

### Reception Yearly Overview Cycle B

	<b>Term 1</b> <i>All about me/People who help us</i>	<b>Term 2</b> <i>Travel and Transport</i>	<b>Term 3</b> <i>Dinosaurs</i>	<b>Term 4</b> <i>Minibeasts</i>	<b>Term 5</b> <i>Superheroes</i>	<b>Term 6</b> <i>Seaside and Sea Creatures</i>
<b>Wow Moment</b>	Police/fire/workers	Bus/train trip	Dinosaur day	Butterfly farm/Burrator	Superhero day	Beach/aquarium
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>- Discuss people who help us</li> <li>-Discuss family and use correct vocabulary to name family members</li> <li>-What would you like to be when you grow up?</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Being Me in My World</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss different types of transport</li> <li>-Discuss Christmas and own experiences</li> <li>-Listening games</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Celebrating Difference</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss aspirations and new year wishes</li> <li>-Use book related vocabulary/language</li> <li>-Learn dinosaur names</li> <li>-Learn parts of a dinosaur</li> <li>-Show and tell</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Dreams and Goals</li> </ul>	<ul style="list-style-type: none"> <li>-Develop an understanding of new theme-related vocabulary</li> <li>-Oral storytelling</li> <li>-Creating a story as a whole class</li> <li>-Show and tell</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Healthy Me</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss characters from superhero stories</li> <li>-Use book related vocabulary/language</li> <li>-Retell superhero stories</li> <li>Book talk</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Relationships</li> </ul>	<ul style="list-style-type: none"> <li>-Use of puppets to develop narratives in role play</li> <li>-Discuss concerns for the transition to Year 1</li> <li>-Oral storytelling</li> <li>Book talk</li> <li>-Use Drawing Club/topic time to introduce new vocabulary</li> <li>-Jigsaw: Changing Me</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>-Discuss behavioural expectations within the class</li> <li>-Toothbrushing programme</li> <li>-Safe place, safe person</li> <li>-Explore ways to keep healthy</li> <li>-Feelings and how we can manage them</li> <li>-Role play: doctors surgery, police station</li> </ul>	<ul style="list-style-type: none"> <li>-Activities surrounding anti-bullying week</li> <li>-Toothbrushing programme</li> <li>-Discuss kindness towards others</li> <li>-Safe place, safe person</li> <li>-Children in Need</li> <li>-Discuss caring for our planet</li> <li>-Role play: bus station, Santa's workshop</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss secrets</li> <li>-Discuss class and school rules</li> <li>-Toothbrushing programme</li> <li>-Social skills games</li> <li>-Health and hygiene</li> <li>-New Year wishes</li> <li>-Chinese New Year</li> <li>-Online safety (Safer Internet Day)</li> <li>-Role play: Dinosaur park</li> </ul>	<ul style="list-style-type: none"> <li>-P.A.N.T.S</li> <li>-Toothbrushing programme</li> <li>-Discuss how working together can achieve things</li> <li>-Mother's Day</li> <li>-Discuss different emotions and how to recognise them in others</li> <li>-Resilience</li> <li>-Discussion of feelings and emotions</li> <li>-Role play: Woodland</li> </ul>	<ul style="list-style-type: none"> <li>-P.A.N.T.S</li> <li>-Toothbrushing programme</li> <li>-Discuss how it is good to celebrate that we are all 'different'</li> <li>-Talk about being an important member of the community</li> <li>-Role play: Superheroes headquarters</li> </ul>	<ul style="list-style-type: none"> <li>-P.A.N.T.S</li> <li>-Toothbrushing programme</li> <li>-Look back at time in Reception and any concerns about going into Year 1</li> <li>-Understand how to be safe near water</li> <li>-Safe place, safe person</li> <li>-Father's Day</li> <li>-Emotional logic</li> <li>-Role play: Seaside</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>-Jasmine: Personal and Social units</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Correct pencil grip</li> <li>-Funky fingers for fine motor skills (tracing, tweezers, threading)</li> <li>-Activity alley for gross motor skills (skittles, jumping, throwing)</li> </ul>	<ul style="list-style-type: none"> <li>-Jasmine: Cognitive and Creative units</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Funky fingers for fine motor skills (cutting, sorting, tracing)</li> <li>-Activity alley for gross motor skills (building, throwing, obstacle course)</li> </ul>	<ul style="list-style-type: none"> <li>-Jasmine: Physical and Fitness</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Funky fingers for fine motor skills (pencil control, scissor control, handwriting)</li> <li>-Activity alley for gross motor skills (dinosaur movements, balancing, yoga)</li> </ul>	<ul style="list-style-type: none"> <li>-Jasmine: Gym unit 1 &amp; 2</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Funky fingers for fine motor skills (threading, tweezers, pencil grip)</li> <li>-Activity alley for gross motor skills (throwing, balancing, minibeast movements)</li> </ul>	<ul style="list-style-type: none"> <li>-Jasmine: Dance</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Funky fingers for fine motor skills (tweezers, using beads, tracing)</li> <li>-Activity alley for gross motor skills (hopping, yoga, catching)</li> </ul>	<ul style="list-style-type: none"> <li>-Athletics</li> <li>-Trikes and scooters</li> <li>-Handwriting</li> <li>-Funky fingers for fine motor skills (cutting, tearing, threading)</li> <li>-Activity alley for gross motor skills (obstacle course, seaside creature movements, building)</li> </ul>

<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>-Books: Funny Bones, The Colour Monster, Zog 2, Superduper You!</li> <li>-Phonics phase 2 (s a t p i n m d g o c k c k e u r h b f l)</li> <li>-Writing workshop</li> <li>-Begin reading within a group through reading practice sessions</li> <li>-Use letters to represent words and captions</li> <li>-Label body parts</li> <li>-Oral blending</li> <li>-Learn tricky words</li> <li>-Vote for 'favourite five book'</li> </ul>	<ul style="list-style-type: none"> <li>-Books: The Naughty Bus, The Runaway Trains, Amazing Aeroplanes, The Jolly Postman</li> <li>-Phonics phase 2 (ff ll ss j v w x y z zz qu ch sh th ng nk)</li> <li>-Writing workshop</li> <li>-Tricky words</li> <li>-Write postcards</li> <li>-Learn how stories are structured</li> <li>-Reading practice sessions</li> <li>-Retelling the Christmas story</li> <li>-Vote for 'favourite five book'</li> </ul>	<ul style="list-style-type: none"> <li>-Books: Dinosaurs in my school, Harry and his bucketful of dinosaurs, Dinosaur Roar!</li> <li>-Phonics phase 3 (ai ee igh oa oo oo ar or ur ow oi ear air er)</li> <li>-Writing workshop</li> <li>-Reading practice sessions</li> <li>-Become secure with tricky words</li> <li>-Use descriptive language to describe dinosaurs</li> <li>-Vote for 'favourite five book'</li> </ul>	<ul style="list-style-type: none"> <li>-Books: What the Ladybird Heard, Superworm, Mad about Minibeasts, The Easter Story</li> <li>-Phonics review phase 3</li> <li>-Writing workshop</li> <li>-Reading practice sessions</li> <li>-Create a minibeast fact file</li> <li>-Become secure with Tricky words</li> <li>-Write captions and labels for books and stories</li> <li>-Retell minibeast stories</li> <li>-Vote for 'favourite five book'</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics phase 4 (short vowels, longer words, root words)</li> <li>-Writing workshop</li> <li>-Reading practice sessions</li> <li>-Revise tricky words</li> <li>-Re read books to develop word level confidence, fluency and enjoyment</li> <li>-Create own superhero story</li> <li>-Write captions and labels</li> <li>-Orally retell stories</li> <li>-Vote for 'favourite five book'</li> </ul>	<ul style="list-style-type: none"> <li>-Phonics phase 4 (long vowel words, root words)</li> <li>-Writing workshop</li> <li>-Reading practice sessions</li> <li>-Revise tricky words</li> <li>-Re read and edit own sentences</li> <li>-Write postcards</li> <li>-Use descriptive language to describe seaside creatures</li> <li>-Create a seaside creature fact file</li> <li>-Retell seaside stories</li> <li>-Vote for 'favourite five book'</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>-NCETM - subitising - counting, ordinality and cardinality - composition - comparison</li> <li>-Maths machine</li> <li>-Sing counting songs</li> <li>-Know the days of the week</li> <li>-Compare measurements of height and foot size</li> <li>-Learn 2-D shape names and characteristics</li> </ul>	<ul style="list-style-type: none"> <li>-NCETM - counting, ordinality and cardinality - comparison - composition</li> <li>-Maths machine</li> <li>-Whole and part concept</li> <li>-Become secure with orally counting</li> <li>-Match numerals to quantities</li> <li>-Composition of 1, 2 and 3</li> </ul>	<ul style="list-style-type: none"> <li>-NCETM - subitising - counting, ordinality and cardinality - composition</li> <li>-Maths machine</li> <li>-Subitising</li> <li>-Compare sets</li> <li>-Making patterns</li> <li>-Explore length and height</li> </ul>	<ul style="list-style-type: none"> <li>-NCETM - counting, ordinality and cardinality - comparison - composition</li> <li>-Maths machine</li> <li>-Doubles</li> <li>-Odd and even numbers</li> <li>-Number bonds to 5</li> <li>-Create block graphs of favourite minibeasts</li> <li>-Measure height of plants</li> </ul>	<ul style="list-style-type: none"> <li>-NCETM - counting, ordinality and cardinality - subitising - composition - comparison</li> <li>-Maths machine</li> <li>-Counting larger sets</li> <li>-Building numbers beyond 10</li> <li>-Number bonds to 10</li> <li>-3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>-NCETM - review and assess</li> <li>-Maths machine</li> <li>-Automatic recall of bonds to 5</li> <li>-Number patterns</li> <li>-Deepening understanding of patterns and relationships</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>-Who lives in my house?</li> <li>-Discuss changes from a baby to a child</li> <li>-Look at our local environment/community</li> <li>-Harvest</li> <li>-All about me (body parts, senses)</li> <li>-Different names for animals</li> <li>-Being Special: where do we belong?</li> <li>-Awesome Autumn computing</li> </ul>	<ul style="list-style-type: none"> <li>-Create movement on a 'Beebot'</li> <li>-Discuss firework traditions and the Gunpowder plot</li> <li>-Local study of Horrabridge village</li> <li>-Explore how transport has changed over time</li> <li>-Celebrations (seasonal changes, materials, experimenting)</li> <li>-Why is Christmas special to Christians?</li> <li>-Awesome Autumn computing</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss history of dinosaurs</li> <li>-Know different dinosaur names</li> <li>-Traditional tales (materials)</li> <li>-Fossils</li> <li>-Chinese New Year</li> <li>-Why is the word God so important to Christians?</li> <li>-Springtime computing</li> </ul>	<ul style="list-style-type: none"> <li>-Create movement on a 'Beebot'</li> <li>-Local study of Horrabridge village</li> <li>-Minibeasts and growing (life cycles, planting seeds, structure of plants, habitats)</li> <li>-Why is Easter special to Christians?</li> <li>-Springtime computing</li> </ul>	<ul style="list-style-type: none"> <li>-Use a keyboard and a mouse to enter username</li> <li>-Draw information from a simple map</li> <li>-Compare environments to Horrabridge</li> <li>-Animals (habitats, weather, seasonal changes)</li> <li>-What places are special and why?</li> <li>-Summer fun computing</li> </ul>	<ul style="list-style-type: none"> <li>-Create movement on a 'Beebot'</li> <li>-Make comparisons between going to the beach now and in the past</li> <li>-Seasons (seasonal changes, predictions, environments)</li> <li>-What times/stories are special and why?</li> <li>Summer fun computing</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Create a self portrait</li> </ul>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Fruit and vegetable printing</li> </ul>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Explore textures and</li> </ul>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Creating natural butterflies</li> </ul>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Design your own superhero</li> </ul>	<ul style="list-style-type: none"> <li>-Creation station activities</li> <li>-Junk modelling boats or</li> </ul>

	<ul style="list-style-type: none"> <li>-Fruit and vegetable printing</li> <li>-Use cotton buds to make a skeleton picture</li> <li>-Aurora classroom - The Magical Toy Box</li> <li>-Rhyme time</li> </ul>	<ul style="list-style-type: none"> <li>-Creating transport collage</li> <li>-Using construction kits to make vehicles</li> <li>-Junk modelling trains and buses</li> <li>-Colour mixing</li> <li>-Aurora classroom - The Magical Toy Box</li> <li>-Rhyme time</li> </ul>	<ul style="list-style-type: none"> <li>materials</li> <li>-Making fossils from clay</li> <li>-Aurora classroom - Meet the Instruments</li> <li>-Rhyme time</li> </ul>	<ul style="list-style-type: none"> <li>-Weaving superworm</li> <li>-Aurora classroom - Meet the Instruments</li> <li>-Rhyme time</li> </ul>	<ul style="list-style-type: none"> <li>-Using construction kits to make a superhero house</li> <li>-Supertato art</li> <li>-Fruit and vegetable printing</li> <li>-Colour mixing</li> <li>-Calypso - The Creepy Crawly Calypso</li> <li>-Rhyme time</li> </ul>	<ul style="list-style-type: none"> <li>submarines</li> <li>-Seaside art</li> <li>-Seaside creatures collage</li> <li>-African - Handa's Surprise</li> <li>-Rhyme time</li> </ul>
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