



Bramley Church of England Infant and Nursery

Reception Class Yearly Overview (working within Birth to 5 matters to ELG)

Autumn 1 All about Me + Harvest Getting to know each other. What happens on our school day?	Autumn 2 Light and Dark: Celebrations How do I belong in my family and wider community?	Spring 1 Traditional Tales What makes a good story? What can I learn from stories?	Spring 2 A Bucketful of Imagination How can stories inspire me to be imaginative and creative?	Summer 1 Come Outside How can I explore what's in my environment and help to look after it too?	Summer 2 Pirates and their watery world! What can I find out about the sea and treasure islands?
Characteristics of effective teaching and learning		Characteristics of effective teaching and learning		Characteristics of effective teaching and learning	
Playing and Exploring (Have a go mouse) - To begin to explore and play in the classroom making their own choices - To begin to respond to new experiences		Playing and Exploring (Have a go mouse) - To begin to make independent choices - To begin to do things that they have been previously taught - To begin to contribute ideas and comments to the learning in the classroom - To develop how to respond to new experiences		Playing and Exploring (Have a go mouse) - To make independent choices - To do things independently that they have been previously taught - To contribute ideas and comments to the learning in the classroom - To plan and think ahead about how they explore or play with objects - To respond confidently to new experiences	
Active Learning (Persevering Tortoise) - To begin to keep on trying when things are difficult - To participate in routines - To begin to concentrate for a longer period of time at self-initiated tasks - To begin to concentrate for a longer period of time at adult-initiated tasks		Active Learning (Persevering Tortoise) - To show more resilience to keep on trying when things are difficult - To predict sequences because they know routines - To develop how to concentrate for a longer period of time at self-initiated tasks - To develop how to concentrate for a longer period of time at adult-initiated tasks - To begin to correct their mistakes themselves		Active Learning (Persevering Tortoise) - To keep on trying consistently when things are difficult - To be confident in school routine and can understand changes to routine - To concentrate for a longer period of time at self-initiated tasks to reach a goal - To concentrate for a longer period of time at adult-initiated tasks to reach a goal - To correct their mistakes themselves	

Creating and Thinking Critically (Thinking Pigs) - Take part in simple pretend play - To begin to tidy up knowing where things go - To begin to have their own ideas	Creating and Thinking Critically (Thinking Pigs) - Take part in simple pretend play and begin to use this to think beyond the here and now and to understand another perspective - To tidy up knowing where things go - To have their own ideas and feel more confident about how to put them into practice - To explain their ideas	Creating and Thinking Critically (Thinking Pigs) - Take part in simple pretend play and begin to use this to think beyond the here and now and to understand another perspective - To solve real problems - To tidy up knowing where things go - To have their own ideas and feel more confident about how to put them into practice - To explain their ideas - To make more links between ideas - To see an idea through to an end result that they are satisfied with
PRIME AREAS Communication and Language	PRIME AREAS Communication and Language	PRIME AREAS Communication and Language
Listening, Attention and Understanding - To begin to understand how to listen carefully and why listening is important - To begin to learn rhymes, poems and songs - To begin to listen carefully to rhymes and songs, paying attention to how they sound - Begin to understand humour - To begin to ask questions to check they understand what has been said to them - To begin to engage with non-fiction books - To begin to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - To begin to listen and talk about stories to build familiarity and understanding - To begin to understand questions such as <i>who, why, when, where, what</i>	Listening, Attention and Understanding - To know what good listening looks like and why listening is important - To learn rhymes, poems and songs - To listen carefully to rhymes and songs, paying attention to how they sound - Spot humour in what they read - To ask questions to find out more and to check they understand what has been said to them - To engage with non-fiction books - To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary - To listen and talk about stories to build familiarity and understanding (Drawing Club) - To be able to follow a story without pictures or props - Understands questions such as <i>who, why, when, where, what</i>	Listening, Attention and Understanding - 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 conversation when engaged in back and forth exchanges with their teachers and peers
Speaking	Speaking	Speaking

• To begin to learn new vocabulary, especially through Drawing Club • To use new vocabulary through the day imagining and recreating roles in play • To begin to articulate their ideas and thoughts in well-formed sentences with linked ideas • To begin to connect one idea or action to another using a range of connectives sticking to a main theme • To begin to describe events in some detail. • To begin to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • To begin to develop social phrases. • To begin to engage in carpet story times. • To introduce a storyline or narrative into their play	• To learn new vocabulary, especially through Drawing Club • To use new vocabulary through the day imagining and recreating roles in play • To articulate their ideas and thoughts in well-formed sentences with linked ideas • To connect one idea or action to another using a range of connectives sticking to a main theme • To describe events in some detail. • To use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • To develop social phrases. • Engage in carpet story times. • Retell stories, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	• Participate in small group, class and 1:1 discussions, offer their own ideas, using recently 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.
PRIME AREAS Personal, Social and Emotional Development	PRIME AREAS Personal, Social and Emotional Development	PRIME AREAS Personal, Social and Emotional Development
Self-regulation • To begin to identify and attempt to regulate their own feelings socially and emotionally. • To begin to think about the feelings of others.	Self-regulation • Identify and show more consistency in regulating their own feelings socially and emotionally. • Think about the feelings of others. • To begin to give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • To begin to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Self-regulation • Show 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 appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	Managing Self	Managing Self

- To begin to recognise themselves and the communities they belong to - To begin to show resilience and perseverance when carrying out a chosen activity - To begin to be aware of behavioural expectations and be sensitive to ideas of justice and fairness - To begin to seek ways to manage conflicts - To begin to manage their own basic hygiene and personal needs, including dressing and going to the toilet	- To begin to recognise themselves and the communities they belong to - Show resilience and perseverance when carrying out a chosen activity - To begin to explain the reasons for rules, know right from wrong and try to behave accordingly - Mostly be able to seek ways to manage conflicts - Mostly manage their own basic hygiene and personal needs, including dressing, going to the toilet and begin to understand the importance of healthy food choices.	- Be confident to 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.
Building Relationships - To begin to build particular friendships in constructive and respectful relationships. - To begin to express their feelings and consider the feelings of others. - To play alongside and begin to work and play cooperatively and take turns with others - To seek adult support and be able to articulate their wants and needs	Building Relationships - To build upon particular friendships in constructive and respectful relationships. - Express their feelings and consider the feelings of others. - Work and play cooperatively more consistently and take turns with others - To seek adult support and be able to articulate their wants and needs when they have made an attempt to reach a solution by themselves first	Building Relationships - Work and play cooperatively and take turns with others - Form positive attachments to adults and friendships with peers - Show sensitivity to their own and to others' needs.
PRIME AREAS Physical Development	PRIME AREAS Physical Development	PRIME AREAS Physical Development
Gross Motor - Experiments with different ways of moving rolling - crawling - walking - jumping - running - To begin to travel with confidence, progressing towards a more fluent style of moving, with developing control, beginning to negotiate space successfully - To begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor	Gross Motor - 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. PE: Ball skills: Sports Stars programme including basketball skills	Gross Motor - 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. PE: Sports Stars programme (cricket and football skills)

• PE: Gym Skills Sports Stars programme • To begin to safely use a range of large and small apparatus indoors and outside, alone and in a group • Know and talk about the different factors that support their overall health and wellbeing: - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine. • To begin to develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	• To develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing. • To progress towards a more fluent style of moving, with developing control, mostly negotiating space successfully • Combine different movements with ease and fluency. • To 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. • 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 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 as we learn walking in waves • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	
Fine Motor • To begin to develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and	Fine Motor • To 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.	Fine Motor • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

writing, paintbrushes, scissors, knives, forks and spoons. • Show a preference for a dominant hand • To begin to use anticlockwise movement and retrace vertical line • To begin to form recognisable letters confidently • To begin to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	• To form more recognisable letters confidently • To develop holding a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	• Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing
SPECIFIC AREAS Literacy : Read Write Inc (RWI)	SPECIFIC AREAS Literacy Read Write Inc (RWI)	SPECIFIC AREAS Literacy Read Write Inc (RWI)
Word Reading • Continue a rhyming string and identify alliteration • Hear and say the initial sounds in words, sound talk (RWI Set 1) • Read and name some individual letters by saying the sounds for them (RWI set1) • Build confidence in blending sounds into words, so that they can read short words made up of known letter– sound correspondences. • Begin to segment the sounds in words into simple words and blend them together • Begin to link sounds to some frequently used digraphs (sh/ch)	Word Reading • Read individual letters by saying the sounds for them (RWI Set1). • Continue to build confidence in blending 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. (RWI set 2) • Read some common exception high frequency words matched to RWI (red words) • Begin to be able to read simple phrases and sentences made up of words with known letter–sound correspondences • Be familiar with more frequently used digraphs • Begin to read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Word Reading • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Comprehension • Begin to anticipate – where appropriate – key events in stories	Comprehension • To anticipate with more confidence – where appropriate – key events in stories	Comprehension • Make comments about what they have heard and ask questions to clarify their understanding (see also C and L, L and A)

Begin to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To use with more confidence and show understanding of recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Writing - Begin to form the letters of their own name with increasing confidence including the capital - Begin to form some other lower-case letters correctly - Begin to write initial sounds of words	Writing - Begin to spell words by identifying the sounds and then writing a letter (or letters) for each sound - Begin to write short phrases using known sound-letter correspondences. - Begin to re-read what they have written to check that it makes sense.	Writing - Write recognisable letters, most of which are correctly formed - 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.
SPECIFIC AREAS Mathematics: Mastering Number programme and White Rose	SPECIFIC AREAS Mathematics: Mastering Number programme and White Rose	SPECIFIC AREAS Mathematics: Mastering Number programme and White Rose
Number - Subitise low numerals (1,2,3) - Enjoy reciting numbers from 0 –10 (and beyond) - Begin to put numbers 1 – 10 in order - Link the number symbol (numeral) with its cardinal number value with numbers to 5 - Begin to explore the composition of numbers to 5. - To explore simple practical problems and begin to use the vocabulary of addition and subtraction to 5.	Number - Subitise to 4 and 5 - Enjoy reciting numbers from 0 –10 (and beyond) and from 10 - 0 - Become more confident putting numbers 1 – 10 in order - Link the number symbol (numeral) with its cardinal number value with numbers to 10 - Begin to explore the composition of numbers to 10. - Begin to know number bonds for numbers 0 – 5 and to explore some for 1 – 10 including doubles - To complete practical problems of addition and subtraction to 10.	Number - Have a deep understanding of number to 10, including the composition of each number - Subitise (recognise quantities without counting) up to 5 - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns - Count objects, actions and sounds to 5 - Count beyond ten. - Compare numbers up to 5 - Understand the 'one more than' relationship between consecutive numbers up to 5 - Understand the 'same as the other' quantity. - Continue, copy and create repeating patterns. - Compare length - Explore names and simple properties of 2D shapes - Be familiar with spatial language in simple directions	Numerical Patterns - Begin to explore and represent patterns within numbers up to 10, including evens and odds - Link learning on doubles to learning on odds and evens - Understand the 'one less than' relationship of ordering numbers - Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. - Explore names and simple properties of 3D shapes - Compare weight and capacity - Enjoy making simple maps of known and storybook environments	Numerical Patterns - 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 up to 10, including evens and odds, double facts and how quantities can be distributed equally.
SPECIFIC AREAS Understanding the World	SPECIFIC AREAS Understanding the World	SPECIFIC AREAS Understanding the World
Past and Present. - Begin to comment on images of familiar situations in the past – family portrait. - Begin to make sense of their own life story and their own family's history – family portrait discussion. - Explore party/playground games old and new celebration topic – birthdays (Home Learning) - Begin to compare and contrast characters from stories, including figures from the past – Recount an event verbally – birthdays - Talk about changes – baby to starting school - School rules (School Values), Keeping Safe rules	Past and Present. - Compare and contrast characters from stories, including figures from the past – Traditional Tales - Talk about changes - Ask questions about about the lives of the people around them and their roles in society (Mystery Reader)	Past and Present. - Talk about the lives of the people around them and their roles in society (Mystery Reader) - 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 - Talk about changes – starting school to end of Reception
People, Culture and Communities. Talk about members of their immediate family and community (Show and Tell)	People, Culture and Communities. Recognise some similarities and differences between life in this country and life in other countries through books experienced in	People, Culture and Communities. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- Name and describe people who are familiar to them – family and friends. - Begin to recognise that people have different beliefs and celebrate special times in different ways – Celebrations – Diwali and Harvest. - Community celebrations e.g – Christmas gatherings	Drawing Club and the Traditional Tales settings Think about our route to school through Bramley, draw features of our route in Home Learning	- 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 – church visits and Open the Book assemblies - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps - Understand that some places are special to members of their community – churches, synagogues and mosques. - Community celebrations e.g – sporting events, Bramley village fete
The Natural World. - Look closely as they begin to explore the natural world around them – school garden and playground – using our senses to observe similarities, differences and patterns (Outdoor Learning provision) - Talks about the features of their own immediate environment as they explore the classroom and areas of the school grounds – playgrounds, toilets, hall, library - To begin to be able to name the school and area that they live in - Makes observations of animals and plants and explains why some things occur, and talks about changes (including the effect of changing seasons on the natural world around them – spotting signs of Autumn :Outdoor Learning provision) - Light and dark: Inside role play day and night – torches and materials – dark den – shadow puppets Outside role play: spaceship	The Natural World. - Continue to explore the natural world around them (Outdoor Learning provision) describe what they see, hear and feel whilst outside - Winter – changes state of matter – ice – key words solid, melting, liquid , freeze - The Three Little Pigs – sorting materials Knows about similarities and differences in relation to which material will be the best building material. - Recognise some environments that are different to the one in which they live (settings in Trad Tales) - Understand the effect of changing seasons on the natural world around them – Spring (Outdoor Learning provision) - Draw information from a simple map – story maps in Trad Tales - positional language - Outdoor Learning: plant a viola for Mothering Sunday - Tadpoles in class to observe	The Natural World. - Explore the natural world around them, making observations and drawings - life cycle of a butterfly, frog and plants (gardening) – sorting/naming/similarities/differences. Begin to name parts of a plant and to talk about growing/changes. To observe what we are growing in our garden area - sorting/naming/similarities/differences mini beasts - 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 and changes in the natural world around them, including the seasons and changing states of matter – discussions throughout year as weather changes. - Pirates – maps, describe their relative positions and geographical features e.g waterfall, cave, mountain, forest, island, sea, floating and sinking verbal predictions.
Technology	Technology	Technology

• Keeping safe – the importance of not touching plug sockets, light switches and wires. • Complete a simple program on the IWB using Mini Mash paint a picture – selecting the right colours for the picture they intend to create • Torches and light box used in Light and dark topic • E-safety – discuss when using the interactive smartboard to play interactive games, watch learning clips and listen to music	• Using computers to find information about job roles – linked to people who help us topic. • To understand that a tablet, mobile phone, computer and tell us information, play games, watch videos, listen to music • Using the IWB to play interactive games, watch learning clips and listen to music • E-safety-Internet safety day	• Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Find and open an app on the iPad and complete a simple program – age appropriate game • Using the interactive smartboard to play interactive games, watch learning clips and listen to music
SPECIFIC AREAS Expressive Arts and Design	SPECIFIC AREAS Expressive Arts and Design	SPECIFIC AREAS Expressive Arts and Design
Creating with Materials. • Begin to develop own ideas through experimentation with diverse materials • Begin to express and communicate working theories, feelings and understandings including self-portrait when they start school – facial features, skin, hair, eye colour – family portrait, fireworks, Diwali art – clay diva pots, Rangoli patterns. Explore names and simple properties of 3D shapes • Christmas art – cards • Begin to create collaboratively, sharing ideas, resources and skills • Identify colours	Creating with Materials. • Explore, use and refine a variety of artistic effects to express their ideas and feelings – wanted poster, story map pictures • Safely use and explore a variety of materials, tools and techniques, experimenting with colour design, form and function • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills – rainbow picture, group story map • Explore mixing primary colours to make secondary colours.	Creating with Materials. • 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 (role play school and pirate ship) • Drawing flowers and plants from looking at pictures and in their environment.
Being Imaginative and Expressive • Begin to make music in a range of ways • Begin to listen attentively, move to and talk about music, expressing their feelings and responses. • Begin to watch and talk about dance and performance art, expressing their feelings and responses.	Being Imaginative and Expressive • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to build a collection of songs and dances. • Develop storylines in their pretend play.	Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

• Begin to sing in a group or on their own, increasingly matching the pitch and following the melody. • Begin to build a collection of songs and dances. • Begin to develop storylines in their pretend play.		
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Key texts: Factual books on Autumn	Key texts: Immi One Stormy Night The Christmas story Stickman Factual books and poems on Autumn	Key texts: Three Little Pigs, Little Red Riding Hood, Goldilocks and the Three Bears, Jack and the Beanstalk Factual books on Winter	Key texts: Mog and the VET The Hungry Caterpillar Bedtime for Monsters Harry and the Dinosaurs Factual books and poems on dinosaurs and Spring	Key texts: What The Ladybird Heard Aaargh Spider If Only Superworm Factual books and poems on minibeasts	Key texts: The Pirates Next Door Pirate Pete 10 Little Pirates Factual books on islands
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