prepare for Year 1 lessons, transition morning	
11 B4 11 promises				
Parental Involvement/ Parent Celebrations	Reading cafe		Sports day	