



## Meriden CE Primary School Reception Overview of the Year 2021-2022

Reception FS2	Autumn		Spring		Summer	
Theme	Me and my family	Autumn and celebrations	Teddy bear tales	Water	Traditional tales	Minibeasts
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Listen carefully.</li> <li>Understand why listening is important.</li> <li>Learn new rhymes, poems, and songs.</li> <li>Pay attention to the rhythm of rhymes and songs and how they sound.</li> <li>Use new vocabulary we have learnt, throughout the school day.</li> <li>Describe familiar events in <b>some</b> detail.</li> <li>Develop social phrases such as 'please could you help me?', 'please can I play?', 'goodbye, see you tomorrow'.</li> <li>Engage in story times and non-fiction books, anticipating key events and responding to what they hear with <b>relevant</b> questions and comments.</li> </ul>		<ul style="list-style-type: none"> <li>Ask questions to find out more and check they understand what has been said to them.</li> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use talk to help work out problems and organise thinking.</li> <li>Explain how things work and why they might happen.</li> <li>Listen to and talk about stories to build understanding.</li> <li>Retell stories as exact repetition or in their own words.</li> <li>Use new vocabulary in different contexts.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things happen, making use of recently introduced vocabulary.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions.</li> </ul>	
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Express their feelings.</li> <li>Consider the feelings of others.</li> <li>Manage their own needs.</li> <li>Take turns and share and to use kind words, kind hands and kind feet.</li> <li>Make lots of new friends.</li> </ul>		<ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others</li> <li>Take steps to resolve conflicts with other children.</li> <li>Negotiate and solve problems without aggression.</li> <li>Play cooperatively, taking turns with others.</li> <li>To try new activities and say when they do or don't need help.</li> </ul>		<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> <li>Wait for what they want and control their immediate impulses.</li> <li>Give focused attention to what an adult says, responding appropriately even when engaged in an activity.</li> <li>Follow instructions involving several ideas or actions.</li> <li>Try new activities and show independence.</li> <li>Explain the reasons for rules and know right from wrong.</li> <li>Manage basic hygiene.</li> <li>Work and play cooperatively.</li> </ul>	
<b>PSHE Jigsaw</b>	<b>Being Me in My World</b> <ul style="list-style-type: none"> <li>Self-identity</li> <li>Understanding feelings</li> <li>Being in a classroom</li> <li>Being gentle</li> <li>Rights and responsibilities</li> </ul>	<b>Celebrating Difference</b> <ul style="list-style-type: none"> <li>Identifying talents</li> <li>Being special</li> <li>Families</li> <li>Where we live</li> <li>Making friends</li> <li>Standing up for yourself</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Challenges</li> <li>Perseverance</li> <li>Goal setting</li> <li>Overcoming obstacles</li> <li>Seeking help</li> <li>Jobs</li> <li>Achieving goals</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Exercising bodies</li> <li>Physical activity</li> <li>Healthy food</li> <li>Sleep</li> <li>Keeping clean</li> <li>Safety</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Dealing with bullying</li> <li>Being a good friend</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Refine the fundamental movement skills they have already acquired (jumping, running, hopping, skipping, climbing)</li> <li>Progress towards a more fluent style of moving</li> <li>Use a range of tools such as pencils, paintbrushes, scissors, knives, forks, and spoons.</li> <li>Use core muscle strength to develop a good posture when sitting</li> <li>Discuss what makes us healthy (exercise, sleep, fruit and veg, toothbrushing)</li> <li>Develop the skills to manage the school day successfully (lining up, mealtimes, personal hygiene)</li> </ul>		<ul style="list-style-type: none"> <li>Develop overall body strength, coordination, balance, and agility.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus alone and in a group.</li> <li>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>		<ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	
<b>PE</b>	<b>First PE</b>	<b>Gymnastics</b>	<b>Multi-Skills</b>	<b>Jungle Dance</b>	<b>Athletics</b>	<b>Tennis</b>

<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>Recognise phase 2 sounds and tricky words.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</li> <li>Form lower case and capital letters correctly.</li> <li>Spell words by identifying the sounds and the writing the sound with letters.</li> </ul>		<ul style="list-style-type: none"> <li>Recognise phase 2 and 3 sounds and tricky words.</li> <li>Read simple phrases.</li> <li>Read simple sentences.</li> <li>Re-read books they are familiar with to build up confidence in word reading, fluency and comprehension.</li> <li>Uses some clearly identifiable letters to communicate meaning</li> <li>Attempt to write short sentences in meaningful contexts.</li> </ul>		<ul style="list-style-type: none"> <li>Understand what has been read to them by retelling stories using their own words.</li> <li>Anticipate key events in stories.</li> <li>Use and <b>understand</b> recently introduced vocabulary.</li> <li>Recognise phase 2 and 3 sounds and tricky words, including some phase 4 tricky words.</li> <li>Read aloud simple sentences and books.</li> <li>Write recognisable letters.</li> <li>Spell words by identifying sounds in them and representing the sounds with letters.</li> <li>Write simple phrases and sentences using a capital letter and full stop, that can be read by others.</li> <li>Re-read what they have written to check that it makes sense.</li> </ul>	
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>Count objects and sounds.</li> <li>Link the number symbol (numeral) with its cardinal number value.</li> <li>Count beyond ten.</li> <li>Select, rotate, and manipulate shapes to develop spatial reasoning skills.</li> <li>Continue, copy, and create repeating patterns.</li> </ul>		<ul style="list-style-type: none"> <li>Subitise (recognise quantities without counting)</li> <li>Compare numbers</li> <li>Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>Explore the composition of numbers to 10.</li> <li>Compose and decompose shapes so that they can recognise a shape can have other shapes within it.</li> </ul>		<ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>Subitise up to 5.</li> <li>Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10 (including double facts).</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than, or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Comment on images of familiar situations in the past.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Explore the natural world around them.</li> <li>Describe what they see, hear, and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>		<ul style="list-style-type: none"> <li>Talk about the lives of people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now.</li> <li>Understand the past through settings, characters, and events in stories.</li> <li>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between religious and cultural communities in this country.</li> <li>Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and maps.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	
<p><b>Religious Education</b></p>		<p><b>Diwali</b> Exploring a religious festival world faith</p> <p><b>Incarnation – Why do Christians perform Nativity plays at Christmas?</b></p> <ul style="list-style-type: none"> <li>Christians believe God came to Earth</li> </ul>	<p><b>Chinese New Year</b></p> <p>Cultural and Buddhism focus</p>	<p><b>Salvation – Why do Christians put a cross in an Easter Garden?</b></p> <ul style="list-style-type: none"> <li>Christians remember Jesus' last week at Easter</li> <li>Jesus' name means 'He saves'</li> </ul>	<p><b>Creation – Why is the word 'God' so important to Christians?</b></p> <ul style="list-style-type: none"> <li>The word God is a name</li> <li>Christians believe God is the creator of the universe</li> </ul>	<p><b>Noah's ark</b></p>

		<ul style="list-style-type: none"> <li>in human form as Jesus</li> <li>Christians believe Jesus came to show that all people are precious and special to God</li> </ul>		<ul style="list-style-type: none"> <li>Christians believe Jesus came to show God's love</li> <li>Christians try to show love to others</li> </ul>	<ul style="list-style-type: none"> <li>Christians believe God made our wonderful world and so we should look after it</li> </ul>	
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Listen attentively, move to, and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Develop storylines in their pretend play.</li> <li>Explore and engage in music making and dance, performing solo or in a group.</li> <li>Explore how sound and colour can be changed.</li> <li>Show an interest in a range of textures using words to describe and compare things.</li> <li>Construct using blocks, junk, and a range of other self-chosen materials.</li> </ul>		<ul style="list-style-type: none"> <li>Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively sharing ideas, resources, and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>		<ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> <li>Invent, adapt, and recount narratives and stories with peers.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems, and stories with others and move in time with music.</li> </ul>	
<b>School/Community Involvement</b>	RBA Roald Dahl Day Cauliflower Cards Parents Evening Book Fair Harvest Experience Break the Rules Day	STEM Week including open morning Bags2School Remembrance Dress Down Day Anti-bullying Week Family Reading Session Christmas Fair Christmas Performance	Poetry Week National Handwriting Day Safer Internet Day Valentines Disco Parents Evening Book Fair Mother's Day Sale	World Book Day Mother's Day Mother's Day Assembly Easter Headwear Competition	Earth Day Number Day Break the Rules Day Sports Day Family Picnic	Phonics Week World Ocean Day Bags2School Open Reading Session Enterprise Week Father's Day Sale Trip to Stratford Butterfly Farm Dress Down Day Summer Fair