



Dane Ghyll Community Primary School

| Reception Overview <small>23/24</small> | <u>AUTUMN 1/2</u> | <u>AUTUMN 2/2</u> | <u>SPRING 1/2</u> | <u>SPRING 2/2</u> | <u>SUMMER 1/2</u> | <u>SUMMER 2/2</u> |
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| LITERACY | <p style="text-align: center;"><u>All About Me</u></p> <p>Name writing Self portraits Weekend Pictures Copy Writing Tracing Letter Formation Introduction to Phonics SATPIN Mark making Fine Motor Skills Funky Fingers</p> | <p style="text-align: center;"><u>The Gruffalo</u></p> <p>Signs of Autumn hunt and list.</p> <p>Drawing and labelling a Terrible Creature Wanted Poster Gruffalo Mark Making Role Play</p> <p><u>My Special Person</u> Drawings Labels Caption Writing</p> <p><u>Day Monkey Night Monkey</u> Nocturnal Animals research Lists Drawings Labels Sentence writing Finger Spaces Copy writing</p> <p><u>Letters to Father</u></p> <p><u>Christmas Role Play</u> Letters Lists</p> | <p style="text-align: center;"><u>Winter</u></p> <p>What did we do in the Christmas Holidays. Lists. Pictures Caption writing. Finger spaces. Capital Letters. Finger Spaces.</p> <p>New Year's Resolution</p> <p>When I grow up I want to be...</p> <p>Story Sequencing</p> <p>Signs of Winter</p> <p>Caption Writing for People Who Help Us topic</p> <p>People Who Help Us Chinese New Year</p> <p>Speech bubbles</p> | <p style="text-align: center;"><u>People Who Help Us</u></p> <p>Fire Service Police Ambulance Divers Doctors and Nurses</p> <p>Caption Writing</p> <p>Independent Writing</p> | <p style="text-align: center;"><u>Minibeasts</u></p> <p><u>What the Ladybird Heard</u></p> <p>Easter holiday writing</p> <p>Drawing and Labelling What the Ladybird Heard in the story.</p> <p>Ladybird Thought Bubbles</p> <p><u>Weekend Writing</u></p> <p>Capital Letters Full Stops Tricky words Finger Spaces Using 'and' and 'then.'</p> <p><u>The Very Hungry Caterpillar</u></p> <p>Sentence Writing Story Sequencing Caption Writing</p> | <p style="text-align: center;"><u>Dinosaurs</u></p> |



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| <p><u>NUMERACY</u></p> | <p>Getting to Know You</p> <p>Just Like Me Match and sort Compare amounts Compare size, mass capacity Exploring pattern</p> | <p>It's Me 123</p> <p>Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language</p> <p>Light and Dark</p> <p>Representing numbers to 5 One more or less Shapes with 4 sides Time</p> | <p>Alive in 5!</p> <p>Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)</p> <p>Growing 6, 7, 8</p> <p>6, 7 & 8 Combining two amounts Making pairs Length & height Time (2)</p> | <p>Building 9 & 10</p> <p>Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns</p> | <p>To 20 and beyond</p> <p>Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>First, then, now</p> <p>Adding more Taking away Spatial reasoning 2 Compose and decompose</p> | <p>Find my pattern</p> <p>Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build</p> <p>On the move</p> <p>Deepening understanding Patterns & relationships Spatial mapping (4) Mapping</p> |
| <p><u>COMMUNICATION LANGUAGE AND LITERACY</u></p> | <p>Listening, Attention and Understanding Learn rhymes, poems and songs.</p> | <p>Listen to and talk about stories to build familiarity and understanding. Listen carefully to</p> | <p>Understand how to listen carefully and why listening is important. Articulate their</p> | <p>Use new vocabulary in different contexts. Describe events in some detail.</p> | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently</p> |



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| | <p>Engage in story times. Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them.</p> | <p>rhymes and songs, paying attention to how they sound. Speaking Develop social phrases. Learn new vocabulary Use new vocabulary through the day.</p> | <p>ideas and thoughts in well-formed sentences. 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</p> | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Connect one idea or action to another using a range of connectives</p> | <p>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 conversation when engaged in back-and forth exchanges with their teacher and peers.</p> | <p>introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when 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 and support from their teacher</p> |
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| <p><u>UNDERSTANDING THE WORLD</u></p> | <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> | <p>Comment on images of familiar situations past. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Recognise some environments that are different to the in which they live. Understand the effect of changing seasons on the natural world around them. Past and Present Compare and contrast characters from stories including figures from the past.</p> | <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> | <p>Explore the natural world around them, making observations drawing pictures of animals and plants. 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. Understand some important processes changes in the natural world around them, including the seasons and changing states of matter. Past and Present Talk about the lives of people around them their roles in society. Know some similarities and differences between things in</p> |
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| | | | | | | the past and now, drawing on their experiences and what has been read in class. Understand the past through set characters and events encountered in books read in class and storytelling |
| <u>EXPRESSIVE ART AND DESIGN</u> | | | | | | |
| <u>PHYSICAL DEVELOPMENT</u> | 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. -Use their core muscle strength to achieve good posture when | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing 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, and movement. Combine | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that | Negotiate space and obstacles safely, 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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| | sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. | | different movements with ease and fluency. Further develop the skills they need to manage school day successfully: lining up and queuing, mealtimes – personal hygiene | 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 Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient. | | |
| <u>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</u> | | | | | | |
| <u>MUSIC</u> | | | | | | |
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