

## Cheadle Catholic Infant School Yearly Overview 2023/24 Reception

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title & Book	<p><u>All about Me</u> It's not a stick. The boy who didn't like toothbrushes. Titch.</p> <p><u>People Culture and communities</u> Describe immediate environment.</p> <p><u>The Natural World</u> Explore the world around themselves.</p>	<p><u>Seasons</u> The Girl who didn't like wellies. Stickman. Meg and Mog</p> <p><u>Past and Present</u> The Nativity Story</p> <p><u>The Natural World</u> Make observations of changes that occur.</p> <p><u>People Culture and communities</u> Know differences between cultural communities</p>	<p><u>Superheroes</u> Supertato stories Superheroes in our community</p> <p><u>Past and present</u> Lives and roles of people in our society. Know similarities and differences between things in the past and now.</p> <p><u>People Culture and communities</u> Know differences between cultural communities. Awareness of jobs in our community</p>	<p><u>Space</u> Whatever Next. Non-fiction books</p> <p><u>Past and present</u> Understand the past through events.</p> <p><u>People Culture and communities</u> Focus on women in Space</p> <p>Celebrations of Easter</p>	<p><u>Minibeasts</u> What the Ladybird Heard. The Hungry Caterpillar. Non-fiction-growth of a seed</p> <p><u>The Natural World</u> Understand important processes and changes.</p>	<p><u>India</u> The Elephant Dance. <u>People Culture and communities</u> Difference between life in this country and other countries.</p> <p><u>The Natural World</u> Investigate contrasting environments and animals.</p> <p><u>History</u> Compare Transport in England and India</p>
Celebration	Autumn walk Harvest	Dentist visit Nativity performance Diwali Hannuka	Superhero day Chinese New Year Visit from Fire-engine/Paramedics	Space Dome Easter	Minibeast hunt Ramadam Planting beans Living eggs	Summer Walk Indian Dance session
RE RSE	God's World Baseline Handmade with love	God's Family  Handmade with love	Getting to know Jesus  I am Me	Sorrow and Joy  I like, you like	New Life  Growing up	The Church  God is love

			Head shoulders knees and toes Ready Teddy	we all like. Good feelings, bad feelings. Lets get real		Loving God, loving others. Me you us.
PSED	<p>Building Relationships</p> <p>Initiate play, offer cues to peer to join with them. Become familiar with class routines. Checking in jars Circle Times. Golden Rules. Select and use resources with help. Explore stories about caring for one another and God's World. <u>ELG</u> Work and play cooperatively and take turns with others. BR <u>ELG</u> Form positive attachments to adults and friendships with peers BR</p>	<p>Feelings</p> <p>Be aware of own feelings and know that some actions and words can hurt others' feelings. Begin to accept the needs of others. Enjoy carrying out small tasks. Intro to Challenge cards <u>ELG</u> Show sensitivity to their own and others' needs. BR ELG Understand the importance of healthy food choices MS</p>	<p>Managing Self</p> <p>Begin to show confidence when taking part in an activity. Confident to talk to other children when playing and will talk about own home experiences. <u>ELG</u> Be confident to try new activities Know right from wrong Manage basic hygiene</p>	<p>Self- regulation</p> <p><u>ELG</u> Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. SR <u>ELG</u> Be able to wait for what they want. SR Begin to focus and respond appropriately even when engaged in an activity, and show ability to follow instructions.</p>	<p>Change</p> <p>Begin to explain own understanding and ask appropriate questions of others. <u>ELG</u> Be confident to try new activities and show independence and resilience MS</p>	<p>Moving On</p> <p>Become confident to speak to others about own needs, wants, interests and opinions. Initiate conversations, attend to and take account of what others say. Understands that own actions affect other people (ie tries to comfort another child if they have upset them) <u>ELG</u> Explain the reasons for rules , know right from wrong and behave accordingly. MS</p>

Physical Development	<p>Move freely with confidence in a range of ways, such as crawling, rolling, jumping, hopping, skipping. Stand momentarily on one foot when shown.</p> <p>Can tell adults when hungry, tired or when they want to rest or play. Observe the effects of exercise on their bodies.</p> <p>Learn about healthy diet (visit from school dental team) Posters – Healthy foods/ not healthy foods Daily Mile Commando Club Work with PE specialist <u>ELG</u> Runs and negotiates space and obstacles safely GMS</p> <p>.</p> <p>Introduction to RWI scheme Copy some letters (eg; from name) Shows a preference for a dominant hand. <u>ELG</u> Holds pencil between thumb and two fingers. Tripod grip FMS</p>	<p>Show increasing control over an object, in pushing, patting, throwing and catching.</p> <p>Using simple tools, construction and malleable materials safely and with increasing control.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment both indoors and outdoors.</p> <p>Exploring ways of travelling using different parts of body. (in the hall using benches and mats,) Daily Mile Work with PE specialist Discuss importance of exercise after PE Jumpstart Johnny Daily Mile <u>ELG</u> Demonstrate strength balance and coordination when playing. GMS <u>ELG</u> Use a range of small tools, scissors paintbrushes, cutlery. FMS</p>	<p>Begin to form recognisable letters. Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</p> <p>Shows some understanding that exercise, eating and sleeping and hygiene can contribute to good health. Daily Mile Work with PE specialist Sports Day <u>ELG</u> Move energetically, running jumping dancing climbing hopping and skipping GMS <u>ELG</u> Begin to show accuracy and care when drawing FMS</p>	
Communication & Language  Listening, Attention and Understanding	<p>Listens to others, one to one or in small groups offering own ideas and using recently introduced vocabulary. Listens to regular story sessions with increasing attention and recall. Joins in with repeated reframes and anticipates key phrases in rhymes and stories (using story sticks and Traditional Tales)</p>	<p>Make comments about what they have heard and begin to ask questions to clarify understanding.</p> <p>Begin to use more complex sentences to link thoughts (using and, because)</p> <p>Retell simple events in the correct order. Talk about past experiences ELG</p>	<p>Maintain attention and sits quietly during appropriate activity Able to follow a story without pictures or props</p> <p><u>ELG</u> Listen and respond to questions and comments when being read to.</p>	

<p>Speaking</p>	<p>Focuses attention and can follow simple instructions</p> <p>Circle Times small group discussions Introduction of Talk Partners Introduction of Tales Toolkit to develop story telling Talking Tables (children look at artefacts and describe them) Introduction of DEAL activities Role Play area linked to topic Vocabulary wall: word of the week <u>ELG</u> Hold conversation, back and forth exchanges with their teacher and peers</p>		<p>Express ideas and feelings about their experiences using full sentences, including use of past present and future tenses.</p> <p>Offer explanations to connect ideas, explain what is happening and anticipate what might happen next, using recently introduced vocabulary. Use talk in pretending that objects stand for something else in play Use language to imagine and recreate roles and experiences in play situations. Build up a vocabulary that reflects their experiences. Role Play area linked to topic <u>ELG</u> Make comments about what they have heard and ask questions</p>	<p>Express ideas and feelings in full sentences including use of past, present and future tenses, making use of conjunctions (with modelling and support from the teacher) Role Play area linked to topic.</p>
<p>Literacy Comprehension</p>	<p>Enjoys rhyming activities Shows awareness of rhyme and alliteration Recognises rhyme in spoken words Shows interest in books and print in the environment Recognise familiar words</p>	<p>Introduction of Guided Reading sessions Listen to stories with increasing recall. Anticipate key events in stories and how a story might end. Describe main story settings, events and characters.</p>	<p>Enjoy an increasing range of books. Know that information can be retrieved from books and computers</p> <p>Demonstrates understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary Anticipate key events in stories.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play and use of Tales Toolkit.</p>

<p>Reading RWI</p>	<p>such as own name Holds a book the correct way up and turns the pages</p> <p>Introduction to the Book area and how to handle books.</p> <p>Know that print carries meaning and in English is read from left to right and top to bottom</p> <p>Introduction to RWI (see plans) ELG Say a sound for each letter of the alphabet and at least 10 diagraphs Introduction to Sound Books for Home Learning.</p>	<p>Look at books and develop a love of reading.</p> <p>Introduction of Home Reading Books. Introduction of Guided reading sessions. ELG Read words consistent with their phonic knowledge through sound blending.</p> <p>Children encouraged to read words that are around the classroom on cards, and in the outdoor area.</p>	<p>Children to become familiar with the text used for topic work. Pinny Time RWI games indoor and outdoor</p>	<p>ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Books appropriate to the children's phonic knowledge in the Book area. Introducing a wider range of texts.</p>
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	Introduction of Vocabulary Wall. (word of the week)					
Writing  RWI	<p>Sometimes give meaning to marks as they draw write and paint</p> <p>Introduce mark making areas both indoors and outdoors</p> <p>Introduction to RWI</p> <p>Correction formation of letters.</p> <p>Experiences of writing letters in sand, salt, paint, water</p> <p>Begin to write own name.</p>	<p>Making books</p> <p>Lists</p> <p>Letters to Father Christmas</p> <p>Writing cvc games (roll and write)</p> <p>"I can" sentences linked to topic of All about Me</p> <p>Making info posters about looking after our teeth and healthy eating choices. (labels)</p> <p>ELG</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Writes own name and attempts things such as labels, captions.</p> <p>Uses some clearly identifiable letters to communicate meaning</p> <p>Develop Tales Toolkit for writing words linked to storytelling.</p> <p>ELG</p> <p>Can spell words by identifying sounds in them and representing the sounds with a letter.</p>	<p>Begin to use different formats to write words, speech bubbles, Postcards.</p>	<p>Begin to use phonic knowledge to write words in ways which match the spoken sounds</p> <p>Attempt to write short meaningful sentences</p> <p>Writing fact books about the planets</p> <p>DEAL activities- hot seating</p> <p>Tales Toolkit story writing</p>	<p>Writing fact books about India.</p> <p>Writing a WOW sentence to include adjectives. (size, colour, amount)</p> <p>Tales Toolkit stories.</p> <p>ELG</p> <p>Write simple phrases and sentences which can be read by themselves and others</p> <p>Spell words by identifying sounds in them and representing sounds with letters.</p>

<p>Maths</p>	<p><u>Number</u>  Use some number names and language spontaneously.  Realise that anything can be counted (claps jumps hops)  Recite numbers in order to 10.  Subitise up to 5  Begin to understand different ways to make 5, number bonds to 5  Introduction to 5 frames  Introduction to part part whole  Know that numbers identify how many objects are in a set.  Begin to subitise numbers up to 5  Using the language of more and fewer to compare two sets of objects  <u>Addition and subtraction</u>  Comparing quantities, counting objects, sorting  Nomicom recognition and use for adding one more.  Find one more/less from a group of 5 objects  Sorting into groups..... Buttons– similar, different  Begin to count objects to 5 and beyond  Investigate patterns, using numbers, familiar objects and shapes.</p> <p><u>Shape, shape and Measure</u>  Begin to use mathematical language for 2d shapes and “solid” 3d shapes.</p>	<p><u>Number</u>  Compare two groups of objects saying which has the same, more, less.  Find the total in two groups by counting them  Begin to count up to 10 forwards and backwards  Say the number that is one more than a given number</p> <p><u>Addition and Subtraction</u>  Number bonds to 10 ten frame  Number bonds to 10 Part-whole frame  <u>Shape, space and measure</u>  Describe their position such as “behind” “next to”  Order two or three items by length and height weight and capacity  SOCK WEEK  Ordering socks  Making patterns with socks  Matching pairs  Developing a sense of time.....using 1 minute timers  Record using marks that they can explain</p> <p><u>ELG</u>  Recall number bonds up to 5, including subtraction facts. N  Have a deep understanding of number 10, including the composition of each number. N</p>	<p><u>Numerical patterns</u>  Counting to 20 verbally</p> <p><u>Addition and subtraction</u>  Adding by counting on  Taking away by counting back  <u>Multiplication and Division</u>  Doubling  Halving and sharing amounts  Odds and evens  <u>Shape , space and measure</u>  Introduction to money  Identify the coins and begin to add simple amounts of money  Estimate how many objects they can see and check them  SOCKS How many cubes will fill the sock  Continue to use mathematical terms to describe 3d shapes  Measurement  Length, height and distance  Weight  Capacity  In practical activities and discussion begin to use the vocabulary involved in adding and subtracting.  Begin to solve simple addition and subtraction problems using apparatus or number lines.  ELG  Recall number bonds to 10 including double facts. N</p>
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	<p>Introduction to time using 1minute timers.  My day: Order and sequence familiar events (making timeline of their day or a familiar story)  Eye colour pictograms  Introduction to Number blocks...  ELG  Subitise up to 5. N  Recognise and construct patterns using numbers and objects NP  Recognise when one quantity is greater, less than or the same as another. NP</p>	<p>Explore and represent patterns within numbers up to 10, evens and odds and double facts. NP</p>	
<p>Understanding the world  Past and Present  People, Culture and communities</p>	<p>Know some of the things that make them unique and talk about similarities and differences in relation to family and friends  Recognise and describe special times or events for family and friends.  Introduction of class Memory Boxes for the year ahead  Visit from the dentist.  <u>ELG</u>  Talk about the lives of the people around them and their roles in society. PP  Curiosity Cubes- Natural world - Autumn</p>	<p>Investigate Space- looking at the planets in detail  Children use technology to gain information  Making space rockets, planets.  Focus on women in Space  Focus on the Moon landing  Remember and talk about significant events in their own experience  Recognise special times or events with their family and friends.  ELG  Understand the past through characters and events in books read in class. PP  Recognise some local heroes in the community.</p>	<p>Look closely at similarities, differences, patterns and changes  Research Minibeast facts  Minibeast Hunt in the wildlife area and Bruntwood Park  Identifying minibeasts and classifying them in groups.  <u>ELG</u>  Investigate the processes and changes in the natural world.  Investigate household items from the past (library loan box) reading the story "Peepo"  ELG  Know some similarities and differences between things in the past and now. PP</p>

<p>The Natural World</p>	<p>North Pole- Animals/winter</p> <p><u>ELG</u> Become familiar with their local environment, through observations, maps, non-fiction texts. Drawing a plan of the classroom and the outdoor area I can see I can hear I can touch Triangle Book</p> <p>St Andrews Day Facts about Scotland using Barnaby Bear</p> <p>Can talk about some of the things which they have observed such as plants, animals around them. The 5 senses Changes since birth (baby photos) Seasonal changes Walk to Bruntwood Park – Autumn Harvest <u>ELG</u> Explore the natural world around them, make observations, drawing pictures of plants and animals.</p>		<p>How do they help us? Delivery drivers/Police Visit from Fire-engine/paramedics</p> <p>Easter story/ celebrations Curiosity Cube Chinese New Year Facts about China/celebrations St David's Day Facts about the countries using Barnaby Bear St Patrick's Day Facts about the countries using Barnaby Bear <u>ELG</u> Know some similarities and differences between different religions and cultures in this country.</p>		<p>Investigate the country of India, looking at the Environment, food, people and celebrations. St George's Day Facts about England using Barnaby Bear London week- Look at facts and buildings in London Katie goes to London/the Queens Knickers <u>ELG</u> Explain some similarities and differences between life in this country and life in other countries.</p> <p>Investigate contrasting environments – topic of India Summer walk to Bruntwood park <u>ELG</u> Know some similarities and differences in contrasting environments.</p>	
<p>Expressive Arts &amp; Design</p> <p>Creating with Materials</p>	<p><b><u>Artist: Freda Kahlo</u></b> Explore how colours can be changed Colour mixing</p>	<p><b><u>Artist: Anna Shuttwood</u></b> Capture experiences with a range of media.</p>	<p><b><u>Artist: Faith Ringgold</u></b> Join construction pieces to build and balance.</p>	<p><b><u>Designer: Robert Goddard</u></b> Create simple representations</p>	<p><b><u>Artist; Edouard Martinet</u></b> Select tools and techniques needed to assemble shape</p>	<p><b><u>Artist; Rita Kumar</u></b> Understand that different media can combine new effects</p>

<p style="text-align: center;">Being Imaginative and Expressive</p>	<p>Naming colours Experimenting and using Primary colours Self- portraits, painting and drawing Handprints 3d autumn pictures using a variety of media. media Painting pictures of what we enjoy doing Tasting, smelling, feeling, listening activities</p> <p>ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, form and design.</p>	<p>Understand that they can use lines to enclose a space and use shapes to represent objects. Use various construction materials. Beginning to be interested in and describing different textures. Rangoli Patterns Christmas cards</p> <p>Printing using various materials Challenge cards</p> <p>Nativity play Stable role play area Indian Dancing</p> <p>ELG Invent adapt and recount narratives and</p>	<p>Constructs with a purpose in mind using a variety of resources.</p> <p>Junk Modelling- rockets Using construction materials outside Marble printing Making their own "Supertato" Making a city scape Making a story quilt</p> <p>ELG Share their creations and explain the process they have used.</p> <p>Begin to move rhythmically Tap out simple patterns Explore and learn how sounds can be changed Music sessions indoors and outdoors using a variety of instruments</p>	<p>of events, people and objects Awareness and discussion of patterns Create a simple symmetrical pattern Chose colours for a particular purpose</p> <p>Easter play (DEAL) ELG Make use of props and materials when role playing characters in narratives and stories.</p>	<p>and join the materials which they use Tinfoil models</p> <p>Challenge cards Ramadam Cards and patterns. Using props during DEAL sessions to retell/invent stories.</p> <p>Investigating patterns in Minibeasts Symmetrical butterflies Making 3d minibeasts and homes for the minibeasts.</p> <p>DEAL activities (eg Hot seating) Initiate new combinations of movement and gesture to express and respond to feelings, ideas and experiences</p>	<p>Manipulate materials to achieve a planned effect Constructs with a purpose in mind using a variety of resources And adapts work where necessary They represent their own ideas, thoughts and feelings through design, technology, art music, dance and roleplay</p> <p>Making 3D maps of India Constructing a city in India using a variety of construction materials. Indian dancing.</p>
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	<p>Engage in role-play based on own first-hand experiences</p> <p>Use movement to express feelings</p> <p>Create movement in response to music</p> <p>Music sessions in class and using instruments in the outdoor area.</p> <p>Use a variety of resources to create props to support role-play (role play area)</p> <p>ELG Sing a range of well-known nursery rhymes and songs.</p>	<p>stories with peers and teachers.</p>	<p>Realise tools can be used for a purpose</p> <p>Junk Modelling</p> <p>Using construction materials outside</p> <p>Marble printing</p> <p>Making their own Supertato</p>		<p>Plays cooperatively as part of a group to develop or act out a narrative</p>	<p>ELG</p> <p>Perform songs, rhymes, poems and stories with others and move in time to music (when appropriate)</p>
Computing	Exploring ipads	Create a digital picture	Taking photos	Simple City	Unplugged algorithms	Beebots