

Lyngford Park Reception Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic name	Can we explore it? 	Celebrating and remembering 	Do Dragons exist? 	How does it grow? 	How high is the sky and how deep is the ocean?  	
Why this topic?	This topic will help children to explore their new classroom and school environment. It will help them to settle into school and learn the routines. It will also work on developing friendships and learning about our new friends. We will look at similarities and differences and explore where we are all from.	This topic will look at changes that happen with the season. We will look at days of remembering such as Remembrance Day and Bonfire night and see how people remember. We will also explore Christmas and other festivals of other religions. We will compare similarities and differences between these.	This topic will explore mythical creatures. We will look at stories involving dragons and debate if we think they are real or not. This topic will lead onto us looking at another country and culture and see how they celebrate. Will be will able to compare China to the country that we live in.	This topic encourages the children to be more active within their learning. They will learn to grow and care for plants and things that we grow. They will look at poetry about Spring and experience a wide range of vocabulary to support them with the growing world around them. They will help to look after tadpoles and watch them grow. They will also learn about different animals on a farm and the different types of farms.	This topic allows the children to explore the world above them and under them. We start by learning about the sky and castles based on Jack and the beanstalk. They will learn about how castles were made and compare old and new castles. We will then move onto transport when in the air and look at how a rocket can take us into space. The children will learn all about the planets and be able to compare and use their new vocabulary to describe the planets. We will then dive into the sea and explore the world under the sea and finsih with leaning about pirates. We will look at where pirates explore and the types of people pirates were. We will then finish the year looking at what types of people we are and our skills that we have developed since being at school.	
Skill focus	Working together	Developing resilience	Being creative	Active learners	Independence	An enquiring mind
Key topics	Exploring our new class and friends. Finding out where we are from. Stories with repetition- looking at places we can explore.	Autumn changes Bonfire night The Christmas story. How and who celebrates Christmas?	Winter Exploring stories with dragons. Chinese new year Comparisons between China and where we live.	What can we find on a farm? Life cycles and habitats. Spring- changes and how things grow. How to look after ourselves as we grow up.	Castles Exploring space and planets. Transport How do boats work? Which things sink and float? Who lives in the ocean? Maps People who help us.	
Experiences	Exploring our forest school area and the school.	Christmas performance Visiting the local area. Visit the local church for a talk on Christmas.	Eating Chinese food Visit a library	Visit to a local farm Cooking with food they have grown. Visit from a school nurse	Seeing different modes of transport King and Queen day	Visit to the seaside/ aquarium Pirate day Visits from the PCSO

Key texts	All are welcome	The Gingerbread man	George and the Dragon	The Three Little Pigs	Jack and the beanstalk	The Rainbow Fish
	We're going on a bear hunt	Bonfire poetry	The Paperbag Princess	Eric Carle books	Bob the man on the moon	Captain Sparklebeard
	The Gruffalo	The Jolly Christmas postman	Zog	Out and About poems- Shirley Hughes	Whatever next?	People who help us around the world.
	Room on a Broom	The Christmas Story	The story of Chinese New year			
	Goldilocks					
Writing opportunities	Mark making Labels and captions Message centre Name writing	Letter writing Poetry Narrative Recipe	Labels and captions Narrative	Narrative Writing lists Labelling pictures	Narrative Lists Fact file	Treasure maps- instructions to find the treasure Narrative
Literacy outcomes	Starting to form some lower-case letters correctly.	Writing their own name from memory.	Spell words by identifying the sounds and then writing the sound with letter/s- using Fred fingers to support.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
	Starting to read individual letters by saying the sounds for them.	Forming some lower case letters correctly.	Starting to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Learning to spelling some red words learning which part is tricky.	Be confident spelling words by identifying the sounds and then writing the sound with letter/s set 2 focus.	Be confident spelling words by identifying the sounds and then writing the sound with letter/s set 2 focus.
	Being able to write their name.	Spell words by identifying the sounds and then writing the sound with letter/s- using Fred fingers to support.	Learning to spelling some red words learning which part is tricky.		Confident writing some red words.	Confident writing some red words.
Maths	Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	
Money will be brought in through the year through the role play area.						
Children will learn to use 5 and ten frames as well as the whole, part model.						

	Shape, Space and Measure • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Continue, copy and create repeating patterns.	Shape, Space and Measure • Compare Weight		Shape, Space and Measure • Compare length and capacity. • Continue, copy and create repeating patterns. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
Personal, Social and Emotional Development outcomes. Prime area	Concentrating on the children in the class and their culture and family traditions to enable: • The child to value themselves as an individual. • Build constructive and respectful relationships. • understand the team ethos of the foundation unit. • Start to understand the different feelings we might be feeling and starting to talk about them/ notice them- Zones of Regulation. • Start to understand how others may be feeling. • working towards managing their own personal hygiene • Encouraging perseverance and resilience when faced with a challenge.	This term focuses a lot on the individual child and them learning about themselves and how to manage themselves. Children will develop the skills for: • Children understanding the importance of managing their own hygiene. • To know and be able to talk about how to look after their own health and the importance of this. • To feel confident in talking about their own feelings and noticing how others are feeling- using the Zones of regulation. • starting to learn different techniques and developing a mini toolkit to support them with coping with their feelings.		This term will focus on the children developing their confidence for expressing themselves and having a can do attitude to enable: • Children to feel confident in expressing their feelings and opinions but also able to take into account the feelings of others when doing this. • children to have a good level of perseverance and resilience and are able to reflect on what they are doing.
Communication and language outcomes Prime area	• Learning to listen through listening games such as Lola listening and understand why listening is important. • starting to learn new vocabulary and trying to use it. • Children are able to talk about themselves using simple sentences. • Children to enjoy story time and start to join in with familiar stories. • Children are able to retell some stories that they have learnt.	• Children are able to listen in different situations. • They listen to stories and anticipate key events and respond with relevant comments. • Children are able to learn rhymes and poetry and start to perform them in a group. • Be confident in describing some events in detail to a small group or adult. • Are using more of their new vocabulary and in the correct context. • Children are starting to connect their ideas using connectives.		• Children are using talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Be able to use a range of connectives to join ideas together when speaking. • to be able to articulate their ideas through well formed sentences when speaking to others.
Knowledge and understanding of the world outcomes	This term focuses on the children learning about themselves and others within their class. • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Recognise that people have different beliefs and celebrate special times in different ways. • Understand the effect of changing seasons on the natural world around them. • exploring the world around them- their local community • children to be able to describe what they can see, feel and hear when they are outside.	This term the focus will be about making comparisons. • Recognise some similarities and differences between life in this country and life in other countries. • Children to understand the seasons and how they change. • being able to compare our local community to another. • understand that the way we live may be different to people in other countries. • being able to compare and contrast characters and people from the past to now. • Understanding of changing states of matter – ice, water	This term the children will be developing an understanding from what they see and experience from the world around them. • They make observations of animals and plants. • They talk about the environment. • Explore natural phenomena - weather (Rainbows, wind, thunder) • Can talk about changes.	• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own environment • Children are able to make and follow a simple map. • Understanding key scientific concepts: floating, sinking and bouyancy

Expressive arts and design outcomes + in artists to look at	- Children learn to sing different songs and perform them in front of others. - They safely explore a variety of materials, tools and techniques- tin foil tree painting. - They start to express themselves through role play by developing storylines in their play.	- Exploring colouring mixing and using this to help represent what they want to paint.- focus on dragons and dragons eggs. - Children to listen, move to and talk about different music. - Children watch different dance and talk about their feelings. - They safely explore a variety of materials, tools and techniques- linking to dragon scales and fire.	- Printing using different techniques- food, sponges. - Focus on art by Eric Carle- using paint and other media such as tissue paper. Key artist- Guiseppe Arcimboldo Van Gogh – Almond Blossom	- Children represent their own idea, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children to create a masterpiece of under the sea using: - Marble painting - Bubble painting - Colour mixing- shades - Using a range of medias to create different effects. Key artist- Monet
Physical development outcomes	- Children can experiment with different ways of moving- rolling, crawling, walking, jumping, running, hopping, skipping and climbing. - Travel with confidence. - Ensure/ develop children's upper arms strength and core strength to support with fine motor skills. - Shows a preference for a dominant hand. - They handle tools effectively. - They start to manage basic hygiene and personal needs by dressing themselves and going to the toilet independently.	- They move confidently in a range of ways in a more fluent style. - children develop the foundations for handwriting fluently. - They can combine different movements with ease and fluency- sharing a performance in gymnastics to others.	Children can talk about the different factors that support their overall health and well being- this will include regular physical activity, healthy eating, brushing their teeth, screen time, good sleep routines and being safe as a pedestrian.	- They handle a range of tools effectively- including using a knife and fork successfully and independently. - They manage basic hygiene and personal needs by dressing themselves and going to the toilet independently. - Children show good body strength, co-ordination and agility ready for PE throughout the school.
Key outcomes by the end of the term.	- To have a bank of repetitive stories that they can recall. - To have started to have built relationships with their peers and adults. - To understand routine and the class rules.		- To have a greater understanding of the natural world - To have a wide range of vocabulary to explain their thinking	- To be independent learners – choosing activities which will help them to improve - To be able to name similarities and differences between past and present, different cultural celebrations, different locations
Key texts to help recap topics and start discussions	- The Gruffalo's child - Stick man - other versions of Goldilocks	- Julia Donaldson stories	- The jolly Postman - Look out there's a dragon - A Street Through Time - My Ramadan	- How to catch a dragon The real story of the 3 little pigs as told by A. Wolf