



Reception Subject Overview

Theme		Autumn Term		Spring Term		Summer Term	
		1 Fairytales	2 Festivals and Celebrations	3 People who help us	4 Our Wonderful World	5 Our Wonderful World	6 Space
Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Engage in story times Listen and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs paying attention to how they sound Learn poems, rhymes and songs. Retell the story when they have developed a deep familiarity with the text some as exact repetition and some in their own words. 	Building on previous objectives plus... <ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them 	Building on previous objectives plus... <ul style="list-style-type: none"> Engage in non-fiction books 	Building on previous objectives plus... <ul style="list-style-type: none"> Listen to and talk about selected non-fiction text to develop a deep familiarity with new knowledge and vocabulary 	Building on previous objectives plus... <p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers 	<p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers.
	Speaking	<ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day Develop Social Phrases (e.g. thank you, Please can you help me, Good morning) 	Building on previous objectives plus... <ul style="list-style-type: none"> Articulate their ideas and thoughts in well-formed sentences Describe events in some detail 	Building on previous objectives plus... <ul style="list-style-type: none"> Connect one idea to another using a range of connectives Use new vocabulary in different contexts 	Building on previous objectives plus... <ul style="list-style-type: none"> Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen 	Building on previous objectives plus... <p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 discussions offering their own ideas using recently introduced vocabulary. Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling from the teacher. 	<p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> Participate in small group, class and 1:1 discussions offering their own ideas using recently introduced vocabulary. Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions with modelling from the teacher.

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PSED	Self Regulation	<p>3-4 year olds</p> <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them. Develop appropriate ways of being assertive Talk about their feelings 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Express their feelings and consider feelings of others 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Show resilience and perseverance in face of a challenge Identify and moderate their own feelings socially and emotionally 	<p>Continuation of Term 3 objectives plus...</p> <p>ELG</p> <ul style="list-style-type: none"> Give focused attention to what the teacher says, responding to appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<p>Building on previous objectives plus...</p> <p>ELG</p> <ul style="list-style-type: none"> Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding to appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions 	<p>ELG</p> <ul style="list-style-type: none"> Shown an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding to appropriately when engaged in activity, and show an ability to follow instructions involving several ideas or actions
	Managing Self	<p>3-4 year olds</p> <ul style="list-style-type: none"> Be increasingly independent in meeting their own care needs Make healthy choices about food, drink and activity <p>See themselves as a valuable individual</p>	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Manage own needs Know and talk about the different factors that support their overall health and wellbeing (healthy eating, physical exercise) 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing (safe pedestrian, tooth brushing,) 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Know and talk about the different factors that support their overall health and wellbeing (screen time, sleep routines) 	<p>Building on previous objectives plus...</p> <p>ELG</p> <ul style="list-style-type: none"> Be confident and try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to behave accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices 	<p>ELG</p> <ul style="list-style-type: none"> Be confident and try new activities and show independence, resilience and perseverance in the face of challenge Explain the reasons for rules, know right from wrong and try to beg=have accordingly Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

	<p>Building Relationships</p>	<p>3-4 year olds</p> <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries • Talk to others to solve conflicts • Understand gradually how others might be feeling. <p>Build constructive and respectful relationships</p>			<p>Think about the perspective of others</p>	<p>ELG</p> <ul style="list-style-type: none"> • 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. 	
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PD	Fine Motor	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing, paintbrushes, scissors, knives, forks and spoons 	Continuation of Term 1 objectives	Building on previous objectives plus... <ul style="list-style-type: none"> Develop the foundations of a handwriting style which is fast, accurate and efficient. 	Continuation of Term 3 objectives Plus ELG <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	Building on previous objectives plus... <u>ELG</u> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing 	<u>ELG</u> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paintbrushes and cutlery Begin to show accuracy and care when drawing
	Gross Motor	<ul style="list-style-type: none"> Revise the fundamental skills that they have already acquired Use core muscle strength to achieve good posture when sitting at a table or sitting on the floor Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> ❖ Lining up and queuing ❖ Mealtimes 	Building on previous objectives plus... <ul style="list-style-type: none"> Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Progress towards a more fluent style of moving, with developing control and grace. 	Building on previous objectives plus... <ul style="list-style-type: none"> Combine different movements with ease and fluency Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming 	Building on previous objectives plus... <ul style="list-style-type: none"> Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physicals education sessions and other physical disciplines including dance, gymnastics, sport and swimming 	Building on previous objectives plus... <ul style="list-style-type: none"> Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball <p style="text-align: center;"><u>ELG</u></p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 	<u>ELG</u> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

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Literacy	Comprehension	3-4 year olds <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary **see Communication and Language **	Building on previous objectives plus... <ul style="list-style-type: none"> **see Communication and Language** 	Building on previous objectives plus... <ul style="list-style-type: none"> **see Communication and Language** 	Building on previous objectives plus... <ul style="list-style-type: none"> **see Communication and Language** 	ELG <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	ELG <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate (where appropriate) key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
	Word Reading	<u>3-4 year olds</u> <ul style="list-style-type: none"> Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound Children in Reception <ul style="list-style-type: none"> Read individual letters by saying the sounds for them (Phase 2) 	Building on previous objectives plus... <ul style="list-style-type: none"> Read individual letters by saying the sounds for them (Phase 2) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read a few common exception words (phase 2) 	Building on previous objectives plus... <ul style="list-style-type: none"> Read some letter groups that represent one sound and say sounds for them (Phase 3) Read a few common exception words matched to the school's phonic programme (Phase 3) Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Reread these books to build up confidence in word reading, their fluency and their understanding and enjoyment. 	Continuation of Term 3 objectives	ELG <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonetic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words (Phase 4) 	ELG <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonetic knowledge by sound blending Read aloud simple sentences and books that are consistent with their phonetic knowledge, including some common exception words (Phase 4)

	Writing	<p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing • Write some letters accurately 	<p>Building on previous objectives plus...</p> <p><u>3-4 year olds</u></p> <ul style="list-style-type: none"> • Write some or all of their name <p><u>Children in Reception</u></p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly • Spell words by identifying the sounds and then writing the sound with letter/s 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> • Begin to write short sentences with known letter-sound correspondence 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> • Write short sentences with known letter-sound correspondence using a capital letter and full stop • Re-read what they have written to check it makes sense. 	<p>Building on previous objectives plus...</p> <p style="text-align: center;"><u>ELG</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are formed correctly • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others 	<p><u>ELG</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are formed correctly • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others
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Number	Number	<ul style="list-style-type: none"> • 3-4 year olds • Develop a fast recognition of up to 3 objects, without having to count them individually (Subitising) • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle) • Show 'finger numbers' up to 5 • Compare quantities using language: 'more than' 'fewer than' • 	Building on previous objectives plus... Children in Reception <ul style="list-style-type: none"> • Subitise • Understand the 'one more than/one less than' relationship between consecutive numbers 	Building on previous objectives plus... <ul style="list-style-type: none"> • Explore the composition of numbers to 5 	Building on previous objectives plus... <ul style="list-style-type: none"> • Explore the composition of numbers to 10 	Building on previous objectives plus... <ul style="list-style-type: none"> • Automatically recall number bonds for numbers 0-5 and some to 10 ELG <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise to 5 • Automatically recall number bonds to 5 (including subtraction facts) and some number facts to 10, including double facts 	ELG <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number • Subitise to 5 • Automatically recall number bonds to 5 (including subtraction facts) and some number facts to 10, including double facts
	Numerical Patterns	<ul style="list-style-type: none"> • 3-4 year olds • Recite numbers past 5 • Say one number for each item in order • Extend and create ABAB patterns • Notice and correct an error in a repeating pattern • Children in Reception • Count objects, actions and sounds 	Building on previous objectives plus... <ul style="list-style-type: none"> • Count objects, actions and sounds • Link the number symbol with its cardinal number value • Count beyond 10 • Compare numbers 	Building on previous objectives plus... <ul style="list-style-type: none"> • Continue, copy and create repeating patterns • Compare length, weight and capacity • Select, rotate and manipulate shapes to develop spatial reasoning skills 	Building on previous objectives plus... <ul style="list-style-type: none"> • Counting beyond 10 – looking at the teens pattern of numbers 	Building on previous objectives plus... ELG <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • 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 to 10, including evens and odds, double facts and how quantities can be distributed equally. 	ELG <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system • 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 to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Understanding The World	Past and Present	<p>3-4 year olds</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family history 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past (Guy Fawkes, Diwali, Jesus) 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Comment on images of familiar situations in the past <p>ELG</p> <ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<p>Continuation of Term 3 objectives</p>	<p>Building on previous objectives plus...</p> <p>ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling 	<p>ELG</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling
	People, Cultures and Communities	<p>3-4 year olds</p> <ul style="list-style-type: none"> Talk about what they can see, using a wide vocabulary Continue developing positive attitudes about the differences between people Know there are different cultures in the world and talk about the differences they have experiences or seen in photos <p>Children in Reception</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community Name and describe people who are familiar to them 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> 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. 	<p>Continuation of Term 1 and 2 objectives</p>	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community 	<p>Building on previous objectives plus...</p> <p>ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from discussion, stories, non-fiction texts and maps Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps 	<p>ELG</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from discussion, stories, non-fiction texts and maps Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and difference between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps

	The Natural World	<ul style="list-style-type: none"> • 3-4 year olds • Begin to understand the need to respect and care for the natural environment and all living things • Children in Reception • Describe what they see, hear and feel whilst outside 	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> • Explore the natural world around them • Understand the effect of changing seasons on the natural world around them 	<p>Continuation of Term 1 and 2 objectives</p>	<p>Building on previous objectives plus...</p> <ul style="list-style-type: none"> • Recognise some environments are different to the one in which they live ELG • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	<p>Building on previous objectives plus...</p> <p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p style="text-align: center;">ELG</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
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Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • 3-4 year olds • Begin to develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits • Listen with increased attention to sounds • Respond to what they have heard, expressing their thoughts and feelings • Play instruments with increasing control to express their feelings and ideas • Create their own songs or improvise a song around one they know • 	Building on previous objectives plus... Children in Reception <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups • Sing in a group or on their own, increasing the pitch and following the melody 	Building on previous objectives plus... <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills • Develop storylines in their pretend play 	Building on previous objectives plus... <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs 	Building on previous objectives plus... <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music 	ELG <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music • Sing a range of well-known nursery rhymes and songs
	Being Imaginative and Creative	<ul style="list-style-type: none"> • 3-4 year olds • Join materials and explore different textures • Create closed shapes with continuous lines, and begin to use these shapes to represent objects • Use a drawing to represent ideas like movement or loud noises • Show different emotions in their paintings and drawing, like happiness, sadness, fear etc. • Explore colour and colour mixing 	Building on previous objectives plus... Children in reception <ul style="list-style-type: none"> • Create collaboratively, sharing ideas, resources and skills 	Building on previous objectives plus... Children in reception <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings 	Building on previous objectives plus... Children in reception <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	Building on previous objectives plus... <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and stories 	ELG <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Share their creations, explaining the process they have used • Make use of props and materials when role playing characters in narratives and

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R	E	F5: Where do I belong?	F4: Which times are special and why?	F2: which people are special and why?	F6: What is special about our world?	F3: Which places are special and why?	F1: Which stories are special and why?
Woodland		Investigating the Woodland Rules and Behavioural expectations	Seasonal Changes W1 - How is the environment different now? W2 – which animals live in the UK and which do not? (sorting chart) W3 – Which animals are nocturnal? W4 – Do all animals hibernate? W5 – Where have the birds gone? W6 – How can we help the birds which have remained? W7- How is the environment different now?				