

Great Wood Primary School Reception Yearly Overview

The following overview is a guide to learning that will take place in the EYFS. It is subject to change and we try to be flexible so that we can accommodate and react to children's interests and current events.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible ideas/themes (These may vary according to children's interests)	Families Autumn Harvest	Halloween Bonfire Night Diwali Christmas Winter	Winter Dinosaurs People who help us Celebrations – Valentines Day	Spring – new life Nature Easter and celebrations Planting and growing	Food Minibeasts	Holidays Summer Seaside
Enrichment/ Wow experiences	Bear Hunt in the school grounds Apple harvest with Year 1 & Year 2 Autumn walk Making porridge Make an autumn soup	Adult sparkler demonstration Horus – visit from an owl expert Trying Indian food Visiting the theatre (panto)	Making gingerbread people Visit to the local fish and chip shop (linked to phonics) People who help us visitors Dinosaur eggs in the outdoor area Trying Chinese food Pancake café	Visiting the pond in the woods Use of local area to teach and reinforce road safety Visit from a baby/toddler Spring Walk Visit from a hen and possible chicks to look after Making bread and butter Growing beans	Making chocolate crispy cakes Visit from a dental nurse Mini beast hunt in the woods Live caterpillars Visit to the Butterfly House Making sandwiches Tea party	Writing to new starters and taking to the post box Trip to Sunderland Point to visit Mr and Mrs Grinling
Parental involvement	Art Gallery for parents Phonics workshop Autumn treasure collection (home learning)	Possible Diwali celebration? Nativity play	People who help us visitors Chinese New Year Celebration	Road safety walk Sharing bread and butter	School trip Invite parents to a tea party	School trip
Values	Kindness/Forgiveness/	Responsibility/Happiness	Trust/Courage	Tolerance/Courtesy	Loyalty/Honesty	Empathy
Personal, Social and Emotional Development	Personal, Social and Emotional Development /Self-Regulation/Managing Self & Building Relationships Children are provided with opportunities to learn and practise the skills of self-regulation and building relationships throughout the year. They are encouraged to do this in a supportive environment whilst continuing to develop independence and the skills needed to manage themselves.					
	Settling into school Learning routines and rules Becoming more independent Learning about healthy choices Making friends and learning to get along Exploring, expressing and managing feelings Considering the feelings and perspective of others Developing a sense of self and understanding that they are a valuable individual		Developing resilience and perseverance in the face of challenge Talking about how to keep healthy and happy: exercise, healthy eating, oral health, screen time, sleep, road safety Continuing to build constructive and respectful relationships		Continuing to develop independence, resilience and perseverance in the face of challenge now right from wrong and try to behave accordingly. Demonstrating an understanding of right and wrong and following the rules independently Showing sensitivity to their own and to others' needs Showing an understanding of their own feelings and those of others and beginning to regulate behaviour Planning and working towards simple goals	

Whole school themes	Building Resilience and Mental Wellbeing Week	Friendship – Anti-Bullying/ Conflict Resolution Week	Online Safety Week	Safety Week including visit from the Life Education Bus	Finance Week	Relationships and Sex Education Week
Communication and Language	Opportunities to develop their listening and attention skills in a range of familiar and new situations. Vocabulary and oracy are a focus to promote strong speaking skills all year round.					
	Listening to stories and talking about them Learning to listen carefully and pay attention Following instructions Understanding ‘why’ questions Learn new vocabulary Singing songs and rhymes Using talk to express a view point, have a conversation and organise play	Understanding how to listen and why it is important Learning rhymes, poems and songs Continuing to learn and use new vocabulary Asking questions to find out more and to check they understand Describing an event in some detail	Connecting ideas or actions using a range of Connectives Using talk to help work out problems and organise thinking and activities Using talk to explain how things work and why they might happen Retelling stories, some as exact repetition and some in their own words Listening to and talking about non-fiction to learn new knowledge and vocabulary Articulating their ideas and thoughts in well-formed sentences	Listening and Attention Listening attentively and responding to what they hear with relevant questions, comments and actions Participating in small group and class discussions, sharing ideas, and using recently introduced vocabulary. Expressing ideas and feelings about their experiences using full sentences, including use of past, present and future tenses		
Physical Development	Gross Motor Skills focus ‘Mighty Movers’ & Letter formation	Gross Motor Skills focus ‘Mighty Movers’ & Letter formation	‘Funky Fingers’ Handwriting	‘Funky Fingers’ Handwriting	Handwriting	Handwriting
	AfPE – Motor screening assessments and targeted activities	PE Passport – Fundamental Movement Skills	PE Passport – Fundamental Movement Skills Max Whitlock Gymnastics	PE Passport – Fundamental Movement Skills ‘Rosie’s Walk’	PE Passport – Fundamental Movement Skills ‘Castles’	PE Passport – Fundamental Movement Skills ‘Seaside’
Literacy (Taught through Drawing Club)	The Colour Monster We’re Going on a Bear Hunt The Gruffalo/The Gruffalo’s Granny Little Rabbit Foo Foo Goldilocks What’s in the Witch’s Kitchen?	Rama and Sita - the story of Diwali The Owl Who Was Afraid of the Dark - Dark is Exciting Owl Babies The Three Billy Goats Gruff The Snowman The Nativity Story Panto traditional tale	The Gingerbread Man People who help us – Information Text Ness the Nurse Are the Dinosaurs Dead, Dad? The Zodiac Story (Chinese New Year) The Runaway Pancake	Growing Frogs The Bog Baby The Odd Egg The Little Red Hen Jack and the Beanstalk	Grendel: A Cautionary Tale About Chocolate Hansel and Gretel Don’t Call Me an Insect! The Very Hungry Caterpillar My Butterfly Bouquet The Giant Jam Sandwich The Tiger Who Came to Tea	Anna Hibiscus’ Song Dear Zoo Shark in the Park The Lighthouse Keepers Lunch Somebody Swallowed Stanley
Literacy	The Message Centre Mark making	Mark making Emergent Writing Labels	Write a speech bubble Retelling a traditional tale Writing a caption	Draw and describe a character Write a simple sentence	Non-fiction writing Sentence writing	Sentence writing Recount of our trip Non-fiction writing

Comprehension, Word Reading and Writing	Join in with re-telling familiar stories Rhyming	Lists	Non-fiction writing	Instruction writing Re-telling a traditional tale		Story innovation
Literacy Phonics	Phase 1 and 2 Consolidate phase 1 GPC recognition s a t p i n m d g o c k Tricky words the (12 GPCs and 1 tricky word)	Phase 2 GPC recognition ck e u r h b f f f l ll ss Tricky words to I no go into (11 GPC's and 5 tricky words)	Phase 2 and 3 GPC recognition j v w x y z zz qu ch sh th/th ng Tricky words he she we me be was my you they (13 GPCs and 9 tricky words)	Phase 3 GPC recognition ai ee igh oa oo/oo ar or Tricky words her all are (Phase 4) like said have one when (8 GPCs and 8 tricky words)	Phase 3 and 4 GPC recognition ur ow oi ear air ure er (Phase 4) cvcc & ccv Tricky words come do so were some there out little what (7 GPCs and 9 tricky words)	Phase 3 and 4 GPC recognition ccvc & ccvcc cccv & cccvcc Polysyllabic words containing phase 2 and phase 3 graphemes with adjacent consonants. Tricky words *Consolidate as required*
Maths	Match, Sort and Compare Talk About Measure and Pattern Learning about 1,2,3	Learning about 1,2,3 Circles and Triangles Learning 1, 2, 3, 4, 5 Shapes with four sides	All About 5 Mass and Capacity Learning About 6, 7, 8 Length, Height and Time	Learning About 9 and 10 Explore 3D shapes	Up to and Beyond 20 How many now? (Calculations) Manipulating Numbers to 20 Sharing and Grouping	Visualise, Build and Map Make Connections
Understanding the World: The Natural World (Science)	Seasonal Changes – Autumn Humans - Our family	Light Animals, excluding humans – Owls Seasonal Changes - Winter Materials, including changing materials – Ice	Materials, including changing materials – Baking	Seasonal Changes - Spring Humans - Healthy living Materials, including changing materials - Making bread and butter Humans - How humans change as grow Animals, excluding humans/Living Things and Their Habitats - Life cycles	Plants - Growing beans/plants Materials, including changing materials - Chocolate Humans - Oral health Animals, excluding humans/ Living Things and Their Habitats - Insects	Seasonal Changes - Summer Animals, excluding humans - Sea creatures Materials, including Changing Materials/Living Things and Their Habitats - Pollution in the Ocean
Understanding the World: People and Communities/The Natural World (Geography)	Our School Community – who helps us at school?	Maps – our school	Exploring the Wider World – China		Maps – Local Area	Exploring the Wider World – Africa Maps – Local Area A local seaside town

Understanding the World: Past and Present (History)	Our family	Talking about past celebrations in their own life Guy Fawkes	Florence Nightingale, Mary Anning and Richard Owen	Making bread and butter, now & in past How we grow and change (Once there were Giants)		Local seaside holidays in the past
Understanding the World: People and Communities (RE)	Why are some things special? Why do we celebrate? What times are special for different people and why? (Harvest, Christmas, Diwali, Eid)	Why are some things special? Why are some stories special? What special messages can we learn from stories?		Why are some things special? What buildings and places are special to different people?		Why are some things special? What is special about our world?
Expressive Arts and Design: Creating with Materials & Being Imaginative and Expressive (Art/DT)	Great Artist Week – Mondrian/Yayoi Kusama Collage - bears Collage - Transient autumn art Printing – vegetable prints DT - Make autumn soup	3D – make clay diva lamps 3D - Making model owl Painting – bonfire night/firework picture Artist - James Ensor: Le feu d'artifice (Fireworks) (1887) Christmas/Winter cards	Cutting snowflakes Artist - Claude Monet 'effets de neige (effects of snow) Painting - painting with ice DT - Baking gingerbread men 3D - Making dancing dragons 3D - Chinese lanterns	Printing - frogspawn Collage - Little Red Hen 3D - Making a split pin windmill Drawing – observational (spring flowers) Artist – Damien Hirst 'Cherry Blossom' DT – making bread and butter Easter cards	DT - Making chocolate crispy cakes Drawing – observational (sweets) Collage – collaborative gingerbread house Drawing – observational (minibeasts) Artist - Raku Inoue (using natural found materials) Printing – butterfly pictures	Artist - Alma Woodsey Thomas (collage/printing) Drawing – animals from the zoo Artist - Angela Haseltine Pozzi (sea inspired sculptures from plastic) 3D – sea creature junk modelling
Expressive Arts and Design: Being Imaginative and Expressive (Music)	Charanga – Chant to the Animals	Charanga – Creative Moves	Charanga – Liltng Lullaby!	Charanga – Number Time	Charanga – Wellbeing Matters	Charanga – Rhythm Adventure