



Yearly Overview 2024-2025

Year Group: Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Care for Creation	Preferential Option for the Poor	Solidarity and Peace	Community and Participation	Dignity of Workers	Dignity	Care for Creation
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Topic	Wonderful Me!	Let's Celebrate	People who help us	Growing Together	Amazing Animals	School wide topic
Communication and Language	Listening to different sounds around their environment -learning and using new vocabulary - Engage in story times	Learn rhymes, poems and songs. - Use vocabulary in different contexts -Describe events in some detail				- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Articulate their 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.
Personal Social and Emotional Development	Begin to express their feelings and consider the feelings of others (The Colour Monster) Manage their own needs, e.g., Personal hygiene	Build constructive and respectful relationships				

<p>Physical Development</p>	<p>Introduction to PE/ Drawing Lines and Circles Using Gross Motor Movements</p>					
<p>Literacy</p>	<ul style="list-style-type: none"> • Children to begin to establish early routines in the classroom. • Self-registration, find peg to hang coat, sound game, feelings chart, name tracing, • Nursery rhymes, songs and repeated refrains. • Name recognition • Initial sound activities beginning phase 1 / 2 of phonics (Little Wandle) • Fine motor skills (Finger gym, Disco dough) • Mark making and ascribing meanings to those marks. 	<p>Reading</p> <ul style="list-style-type: none"> • Book talk (picture book / story progression / interpretation) • Nursery rhymes and songs • Name recognition, tracing and self-registration • Mark making (phonetically inspired) • Whole word blending of CVC words • Sound activities • Phase2 tricky words <p>Writing</p> <ul style="list-style-type: none"> • Fine motor skills (Finger gym, Disco dough) • Mark making and ascribing meanings to those marks. 	<p>Reading</p> <ul style="list-style-type: none"> • Little Wandle Phase 3 phonics • Segment & blend consonant, vowel, consonant (CVC) words & captions • Continue a rhyming string • Early sentence reading • Introduction of Collins reading scheme (• Phase 2 / 3 tricky words <p>Writing</p> <ul style="list-style-type: none"> • Fine motor skills (Finger gym, Disco dough) • Mark making and ascribing meanings to those marks, • Early sentence writing (captions and phrases) Beginning to write cvc words using phase 2 and 3 sounds. 	<p>Reading</p> <ul style="list-style-type: none"> • Little Wandle Phase 3 phonics • Segment & blend consonant, vowel, consonant (CVC) words & captions • Continue a rhyming string • Early sentence reading • Introduction of Collins reading scheme • Phase 3 tricky words <p>Writing</p> <ul style="list-style-type: none"> • Mark making and ascribing meanings to those marks, • Early sentence writing • Introduction of punctuation and 	<p>Reading</p> <ul style="list-style-type: none"> • Little Wandle Phase 4 phonics • Segment & blend consonant, vowel, consonant, consonant (CVCC) + words & captions • Continue a rhyming string • Early sentence reading • Introduction of Collins reading scheme • Phase 4 Tricky words <p>Writing</p> <ul style="list-style-type: none"> • Mark making and ascribing meanings to those marks, • Early sentence writing • Introduction of punctuation and components of a sentence. • Learning to spell longer words e.g., printer, shopkeeper, 	

				components of a sentence. <ul style="list-style-type: none"> • Learning to spell longer words e.g. printer, shopkeeper, swimming etc 	swimming etc <ul style="list-style-type: none"> • Reading and writing words ending in ed, ing, ment, er, est, es. • Embedding prior knowledge e.g punctuation (full stops, capitals) • Learning new punctuation e.g., exclamation / question marks. • Description through character profile 	
Mathematics	<u>NCETM Autumn 1 and 2 (Term 1)</u> Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison. <u>White Rose:</u>	<u>White Rose:</u> <ul style="list-style-type: none"> • Early calculation • (addition / subtraction) • Representing 1, 2 and 3 • Comparing and composing 1, 2 and 3 • Mathematical language • Patterns including number, shape and colour. • Counting songs and rhymes • Number recognition and application 	<u>NCETM Spring 1 and 2 (Term 2)</u> Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals. <u>White Rose:</u>	<u>White Rose:</u> <ul style="list-style-type: none"> • Combining 2 Groups. • Length and Height • Measuring and Sequencing Time Events, e.g. days of the week, times of day • Comparing Numbers to 10 • Bonds to 10 • 3D Shapes • Patterns 	<u>NCETM Summer 1 and 2 (Term 3)</u> Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice. <u>White Rose:</u> <ul style="list-style-type: none"> • Consolidation i.e. (Subitising, counting to 20 and beyond, 	

	<ul style="list-style-type: none"> · Matching and sorting · Comparing amounts · Comparing size, mass and capacity · Making simple patterns · Introduction to mathematical language. · Early number recognition · 1:1 correspondence 		<ul style="list-style-type: none"> • Night and Day (using language to describe when events happen and measuring time in simple ways). • Introducing Zero • Composition of 4 and 5 (developing the understanding that numbers are made of smaller numbers). • Compare Mass / Compare Capacity • Introducing 6, 7, 8 and Making Pairs. 		<ul style="list-style-type: none"> sorting and matching etc.,) • Building numbers and counting patterns beyond 10 • Introduction to subtraction. • Spatial reasoning. • Combining and separating shapes to make new shapes. • Recap of number formation 	
Understanding of the World	Settling in	Outdoor Adventures (Geography- Kapow)	Peek into the Past (History – Kapow)	Exploring Maps (Geography- Kapow)	Adventures through Time (History – Kapow)	Around the World (Geography- Kapow)
Expressive Arts and Design	Art and Design Drawing: Marvellous marks (Kapow)	DT Structures: Junk Modelling	Art and Design Painting and Mixed Media: Paint My World	DT Textiles: Bookmarks/ Structures: Boats	Art and Design Craft and Design: Let's Get Crafty	DT Seasonal Projects Summer – Designing and Making a Rainbow Salad