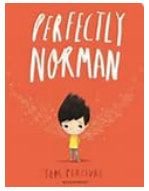
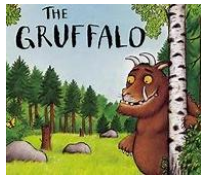
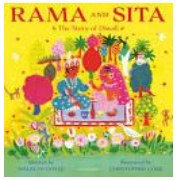
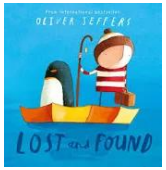
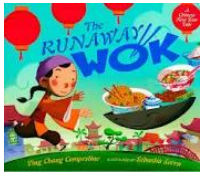
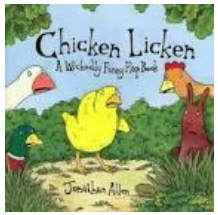
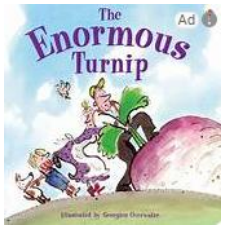
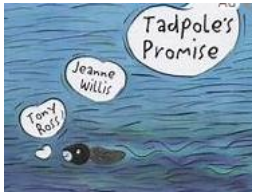
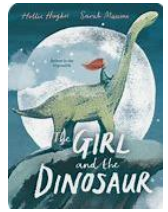
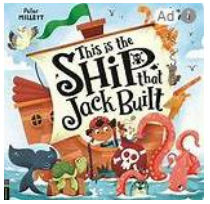
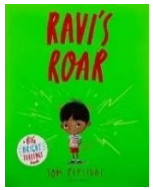
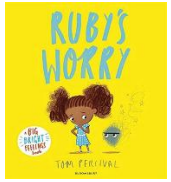
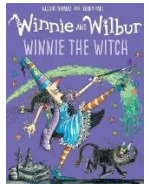
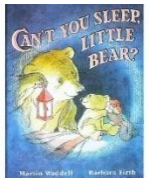
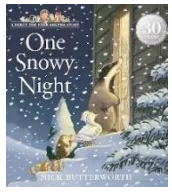
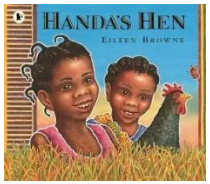
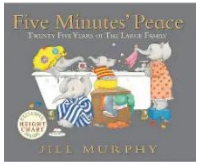
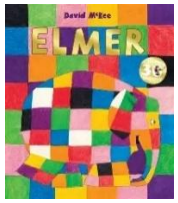
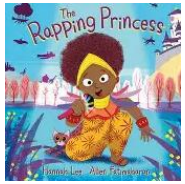
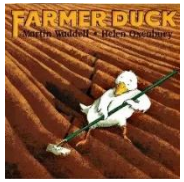
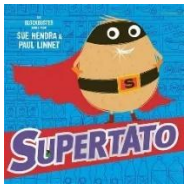
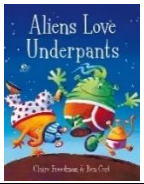
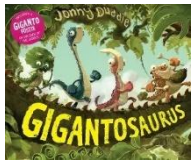
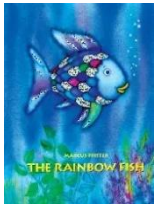
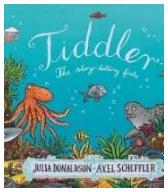
Salterlee Reception Yearly Overview

	Autumn 1 ***Magical Me***	**Autumn 2** ***Festivals & Celebrations***	**Spring 1** ***Around Our World***	**Spring 2** ***Springtime on the Farm***	**Summer 1** ***Down at the bottom of the garden***	**Summer 2** ***Prehistoric Earth & Ocean Adventures***
Potential themes	*New beginnings* *Starting school* *Routines and rules* *Colour monster, emotions – happy, sad, excited, fear, anger, calm and love.* *All about me – my body, my senses, my home, growing up.* *Local area and maps* *Healthy choices* *Families* *Special People* *People who help us* *Halloween* *Harvest* *Autumn*	*Nocturnal and hibernations;* *UK animals – owls, badger, fox, bats and hedgehogs* *Light and dark.* *Feeling scared/worried* *Celebrations and Traditions – Diwali, Bonfire Night, Remembrance Day, Christmas* *Winter*	*Where do we live?* *Polar Regions* *Africa* *China* *Halifax (United Kingdom)* *Travel* *Transport* *Journeys* *Feeling surprised* *Winter*	*Farm animals* *Roles on the farm* *Where does our food come from?* *How do things grow?* *Spring* *Planting seeds / beans and looking after them*	*Nature & Growth – caring for plants and animals* *Life cycles – plants, butterflies, frogs, chicks* *Minibeasts exploration* *Caring for our planet* *Spring*	*Explorers* *Prehistoric world* *Fossils* *Animals – land or water?* *Saving the oceans* *Recycling* *Holidays* *Pirates* *Seaside* *Beach* *Under the sea*
Festivals and Celebrations	Harvest Halloween	Bonfire Night Remembrance Day Diwali Hanukkah Christmas	Chinese New Year Valentines Day	Shrove Tuesday World Book Day Eid Science week Mother's Day Easter	St George's Day Earth Day Sun Awareness Week World Bee Day	Father's Day Transition

Events and experiences	Starting school Share photos of their families – add onto class family tree Talk about their home Caring for our bodies Exploring 5 senses People who help us visits Halloween disco Autumnal walks around the local area	Bonfire Night Remembrance Day Diwali celebrations Road safety week Hanukkah celebrations Christmas celebrations Posting letters to Santa Nativity performance Winter begins	Chinese New Year. Valentines' day, Local Library visit Winter walks around the local area	Shrove Tuesday World Book Day Eid Celebrations Science Week Mother's Day Farm local area walks Easter celebrations / Easter hunt Observe life cycle of a plant Spring begins	Earth Day Sun Awareness Week World Bee Day Observe life cycles - caterpillars/butterflies, frogspawn/tadpoles/frogs, chicks/chickens. Spring walks / Minibeast hunt around the local area	Summer. Father's Day, Sports day, Transition Beach Trip Summer walks around the local area
Nursery rhymes	Head Shoulders Knees and Toes Happy and you know it Pat-a-Cake Pat-a-Cake Dingle Dangle Scarecrow Dem Bones	All the leaves are falling down It's raining it's pouring Twinkle twinkle Remember remember 5th of November Jingle bells Christmas/Nativity songs	Five little polar bears Penguin dance The wheels on the bus I'm a little teapot Row your boat	Old MacDonald Five little ducks went swimming Baa baa black sheep Little Bo Peep	Incy Wincey spider Little green frog One potato, two potato Ten in a bed	Dinosaur, Dinosaur turn around A Sailor went to sea sea sea Once I caught a fish alive Sea Shanty
Say a Poem - Read Write Inc	Moving & Growing - Amazing me! School & Community - Make a friend School & Community - Our Class Feelings & Wellbeing – Clean Hands Feelings & Wellbeing – Brush your teeth	School & Community - Let's Learn School & Community - Join in Nature & Seasons – Tingly Fingers Speech & Language - The Owl Speech & Language - Too Hot Chocolate	Nature & Seasons - Winter School & Community – Pancake Rap Fun & Imagination – Planes Playing & Exploring – Brum Brum Nature & Seasons – Our Planet	Animals & Beasts – Hullabaloo Animals & Beasts – Noisy Farm Playing & Exploring – Dough Nature & Seasons – A Spring in your steps School & Community – The Easter Bunny	School & Community – Say Sorry Animals & Beasts – Shiny Snail Animals & Beasts – Hatching Animals & Beasts – Beautiful Butterfly Animals & Beasts – Wiggly Worm	Animals & Beasts – Tyrannosaurus Rex Speech & Language – Splash! Feelings & Wellbeing – Feelings are like weather School & Community – Collect for the compost

Literacy texts	  	  	  	  	  	  
Talk Through Stories texts - Read Write Inc	  	  	  	  	  	  

Literacy Word Reading & Phonics – following Read Write Inc	**Group A** **Set 1 sounds and Fred Talk** Learn and practise single letter sounds and begin blending sounds using Fred Talk to read simple CVC words. Practise letter formation using memorable phrases and pictures and begin using Fred Fingers to segment and record simple words.	**Group B** **Set 1 sounds and Fred Talk** Strengthen their knowledge of single letter sounds and begin to blend sounds orally to read words. Revisit and secure any gaps in their understanding of individual letter sounds. **Group C** **Set 1 sounds and Fred Talk Sound Blending Books** Apply knowledge of single letter sounds to blend orally and begin to recognise and use words containing 'Special Friends'. Any gaps in single-letter sound knowledge will continue to be revisited and secured.	**Red Ditty Group** **Set 1 sounds, Fred Talk, Special Friends, Photocopy ditties.** Confidently recognise Set 1 single letter sounds and blend sounds orally using Fred Talk. Continue to secure Set 1 sounds while focusing on 'Special Friends', including sh, ch, th, qu, ng and nk, and apply these when reading words.	**Red Group** **Set 1 sounds, Fred Talk, Special Friends, Red Ditty Books.** Confidently recognise Set 1 sounds and use Fred Talk to read familiar and alien words. Read words containing 'Special Friends' and words with four or more sounds, while applying these skills when reading Red Ditty Books.	**Green Group** **Set 2 sounds, Fred Talk, Special Friends, Green Books.** Read real and alien words using Fred Talk and recognise familiar words with increasing speed and fluency. Review Set 1 sounds, begin to learn Set 2 sounds, and read words containing four or more sounds. Through Story Book lessons, children will practise Speed Sounds and Green Words, build sentence structures orally, answer questions about texts, and develop fluency, expression and intonation through repeated reading.	**Purple Group** **Set 2 sounds, Fred Talk, Special Friends, Purple Books.** Continue to build speed, accuracy and fluency when reading words. Revisit and practise previously taught sounds and vocabulary, with additional opportunities to secure phonics knowledge and apply reading skills confidently.
Literacy	**Reading Comprehension** Enjoy rhymes, songs and books while developing early reading skills, including handling books, recognising pictures, and spotting familiar words. **Writing** Develop early writing skills by writing their name, making meaningful marks, and understanding that writing communicates ideas. **Compositional Skills** Form the basic understanding of compositional skills through talk	**Reading Comprehension** Discuss a range of books, sequencing familiar stories, answering simple questions, and using pictures and text to support their understanding. **Writing** Continue to develop phonics knowledge, improve mark-making control, and begin to use recognisable letters, symbols and their own name . **Compositional Skills** Develop communication skills by linking ideas, expressing thoughts and feelings, and understanding that spoken ideas can be written down.	**Reading Comprehension** Share their likes and dislikes about books, use pictures to support reading, explore new vocabulary, and make predictions from book covers and blurbs. **Writing** Record initial and final sounds and begin to build and write simple CVC words. **Compositional Skills** Orally sound out CVC words.	**Reading Comprehension** Use story language in play, join in with familiar stories, sequence events confidently, and suggest story endings using clues from the book. **Writing** Build and write simple words (CVC/CVCC/CCVC) using known sounds, use writing in their play, and begin to write captions. **Compositional Skills** Orally compose a caption and hold it in memory before writing it.	**Reading Comprehension** Develop an understanding of stories by sequencing events, predicting what happens next, exploring fiction and non-fiction, answering questions with reasons, and recalling familiar rhymes and stories. **Writing** Develop confidence in writing simple captions and sentences, copying or creating their own, while applying their growing knowledge of letter sounds. **Compositional Skills** Write a simple sentence (focus on finger spaces to begin with).	**Reading Comprehension** Share and explain their opinions about books, use key vocabulary, develop role play from familiar stories, and recall key parts of texts accurately. **Writing** Write for different purposes and begin to write short sentences using finger spaces, capital letters and full stops. **Compositional Skills** Write simple sentences with some finger spaces (working towards using capital letter and full stop)

Maths – White Rose Maths	Getting to know you (baseline) Match, Sort & Compare Talk about measure and patterns It's Me 1, 2, 3	Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, Height and Time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Make connections
Communication and Language	**Listening, Attention and Understanding** Develop listening skills by engaging in adult-led activities, joining in with stories, rhymes and poems, following simple instructions, and beginning to understand "why" questions. **Speaking** Develop confidence in speaking through simple sentences, joining in with rhymes and songs, and using talk to interact with adults and peers during play.	**Listening, Attention and Understanding** Develop listening and attention skills through stories and guided activities, responding to questions, discussing events, following two-step instructions, and exploring rhyme and alliteration. **Speaking** Develop conversational skills by responding appropriately, using expression, starting conversations, taking turns, and sharing experiences.	**Listening, Attention and Understanding** Continue to develop listening and concentration skills across different situations, make predictions about stories, and confidently discuss fiction and non-fiction books. **Speaking** Build positive relationships, develop turn-taking and conversation skills, and use talk to express ideas, describe experiences, and develop pretend play.	**Listening, Attention and Understanding** Show good listening and attention skills, listen to others during activities, recall key information from stories, ask questions to clarify understanding, and explain themselves when misunderstood. **Speaking** Strengthen communication skills by using well-formed sentences, new vocabulary, and talk to share ideas, resolve conflicts, reason, problem-solve, and tell stories.	**Listening, Attention and Understanding** Build their listening and attention skills, follow three-part instructions, respond to questions through talk and actions, and confidently ask and answer questions. **Speaking** Use talk to extend play, share ideas, explain experiences, solve problems, and resolve conflicts, while using new vocabulary and adding increasing detail to their speech.	**Listening, Attention and Understanding** Demonstrate good listening and attention skills, ask questions to clarify understanding, retell stories, and communicate clearly when sharing ideas or experiences. **Speaking** Communicate using clear, well-formed sentences and a wide range of vocabulary, create imaginative stories through play, and use past, present and future tense in conversation.
Personal, social and emotional development	*What makes me special* *People close to me* *Getting help* Talk about their feelings, follow routines, develop independence and confidence, build positive relationships, ask for help when needed, and learn how to keep themselves safe.	*Similarities & differences* *Celebrating difference* *Showing kindness* Build positive relationships, take turns and share, recognise emotions, make independent choices, develop self-care skills, ask for help when needed, and learn about fire and Bonfire Night safety.	*Keeping my body safe* *Safe secrets & touches* *People who help to keep us safe* Build independence, confidence and positive friendships, understand rules and behaviour, make healthy choices, manage their emotions, and learn how to stay safe in different situations.	*Looking after things: friends, environment, money* Express interests and feelings, understand healthy choices and the importance of listening, manage their personal needs, build resilience, and confidently develop positive relationships with others.	*Keeping by body healthy – food, exercise, sleep* *Growth Mindset* Build positive relationships by sharing, taking turns, showing kindness and consideration, following instructions, developing confidence and resilience, celebrating achievements, caring for themselves and others, make healthy choices, and learn about sun safety.	*Cycles* *Life stages* *Girls & boys – similarities & difference* Develop emotional maturity, independence and resilience, manage their behaviour, solve problems with others, celebrate their achievements, make healthy choices, show empathy and respect for others, and learn about water safety.

Physical Development	Develop skills that are needed to manage the school day successfully. **Gross Motor** Begin to build core strength and develop safe, confident use of tools and equipment. **Fine Motor** Begin to use pencils and other equipment and make snips in paper either using one hand or two.	Revise and refine fundamental movement skills. **Gross Motor** Begin to develop overall body strength, balance, co-ordination and agility. **Fine Motor** Continue to develop fine motor skills and begin to learn correct letter formations and use in writing.	Further develop and refine a range of balls skills, and develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. **Gross Motor** Continue to develop overall body strength, balance and coordination, and develop ability when dancing to music. **Fine Motor** Develop an effective pencil grip and develop skills when using tools.	Know and talk about the different factors that support their overall health and wellbeing. **Gross Motor** Negotiates space successfully and adjust to speed and direction and show increasing control with a ball. **Fine Motor** Form recognisable letters with an effective pencil grip.	Combine different movements with ease and fluency. **Gross Motor** Use equipment safely with consideration to others and move in a range of ways confidently. **Fine Motor** Confidently use scissors and small tools and begin to use a tripod grip to draw and write accurately.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. **Gross Motor** Negotiate space and obstacles safely, show strength, balance and coordination when playing and move energetically in a range of different ways. **Fine Motor** Use the tripod grip, use a range of small tools, show accuracy when drawing.
Physical Education (PE)	**Me and myself** Step 1: Getting changed into a PE kit. Step 2: My body. Step 3: Parts of the body. Step 4: Senses. Step 5: On the move. Step 6: Can you…	**Working with Others** Step 1: Cooperating. Step 2: Sharing. Step 3: Taking turns. Step 4: Helping others. Step 5: Working with a partner. Step 6: Working together.	**Movement Development** Step 1: How to move. Step 2: How to move safely. Step 3: Exploring movements. Step 4: Moving in different ways. Step 5: Moving in different directions. Step 6: On the move.	**Throwing and catching** Step 1: Stopping and receiving. Step 2: Rolling and sending. Step 3: Catching the basics. Step 4: Throwing the basics. Step 5: Catching the ball. Step 6: With a partner.	**Ball skills** Step 1: Exploring the ball. Step 2: Ball control. Step 3: Moving with the ball. Step 4: Collecting and stopping. Step 5: Bouncing. Step 6: With a partner.	**Fun and games** Step 1: Awareness to others. Step 2: Movement games. Step 3: Senses games. Step 4: Ball games. Step 5: Parachute games. Step 6: Simple games. **Sports day** - Practise activities focused on a range of skills taught from the year.
Religious Education	Which places are special to members of our community?	Why are some objects special?	Who cares for me and how do I help others?	Who belongs in my family and community?	How do people celebrate special times?	How do we care for the world?
Scientific skills and Knowledge	Science – Throughout the year the children will learn about s**easonal changes-**Know the name of the current season. Describe how the seasons can affect the natural world and how things grow. Know and describe the seasonal weather.					
	Our bodies – Name different body parts that can be seen. Know and talk about the different factors that support their overall health and wellbeing. what is inside our bodies,	**Light and dark/Animals** – Identify nocturnal animals and develop their understanding of day and night. Investigate shadows and reflections, noticing how they change and exploring	**Animals-** Develop an understanding of changing states of matter and the similarities and differences between their local environment and polar regions. Explore Arctic	**Plants** – Identify the main parts of plants and understand what they need to grow. Grow and care for their own plants, observe changes in plants and trees over time, and	**Life cycles and minibeasts-** Identify a range of animals and their habitats, showing care and respect for living things. Compare animals, observe how they change over time, and develop an	**Materials-** Explore a range of materials- identify and name wood, plastic, glass, metal, water, paper. Sort objects by the material they are made from. Begin to describe materials using our

	healthy and unhealthy foods, sleep, water, toothbrushing.	how light affects what they see.	habitats, learn about animals and their needs, and make observations of plants and animals, using appropriate vocabulary to explain what they notice.	develop an understanding of lifecycles. Recognise common plants and identify where they grow.	understanding of animal lifecycles.	senses. Know some simple properties of materials. Know what materials can be recycled and why this is important.
Understanding the world	Explore families, community roles and special experiences, while developing an understanding of maps, signs and the world around them.	Explore past and present events, learn about celebrations and different beliefs, recognise diverse environments, and use positional language to describe where things are.	Learn about time, places, people and the natural world, using observations, questions, positional language and simple maps to understand their surroundings and different environments.	Develop an understanding of changes over time, growth, farming and different cultures, while developing curiosity, asking questions, and using technology and maps to navigate.	Recall past events, gather information from different sources, recognise places that are special to others, and use simple maps to identify local landmarks.	Order experiences and stories, compare the past and present, recognise similarities and differences between places, show respect for people and animals, and create simple maps using symbols.
Expressive arts and design	Explore creativity through singing, drawing, painting, colour exploration and model-making. Experiment with marks, materials and purposeful colour choices while beginning to develop pencil, cutting and construction skills through adult modelling and independent exploration.	Develop creative skills through music, drawing, painting, printing and 3D modelling. Begin to use colour mixing, shapes and joining techniques more purposefully, while building confidence with scissors.	Experiment with and refine their creative skills, showing greater confidence, control and independence. Add detail and emotion to drawings, explore paint and textures, and combine different materials to create collages while continuing to develop their scissor skills.	Apply and extend creative skills with increasing confidence and independence. Develop detailed observational drawings, make purposeful colour choices, and use a wider range of tools and materials to create printed patterns and 3D sculptures.	Refine creative skills with greater control, independence and expression. Develop detailed observational drawings, experiment with colour mixing and painting techniques, and use natural and man-made materials to develop weaving skills.	Confidently apply and combine the creative skills developed throughout Reception. Create detailed and purposeful artwork, plan colour choices, develop printing techniques, and independently select and combine materials, tools and techniques to bring their own ideas to life.
	Artist studies Throughout the year the children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them.					
	Imagination and Roleplay – Explore the roleplaying area/s within the setting and joining in with familiar pretend play. Explore and use the resources to create props or bring in and use materials to support play. Build and develop storylines in both the small world area and role-playing in the setting.		**Imagination and Roleplay** – Use the stories they know and have heard in school to roleplay them. Extend their roleplay with more imaginary storylines. Continue to use the props available in school and ones they have made themselves.		**Imagination and Roleplay** – Continue to extend and develop the storylines they are role playing in school. Independently sing, dance, roleplay, create artwork and may show a passion for one or more ways to express their imagination.	
Music	Throughout the year, the children will develop their confidence and creativity through singing, movement and music-making. They will learn and rehearse songs linked to festivals, celebrations, nursery rhymes, the Nativity and school events. The children will explore rhythm, beat, actions and expression, experiment with different sounds and instruments, and enjoy creating and performing music together.					
	Charanga – Me!	Charanga – My stories!	Charanga – Everyone!	Charanga– My world	Charanga – Big Bear Funk	Charanga – Reflect, Rewind and Replay