

 Reception Annual overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Where's the Bear?		Animal Adventures		Off We Go!	
Texts	We're Going on a Bear Hunt by Michael Rosen, Goldilocks & the Three bears, Trad tale, My Friend Bear and Where's my Teddy? by Jez Alborough, This is the Bear by Helen Craig, Old Bear by Jane Hissey, The Teddy Robber by Ian Beck, Five Bears by Catherine Rayner, Biscuit Bear by Mini Gray, The Bear who Stared by Duncan Beedie	"The Best Diwali Ever", "The Christmas Pine",	"The Adventures of Jonty Gento". "The Pet",		The Three Little Pigs, The Bus is For Us, The Hundred Decker Bus, Little Red Riding Hood, Not so Little Red Riding Hood	
Writing focus	Write their own name	Write CVC words	Begin to write a simple sentence		Write a simple sentence with capital letters and full stops.	
Literacy	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly. Re-read what they have written to check that it makes sense		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense		Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Form lower-case and capital letters correctly. Re-read what they have written to check that it makes sense	
Phonics	Phase 2 Graphemes and Tricky Words		Phase 3 Graphemes and Tricky words		Phase 4 Words and Tricky Words	
Maths	Develop their subitising and counting skills. Explore the composition of numbers beyond 5. Compare sets of objects and use language of comparison		Continue to develop subitising and counting skills. Explore the composition of numbers within and beyond 5.		Consolidate counting skills Count to larger numbers and develop a wider range of counting strategies.	

	Shape and Space Simple 2D Shapes Describe position Patterns		Begin to identify when two sets are equal or unequal. Connect two equal groups to doubles. And connect quantities 3D shapes Length and height Comparing Mass		Secure knowledge of counting facts through varied practise. Comparing Capacity Time Repeating Patterns	
Personal Social and Emotional Development	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others needs		Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge. Manage their own needs. Further develop the skills they need to manage the school day successfully: -lining up and queuing - mealtimes -personal hygiene See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.		Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
Communication and Language	Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding.		Learn rhymes, poems and songs. Engage in non-fiction books. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words		Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts	

Physical Development	Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.	
PE	Gym In the Jungle	autumn/Fireworks Dance Dinosaur - Dance	Dance Til You Drop	Best Of Balls - Games	Bean Bag Rounders	Sports Day -Athletics
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them and start to understand about the seasons. Recognise that people have different beliefs and celebrate special times in different ways		Recognise some similarities and differences between life in this country and life in other countries. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside.		Draw information from a simple map. Understand that some places are special to members of their community. Recognise some environments that are different to the one in which they live. Comparing our own experiences and stories with those from the past.	
RE	How might people in Gloucestershire/your local area show they belong together?	Why is Christmas Important to Christians?	Why is God so important to Christians	What special times to do people celebrate and why might these times be very important?	What stories are important in our school community/local area and why?	Which spaces are special for people in Gloucestershire and why?
Expressive Arts and Design	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.		Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	

Music	I've Got a Grumpy Face	Sorcerer's Apprentice	Bird Spotting Cuckoo Polka	Shake My Sillies Out	Down Under the Sea	Slap, Clap, Clap
Enrichment	Arts Week	Christmas Concert	10th February Internet Safety Day	World Book Day 5 th March	Cotswold Farm Park	Sports Week