

## Yearly Overview Reception 2023-24

Early Learning Goals and age related statements will be taught and revisited throughout the year. Due to the cross-curricular nature of the EYFS many activities taught, or provided to the children in continuous provision, support many areas of the EYFS curriculum. The ELG statements, included below, have been divided into the terms where they will have more focus (they will not solely be taught in this term).

Maths, Phonics and Writing are outlined in their own overviews.

Planning is centred around the children's interest and developmental needs. This is not an extensive list, and teachers are not limited to the activities below.

Term	1 (7wk)	2 (7wk)	3 (6wk)	4 (6wk)	5 (6wk)	6 (8wk)
<b>School theme</b>	<b>Once Upon a time</b>		<b>Our wonderful world</b>		<b>Past, Present, Future</b>	
<b>Topic:</b>	<b>All About Me</b>	<b>Stories including celebrations</b>	<b>Winter Wonderland Dinosaurs</b>	<b>Growing</b>	<b>Superheroes</b>	<b>Machines and moving</b>
Other areas covered/discussion points	Transition to school Families Rules and routines	Bonfire night Diwali Remembrance Day Christmas	Chinese New Year Pancake day (in half term)	Mothering Sunday Eggs – chicks Planting Festival of Holi	People who help us	Summer Fayre Father's day
<b>English quality text – Texts for Drawing Club</b>	<b>Our Class is a family</b> <b>Owl Babies</b>  **story	<b>Jolly Christmas</b> <b>Postman</b> <b>Hansel and Gretel</b>  **recipe to make biscuits	<b>Dinosaurs love underpants</b> <b>Dinosaur Department Store</b>  **story	<b>Rosies walk</b> <b>Jack and the beanstalk</b>  **Story	<b>Supertato</b> <b>Superworm</b>  **instruction to capture wizard lizard	<b>The Naughty Bus</b> <b>Mrs Armitage on wheels</b>  **recount of a journey
<b>Other texts that may be visited (depending on children's interests in the topic)</b>	Going on a bear hunt The Dot	Stickman Gingerbread man Pumpkin soup	The Lost words T-Rex Drip	Who's in the egg Tadpole's Promise Bean Diary	Kindness is my superpower Super Daisy	Unfortunately
Texts without words	Junk DNA	Junk DNA			Rain Child The visitors	Flotsam The Journey
<b>PSED</b>	Transition into school from nursery  Making new friends and building relationships with adults and other children	How to stay safe during bonfire night activities – sparklers and fireworks.  Increased time spent on carpets during inputs	E safety – using computers and iPads. Discussing how to be safe online  Discuss personal strengths and areas that we could develop	Fruit tasting – children to try exotic fruits that they may not have been exposed to before  Looking at the effects of exercise on our bodies and	Class Assembly – all children to learn lines and take part  Visitors from outside of school – can children be confident to speak and	Transition from Reception to Year 1- children to have time in their new classroom and meeting their new class teacher  Reflect on our year in Reception – how have we

	<p>Learning our school rules and routines</p> <p>Engaging with new resources and activities</p> <p>Using new Reception toilets and becoming independent in going to the toilet when needed and washing hands afterwards</p>	<p>Road safety awareness and how to be safe outside</p> <p>Increased confidence to engage and participate in Christmas performances</p> <p>Dressing for the Christmas performance – independently dressing and undressing</p> <p>Look at emotions and what makes us feel happy/sad - emotional sensitivity to others - Link to online as well</p> <p>Anti-bullying week</p>	<p>Be able to follow multistep instructions – e.g. when getting ready to go to forest school</p>	<p>how we need to be active and sleep well</p> <p>Talking about special women in our lives and who we have around us</p> <p>Provide children with games that promote turn taking and waiting for their go</p>	<p>regulate their behaviour accordingly</p> <p>Discuss growing up and 'what I want to be when I am older...' – dreams and aspirations for the future</p> <p>Take part in sports Day</p> <p>Dressing up clothes – children to be able to put on and take off clothes including buttons</p> <p>Real life and online – I can say no/please stop etc if someone asks me to do something I do not want to</p>	<p>changed since we started at Broadway? What is our favourite thing we have done?</p> <p>Looking towards Year 1 – what would we like to be able to do better? What are we looking forward to learning about?</p> <p>School trip – regulating behaviour outside of school grounds</p> <p>How to stay safe in the sun – Slip slop slap</p>
<b>Jigsaw</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
<b>No Outsiders in our School</b>		Mummy, mama and me	You Choose	The Family Book	Blue Chameleon	Red Rockets and Rainbow Jelly
<b>ELG</b>	<p>MS- Be confident to try new activities and show independence, resilience and perseverance</p> <p>BR- Forms positive attachments to adults and friendships with peers</p> <p>MS- Manage their own basic hygiene and personal needs, including toileting</p> <p>MS- Explain the reasons for rules, knows right from wrong, behaves accordingly</p> <p>MS- Be confident to try new activities and show independence, resilience and perseverance</p>	<p>MS- Manage their own basic hygiene and personal needs, including dressing</p> <p>BR- Shows sensitivity to their own and others' needs</p>	<p>SR- Give focused attention, responding appropriately, ability to follow instructions involving more than one step</p> <p>SR- Sets and works towards a simple goal, can wait for what they want and control their immediate impulses where appropriate</p>	<p>MS- Manage their own basic hygiene and personal needs, including eating healthy foods</p> <p>BR- Work and play co-operatively and take turns with others</p>	<p>SR- Understanding of their own feelings and those of others, and regulate their behaviour accordingly</p>	<p>MS- Explain the reasons for rules and behaves accordingly</p>

<p>MS- Manage their own basic hygiene and personal needs, including dressing, toileting and eating healthy foods</p> <p>BR- Forms positive attachments to adults and friendships with peers</p> <p>BR- Work and play co-operatively and take turns with others</p> <p>BR- Shows sensitivity to their own and others' needs</p>						
<p><b>Communication and Listening</b></p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Speaks to other children and teachers during their play about their learning</p> <p>Uses new vocabulary learnt during topic time about owls – e.g. nocturnal</p> <p>Looks for adult support when required (for learning or emotional guidance)</p> <p>Review time – discuss learning from the session and share with the class</p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Talk about experiences of fireworks and use appropriate and new vocabulary</p> <p>Retell the nativity story and acting it out as part of the Christmas performance</p> <p>Observe the effects of pumpkins decaying and talk about why this is happening</p> <p>Review time – discuss learning from the session and share with the class</p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Discuss how we have celebrated over the Christmas holidays and what traditions we have taken part in</p> <p>Retell stories from other cultures – Chinese new year</p> <p>Learn names of dinosaurs and new vocabulary related to them e.g. herbivore</p> <p>Review time – discuss learning from the session and share with the class</p> <p>Following instructions to make a pancake</p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Retell stories from other cultures – Holi celebration</p> <p>Comment on observations of chicks hatching and other new life that we see at this time of year</p> <p>Review time – discuss learning from the session and share with the class</p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Listen appropriately to visitors from outside school</p> <p>Ask questions to others about jobs and/or their role in society</p> <p>Review time – discuss learning from the session and share with the class</p>	<p>Me Bag – talk about items from home in front of an audience</p> <p>Confident to talk about the school year and reflect on what we have learnt/taken part in/friends we have made etc</p> <p>Uses new vocabulary to talk about machines – e.g. engine, steam train</p> <p>Speak and ask questions to unfamiliar people during our school trip</p> <p>Understand how different vehicles move and how they work</p> <p>Review time – discuss learning from the session and share with the class</p>

<p><b>ELG</b></p> <p>LAU- Holds conversations with their teacher and peers</p> <p>LAU- Listens and responds with relevant questions, comments and actions</p> <p>LAU- Comments on what they've heard and asks questions to clarify his/her understanding</p> <p>S- Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions with support</p> <p>S- Offers explanations for why things might happen, using new vocab</p> <p>S- Participates in discussions, offering ideas, using new vocab</p>	<p>LAU- Listens and responds with relevant questions, comments and actions</p> <p>LAU- Comments on what they've heard</p>	<p>LAU- Holds conversations with their teacher and peers</p> <p>S- Express ideas and feelings about experiences</p>	<p>S- Participates in discussions, offering ideas, using new vocab</p> <p>S – Uses past tense</p>	<p>S- Offers explanations for why things might happen, using new vocab</p> <p>S - use of past, present and future tenses and making use of conjunctions with support</p>	<p>S- Express ideas and feelings about experiences using full sentences,</p>	<p>LAU- Asks questions to clarify his/her understanding</p>
<p><b>Physical Development</b></p>	<p>Large paper, chalkboards, water and paintbrushes to draw outside using big arm movements</p> <p>Dough disco to build muscle strength in hands</p> <p>Manipulate playdough to create models including owls using small tools and loose parts</p> <p>Use parachute to help support big movements and build arm strength</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>	<p>Designing and building obstacles courses</p> <p>Learning the stars and angel dance for the Christmas performance</p> <p>Use the stage safely – moving around and climbing the stairs</p> <p>Refine pencil grip – work on comfortable grip</p> <p>Creating a Diwa lamp by manipulating clay and using tools to decorate</p> <p>School lunches and correctly using cutlery to eat our food</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>	<p>Climbing and negotiating trees in forest schools sessions</p> <p>Using the iPads to refine fine motor skills. Learn how to type and use its features</p> <p>Practise using scissor skills to cut paper (squeezey scissors or regular)</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>	<p>Observing how we have grown and changed over time</p> <p>Using needle and thread to sew an item for mother's day</p> <p>Using tools to mix, pour, sieve etc to make pancake batter and using knives to cut fruit</p> <p>Painting with powder paint for Holi</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>	<p>Sports Day practise – talking part in a variety of different sporting activities</p> <p>Woodwork bench in outdoor classroom – children be exposed to tools and equipment used to saw, screw and hammer wood and other resources/materials</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>	<p>Bring your wheels to school day – children to bring a bike/scooter and their helmet to school and take part in a teaching session with it</p> <p>Sports Day – talking part in a variety of different sporting activities</p> <p>Playing out on the bikes and trikes and twisters – children to develop co-ordination to move a variety of different bikes around the playground course</p> <p>Refine pencil grip ready for Year 1 be competent in using a comfortable tripod grip</p> <p><u>Drawing club</u> Developing fine motor control to draw with detail and write</p>

<b>PE lessons</b>	Teacher -games Swift Sport -basic movements	Teacher -dance Swift Sport -small apparatus	Teacher - dance Swift Sport -large apparatus	Teacher - gymnastics Swift Sport -bat and ball skills	Teacher -ball skills Swift Sport -track and field	Teacher -locomotion Swift Sport -striking and fielding
<b>ELG</b>  GM- Demonstrates strength, balance and coordination when playing  GM- Moves energetically in a variety of ways  GM- Negotiate space and obstacles safely  FM- Holds a pencil in preparation for fluent writing (tripod grip)  FM- Uses a range of small tools, including scissors, paint brushes and cutlery  FM- Begins to show accuracy and care when drawing	FM- Uses a range of small tools  FM- Begins to show care when drawing	FM- Holds a pencil in preparation for fluent writing  FM- Uses a range of small tools, including cutlery  GM- Demonstrates balance	GM- Negotiate space and obstacles safely  FM- Uses a range of small tools, including scissors  GM- Demonstrates strength	FM- Uses a range of small tools including paint brushes  FM- Begins to show accuracy and care when drawing	GM- Moves energetically in a variety of ways  GM- Demonstrates strength, balance and coordination when playing	FM- Holds a pencil with tripod grip
<b>Understanding the World</b>  <b>Links to Science, history and geography of National Curriculum in KS1</b>	Discussing family dynamics and understanding that this can be different between families – relating to Owl babies ( <i>PSHE/RE</i> )  Looking at similarities and difference between ourselves and our friends (houses, family members, pets, own self) ( <i>PSHE/RE</i> )  Exploring the different areas of Reception including the conservation area, forest schools and outside classroom. ( <i>Geog</i> )  Observe and discuss the seasons and how this relates to the calendar. Autumnal features and changes ( <i>science</i> )	Understanding there are a range of festivals that are celebrated by different cultures and religions including Diwali ( <i>RE</i> )  Walk to the Ridgewood – looking at seasonal changes and features of the local environment ( <i>Geog</i> )  Observe the effects of pumpkins decaying over time ( <i>Science</i> )  Christmas traditions and how it is celebrated in different ways ( <i>RE</i> )  ** look at the features of frost, snow, ice and water – discuss states of matter and how these can be changed	Learning about dinosaurs – different species and their features ( <i>Science</i> )  Looking at the changes in matter when making a pancake – batter to pancake/ liquid to solid ( <i>Science</i> )  What is extinction and how did it happen to the dinosaurs? ( <i>History</i> )  ** look at the features of frost, snow, ice and water – discuss states of matter and how these can be changed with temperature** ( <i>Science</i> )  Understand the celebration of Chinese New Year. Where it is celebrated and how ( <i>RE</i> )	Domestic and wild animals – what is the difference ( <i>Science</i> )  Chick hatching – looking at new life and the process of a chick hatching. How do we take care of animals? ( <i>Science/PSED</i> )  Animal Encounter visit – children to be exposed to different animals and learn about them ( <i>Science</i> )  Easter and the Christian celebration ( <i>RE</i> )  Planting seeds and looking at what they need to grow. What happens if we do not give plants one of these things? ( <i>Science</i> )  Caterpillars/Tadpoles – potential to have these hatch in school. What happens and how do we	Observe and discuss the seasons and how this relates to the calendar. Spring features and changes ( <i>Science</i> )  Real life superheroes – visitors from outside school to come in and discuss their roles. ( <i>PSHE</i> )  People who help us – police, nurse, vet, doctor, firefighter, dentist etc ( <i>PSHE</i> )  Looking at features of our world and local environment – how can we help to look after it? E.g. litter picking ( <i>Geog/PSHE</i> )	Looking at old and new methods of transport and travel e.g. steam trains, boats, push bikes, jets, cars etc ( <i>History</i> )  Observe and discuss the seasons and how this relates to the calendar. Summer features and changes ( <i>Science</i> )  How would we travel to different place – to Yate, to Bristol? To London? To another country? ( <i>Geog</i> )  Looking at world maps and different countries ( <i>Geog</i> )

		<p>with temperature** (<i>Science</i>)</p> <p>**weather dependent</p>	<p>Observe and discuss the seasons and how this relates to the calendar. Winter features and changes (<i>Science</i>)</p> <p>**weather dependent</p>	<p>take care of them. Lifecycles of different animals (<i>Science</i>)</p> <p>Look at different animals habitats and the places and countries that they live. What makes the place they live special? Could they live somewhere else? (<i>Science</i>)</p> <p>Create maps based on Rosie's Walk – where did she go? (<i>Geog</i>)</p> <p>Creating a bird feeder at forest school (<i>Science</i>)</p>		
<p><b>ELG</b></p> <p>PP- Knows sim and diff between things in the past and now, drawing on experiences</p> <p>PP- Talks about the lives of the people around them and their roles in society</p> <p>PP- Shows an understanding of the past through settings, characters and events</p> <p>PCC- Describes their immediate environment (observation, discussion, stories, non-fiction texts and maps)</p> <p>PCC- Knows some sim and diff between different religious and cultural communities</p> <p>PCC- Explains some sim and diff between life in this country and in other countries</p> <p>NW - Explores the natural world around them, making observations and drawings</p> <p>NW- Knows some sim and diff between the natural world around him/her and contrasting environments</p> <p>NW- Understands some important processes and changes in the natural world including the seasons and changing states of matter</p>	<p>NW - Explores the natural world around them, making observations and drawings</p>	<p>PCC- Describes their immediate environment (observation, discussion, stories, non-fiction texts and maps)</p> <p>PCC- Knows some sim and diff between different religious and cultural communities</p>	<p>PP- Shows an understanding of the past through settings, characters and events</p> <p>PCC- Explains some sim and diff between life in this country and in other countries</p> <p>NW- Understands some important processes and changes in the natural world including changing states of matter</p>	<p>NW- Understands some important processes and changes in the natural world including the seasons</p> <p>NW- Knows some sim and diff between the natural world around him/her and contrasting environments</p>	<p>PP- Talks about the lives of the people around them and their roles in society</p>	<p>PP- Knows sim and diff between things in the past and now, drawing on experiences</p>

<p><b>Expressive Arts and Design</b></p>	<p>Finding Circles (Access Art Pathway: what can we see? ) -Exploring the properties of shapes with curved or straight edges.</p> <p><u>Family and me</u> -drawing and creating self-portraits with loo parts</p> <p>Using musical instruments to create a steady beat – using the book ‘We’re going on a bear hunt’</p> <p>Nursery rhymes- rehearse and sing as a group</p> <p>Deconstructed role play and Loose parts -how to take care of and use resources</p> <p>Harvest :pumpkins / <b>Yayoi Kasuma (artist) exploring circles through a variety of tools and materials.</b></p> <p>Junk modelling- how to glue and stick using tape</p> <p>Printing Christmas Cards</p>	<p>To Colour (Access Art Pathway: How can we explore Colour?) Autumn and Winter colours</p> <p><u>Diwali</u> -Diva lamps - clay -Rangoli patterns</p> <p><u>Remembrance Sunday</u> -Collage and loose part poppies</p> <p><u>Fireworks</u> - movement to music -using a variety of mark making resources on a variety of surfaces</p> <p>Collage with leaf rubbings to make a calendar</p> <p>Learning nativity songs for the Christmas performance</p>	<p>Making Props/Worlds (Access Art Pathway: How can we build worlds?) 3D structures and items from 2d materials</p> <p><u>Dinosaurs/winter</u> -fur, feathers, scales -textures-powder paint-adding textures</p> <p>Dressing like a Dinosaur- Access Art Pathway: How can we explore materials?</p> <p>-Starry night –winter colours- <b>van Gough (Artist)</b></p> <p>Chinese New Year dragon dancing – watch videos online of dragon dancing and replicate as a class</p>	<p>Making a sketch book</p> <p><u>Growing</u> Looking closely at flowers -watercolour and ink</p> <p>Texture with cardboard.</p> <p>Drawing and sketching animals Sketching Plants/Fruit and Veg Printing <u>Minibeasts</u></p> <p>Mixing powder paints (RE – Holi)</p>	<p><u>Superheroes</u></p> <p>Class Assembly – children to learn songs and retell stories (keeping rhythm and beat with others)</p> <p>Printing in clay</p> <p>Making costumes</p>	<p><u>Machines and Moving</u> -designing/ building types of transport</p> <p><u>Summer Fayre</u> -arts week -costumes/flags</p> <p><u>Making with clay</u></p> <p>Explore and play untuned musical instruments – looking at volume, rhythm and beat</p>
<p><b>ELG</b></p> <p>CM- Makes use of props and materials when role playing characters in narratives and stories</p> <p>CM- Shares their creations, explaining the process they have used</p>	<p>CM- Shares his/her creations, explaining the process he/she has used</p> <p>CM- Safely use and explore a variety of materials, tools/techniques experimenting with colour/design/texture/form/function</p>	<p>CM- Shares their creations, explaining the process they have used</p> <p>CM- Safely use and explore a variety of materials, tools/techniques experimenting with</p>	<p>CM- Makes use of props and materials when role playing characters in narratives and stories</p> <p>CM- Shares their creations, explaining the process they have used</p> <p>CM- Safely use and explore a variety of</p>	<p>CM- Shares his/her creations, explaining the process he/she has used</p> <p>CM- Safely use and explore a variety of materials, tools/techniques experimenting with colour/design/texture/form/function</p>	<p>CM- Makes use of props and materials when role playing characters in narratives and stories BI- Invents, adapts and recounts narratives and stories</p> <p>CM- Shares his/her creations, explaining the process he/she has used</p>	

<p>CM- Safely use and explore a variety of materials, tools/techniques experimenting with colour/design/texture/form/function</p> <p>BI- Invents, adapts and recounts narratives and stories</p> <p>BI- Performs songs, rhymes, poems and stories with others, and tries to move in time with music</p> <p>BI- Sings a range of well-known nursery rhymes and songs</p> <p><b>This will also include parts of the Fine Motor Area of Learning for using tools and drawing accurately</b></p>	<p>BI- Sings a range of well-known nursery rhymes and songs</p>	<p>colour/design/texture/form/function</p> <p>BI- Invents, adapts and recounts narratives and stories</p> <p>BI- Performs songs, rhymes, poems and stories with others, and tries to move in time with music</p> <p>BI- Sings a range of well-known nursery rhymes and songs</p>	<p>materials, tools/techniques experimenting with colour/design/texture/form/function</p> <p>BI- Performs songs, rhymes, poems and stories with others, and tries to move in time with music</p>	<p>BI- Invents, adapts and recounts narratives and stories</p>	<p>BI- Performs songs, rhymes, poems and stories with others, and tries to move in time with music</p> <p>BI- Sings a range of well-known nursery rhymes and songs</p>	
<b>Music – Sing Up curriculum</b>	<p>I've got a grumpy face. (3 lessons)</p> <p>The Sorcerer's Apprentice (3 lessons)</p>	<p>Witch, witch (3 lessons)</p> <p>Row, row, row your boat (3 lessons)</p>	<p>Bird spotting: Cuckoo</p> <p>Potka (3 lessons)</p> <p>Shake My Sillies Out (3 lessons)</p>	<p>Up and down (3 lessons)</p> <p>Five Fine Bumble Bees (3 lessons)</p>	<p>Down Under The Sea (3 weeks)</p> <p>It's Oh So Quiet (3 lessons)</p>	<p>Slap Clap Clap (3 lessons)</p> <p>Bow, bow, bow Belinda (3 lessons)</p>

RE	Which people are special and why? F2	What stories are special and why? F1	Which places are special and why? F3	Where do we belong? T5	What is special about our world and why? F6	What times are special and why? F4
<b>Computing</b>	-	<p>Photo and videos using the iPad</p> <p>I know the difference between a photo and video.</p> <p>I can record a short video and play it back</p> <p>I can take a photograph</p>	<p>Safer internet Day</p> <p>I can identify rules that help keep us safe and healthy, in and beyond the home, when using technology.</p> <p>I can give some examples</p>	<p>Purple mash</p> <p>I can identify simple examples of my personal information e.g name address age</p> <p>I can describe the people I can trust and share this with – explaining why I trust them (trusted adult)</p> <p>I can type letters with increasing confidence</p> <p>I can use a painting app and experiment with different paint and brush tools.</p>	<p>Beebots</p> <p>I can control a digital device with simple commands</p> <p>I can follow simple oral algorithms</p>	<p>Phonics Hero</p> <p>I can use a touch screen or computer and keyboard to play a game</p>
I can use a mouse or touch screen to make things happen on screen						