

**Class Teacher**     **Alan Rix****Year Group**   **Reception**

	HT1 – What a Superstar  History - Change	HT2 – Light up the night  Why Time	HT3 – Frozen Worlds  Geography - Identity	HT4 – Eggstastic  History - Justice	HT5 – How does your garden grow?  Why Time	HT6 – Rumble in the Jungle  Geography - Journeys
Possible themes / interests / lines of enquiry	All About Me, People who help us, Autumn, Harvest, Autumn walk	Diwali, Bonfire Night, Remembrance Day, Children in Need, Advent/Christmas Walk to the Post Box – post letter to Santa. Invite parents in to talk about festivals and different celebrations.	Winter, Lunar New Year, Pancake Day, Valentine's Day, Oriental food, Weather, What's it like where we live? Weather forecasts	Spring, World Book Day, Mother's Day, Lent/Easter, Spring walk, Incubate eggs? Healthy teeth, Dentists	Gardening day – invite parents/helpers to grow new plants in the setting, Ramadan/Eid, St. Georges Day, Library van visit. The food we eat, Farmers	Summer, Father's Day, Leavers celebration, Visit a zoo. Jungle animals, Vets
Key Questions/ learning	<u>I am special</u>  Who are we? What do we look like? Do we look the same? What makes me special - how am I unique? What am I good at? How can I get better at something?  <u>My body and senses</u>  What is my body? Names of key body parts. How has my body changed? What are our senses? How do we use our senses?  <u>My family</u>  Who's in my family?  <u>People who help</u>  Who can help in an emergency? What do they do? Who can help me when I'm ill? Who else helps in our community?	<u>Celebrations</u>  What is a celebration? Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance Day, Diwali, and Christmas? Can we talk about the similarities and differences between celebrations in different countries?  <u>The World</u>  What is the world? What is a map/globe? What is the blue? What is the green? Why is this part white? Which country do I live in? Where is my country on a map/globe?  <u>Seasons</u>  What is a season? What happens in Autumn? Can I see signs of Autumn? How is Autumn different to other seasons?	<u>My home</u>  Where do I live? What is the name of my town? What is a town/street/city/country?  <u>Environments – polar regions</u>  What do I already know about polar regions? What would I like to find out? How can I find out this information? What is it like at the Poles? What could I find at the poles? What lives there? What do the animals eat?  <u>The weather</u>  Are all places around the World the same? Look at differences – rainforests/deserts/Antarctica. What is the weather like in different parts of the world? What do people wear in hot/cold countries?  <u>People who help</u>  Who can help us find out about the weather?  <u>Seasons</u>  What is a season? What happens in Winter? Can I see signs of Winter? How is Winter different to other seasons?	<u>Lifecycles - animals</u>  What is a life cycle? What happens in a chicken's life cycle? What are eggs? How can I find out more about chickens?  <u>People who help</u>  Who can help us have healthy teeth?  <u>Seasons</u>  What is a season? What happens in Spring? Can I see signs of Spring? How is Spring different to other seasons? Which animals are born in Spring? Can I match animals to their young?	<u>Plants</u>  What is a plant? What are the parts of a plant? What do they do? How can we grow plants? Follow instructions to plant a seed. Measure a plant as it grows. Why do some plants have flowers? How are seeds made? What is my favourite plant to eat? Can I use books to help me find out information?  <u>Lifecycles – plants</u>  What is a life cycle? How do plants grow? What do they need to grow?  <u>People who help</u>  Who can help us get food?	<u>Environments – jungles and plains</u>  What is a jungle? What is it like in a jungle? What lives in jungles? What do the animals eat? What do I already know about jungles? What would I like to find out? How can I find out this information? What could I find in a jungle? Why are jungles important to us?  <u>People who help</u>  Who can help sick animals?  <u>Seasons</u>  What is a season? What happens in Summer? Can I see signs of Summer? How is Summer different to other seasons?



## Yearly Overview 2025/26



<b>Ideas for Quality Texts</b>	
<b>Vocabulary</b>	<p>Myself, same, different, special, friend, body, helper, senses.</p> <p>Unique, relations, similar, hearing, see/sight, touch, smell, taste.</p> <p>Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together,</p> <p>Baptise, christening, tradition, anniversary, wedding, carnival, event, festival</p> <p>Hot, cold, frozen, ice, town, country, earth, world, map, globe, land, sea, weather, sun, rain, wind, snow,</p> <p>Town, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons</p> <p>Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment</p> <p>Habitat, life cycle, egg, incubate. Observe, record.</p> <p>Plant, grow, care, water, sun, warmth, soil, food, garden, seed, bulb, leaf, flower, bug, environment, information, non-fiction.</p> <p>Roots, stem, petals, flower, oxygen, germinate, pollinate, compost. Measure, height, shorter, taller. Research, investigate.</p> <p>Jungle, Rainforest, Tree, Leaves, Vines, Monkey, Tiger, Snake, Parrot, Frog, Crocodile, Elephant, River, Rain, Hot, Wet, Green, Climb, Swing, Leap, Prowl, Roar, Slither, Slide, Crawl, camouflage, predator, prey</p>
<b>Enhanced Provision Ideas</b>	<ul style="list-style-type: none"><li>mark-making (faces, names)</li><li>paper plate faces – use mirrors to look at my different features</li><li>painting self-portraits, looking closely at my features</li><li>playdough faces</li><li>loose part faces</li><li>collage names</li><li>footprints and handprints – compare sizes</li><li>sensory exploration – textures, sounds, tasting, smells</li><li>junk model houses</li><li>large body collage – add labels</li><li>draw around each other with chalk/bricks</li></ul> <ul style="list-style-type: none"><li>Autumn walk – collect leaves</li><li>leaf rubbing</li><li>make a stick man</li><li>firework pictures, make the sounds</li><li>dance like firework</li><li>Remembrance Day - make poppies, poppy printing (apples)</li><li>party Role Play – make decorations</li><li>decorate birthday cakes</li><li>playdough cakes and candles</li><li>Rangoli patterns</li><li>Diwa lamps</li><li>Santa's workshop role play</li><li>Christmas activities</li></ul> <ul style="list-style-type: none"><li>Sensory play with cotton balls and add small toys like penguins for exploration.</li><li>Explore ice cubes. Watch it melt, and experiment with colours</li><li>create their own snowflakes</li><li>make their own penguins using craft materials</li><li>Large cardboard box snowman</li><li>Indoor snowball fight</li><li>Dress for winter race</li><li>Winter themed playdough</li></ul> <ul style="list-style-type: none"><li>draw favourite pancake toppings</li><li>take photos of signs of spring</li><li>observational drawing – Daffodils</li><li>order pictures of the lifecycle of a chicken</li><li>Egg hunt</li><li>Decorate eggs</li><li>Cooking and peeling hard boiled eggs</li><li>Egg rolling – measure and compare distances</li><li>Cook chocolate nests</li><li>Sort eggs by colour/size/pattern</li><li>Junk model chicken</li><li></li></ul> <ul style="list-style-type: none"><li>Visit a garden or park to explore different plants, flowers, and trees</li><li>Plant seeds in pots or a garden, observing and recording changes.</li><li>Making potions - Explore the textures, smells, and sounds of a garden or plants.</li><li>Role play - gardeners</li><li>unifix measure plants</li><li>junk modelling flowering plants</li><li>construction – using different materials to build farms/machinery</li><li>grow cress (Cress heads with egg shells)</li><li>paper plate flowers</li></ul> <ul style="list-style-type: none"><li>seed/nut sorting (bumpy/smooth)</li><li>counting seeds/nuts</li><li>Jungle animal craft</li><li>houses for jungle animals</li><li>leaf patterns in various media</li><li>make</li><li>cardboard elephants to decorate</li><li>bubble wrap snake printing</li><li>exploring patterns and creating my own</li><li>jungle obstacle course</li><li>Jungle animal dance routines</li><li>Collaborative challenge to rescue animals in a jungle</li><li>Which colours/ patterns help the animals hide in a jungle?</li></ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"><li>Wow moments from home.</li><li>All about me box (family photos, child's favourite things, drawings). Parents in to read stories.</li></ul> <ul style="list-style-type: none"><li>Wow moments from home.</li><li>Sharing photos of family celebrations. Parents in to talk about the different celebrations they have.</li></ul> <ul style="list-style-type: none"><li>Wow moments from home.</li><li>Parents in to read stories.</li></ul> <ul style="list-style-type: none"><li>Wow moments from home.</li><li>Parents in to read stories.</li></ul> <ul style="list-style-type: none"><li>Wow moments from home.</li><li>Parents in to get involved with planting outside. Parent helpers for trip.</li></ul> <ul style="list-style-type: none"><li>Wow moments from home</li><li>End of year celebration</li></ul>





## Yearly Overview 2025/26



Area of learning	HT1 – We're All Superstars	HT2 – Light Celebrations	HT3 – Frozen	HT4 – Eggstastic	HT5 – How does your garden grow?	HT6 – Rumble in the Jungle
<b>Communication and Language</b> <b>(Listening, Attention &amp; Understanding)</b>	<ul style="list-style-type: none"> <li>take part in settling in activities and carpet time</li> <li>listen and engage in story times and in small and large groups</li> <li>build on a repertoire of songs/rhymes</li> </ul>	<ul style="list-style-type: none"> <li>enjoy listening to longer stories and remember much of what happens</li> <li>understand simple questions</li> <li>continue to build up a repertoire of songs and rhymes</li> <li>begin to pay attention to how rhymes and songs sound</li> <li>join in with familiar stories</li> <li>continue to learn to listen carefully in both small and large group situations</li> <li>know why it is important to listen in a range of different contexts</li> <li>know that non-fiction books can be used to find out information</li> </ul>	<ul style="list-style-type: none"> <li>understand and answer 'why?' questions</li> <li>question why things happen</li> <li>retell stories using my own words and familiar phrases</li> <li>show an awareness of rhyming words in familiar rhymes and songs</li> <li>listen to and talk about familiar non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>understand 2-part instructions</li> <li>listen attentively in a greater range of contexts</li> <li>talk about familiar stories in greater detail</li> <li>begin to suggest an appropriate rhyming word to complete a phrase from a familiar rhyme or song</li> </ul>	<ul style="list-style-type: none"> <li>understand 'how?' questions</li> <li>question how things work</li> <li>verbally retell familiar stories with actions</li> <li>follow a story without pictures or props</li> <li>use language to imagine and recreate roles and experiences in play situations</li> </ul>	<b>ELG: Listening, Attention and Understanding</b> <ul style="list-style-type: none"> <li>listen attentively and respond to what I 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 I have heard and ask questions to clarify my understanding</li> <li>hold a conversation when engaged in back-and-forth exchanges</li> </ul>
<b>Communication and Language</b> <b>(Speaking)</b>	<ul style="list-style-type: none"> <li>begin talking about settings/characters in familiar stories</li> <li>use specific vocabulary when talking about myself and family</li> <li>use simple sentences</li> <li>share preferences, likes/dislikes</li> <li>use vocabulary from taught stories in play</li> <li>verbally retell familiar stories with actions</li> </ul>	<ul style="list-style-type: none"> <li>verbally re-tell familiar stories</li> <li>use past tense appropriately when talking about things that have happened</li> <li>share ideas with friends and a familiar adult</li> <li>begin to ask questions to find out more</li> </ul>	<ul style="list-style-type: none"> <li>continue to develop my knowledge of subject specific and every day vocabulary</li> <li>talk about a range of objects and events in greater detail</li> <li>share my thoughts and ideas with increasing confidence with a larger group</li> <li>begin to use future tense correctly when talking about things that are going to happen</li> </ul>	<ul style="list-style-type: none"> <li>use taught vocabulary with confidence</li> <li>use vocabulary gained from books</li> <li>talk about my thoughts and ideas using longer sentences</li> <li>begin to use a range of tenses when speaking</li> </ul>	<ul style="list-style-type: none"> <li>use talk to organise, sequence, and clarify thinking, ideas, feelings and events</li> <li>connect one idea or action to another using a range of connectives</li> <li>link statements and stick to a main theme or intention</li> <li>use talk to help work out problems and organise thinking and activities, explaining how things work and why things might happen</li> </ul>	<b>ELG: Speaking:</b> <ul style="list-style-type: none"> <li>participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary</li> <li>offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>express my ideas and feelings about my experiences using full sentences</li> <li>including use of past, present and future tenses, whilst making use of conjunctions, with modelling and support</li> </ul>



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<b>Personal, Social and Emotional Development (Managing Self)</b>	<ul style="list-style-type: none"> <li>learn to follow the class rules and routines</li> <li>join in a growing range of activities</li> <li>see myself as a valuable individual</li> <li>know and talk about factors that support my overall health and wellbeing</li> <li>knows the importance of thoroughly washing hands, especially before food and after the toilet</li> </ul>	<ul style="list-style-type: none"> <li>select and use some of own resources</li> <li>show confidence in new situations such as performing in the Christmas play</li> <li>see myself as a valuable individual, working successfully with others</li> <li>identify something I am good at, understanding everyone is good at different things</li> <li>manage my own needs</li> </ul>	<ul style="list-style-type: none"> <li>accept responsibility for carrying out tasks in the setting</li> <li>be increasingly flexible and cooperative</li> <li>explore how to keep my body healthy</li> </ul>	<ul style="list-style-type: none"> <li>understand that I need to exercise to keep my body healthy</li> <li>understand how moving and resting are good for the body</li> <li>understand which foods are healthy and not so healthy and can make healthy eating choices</li> <li>understand what a stranger is and how to stay safe if a stranger approaches me</li> <li>know and talk about the different factors that support my overall health and wellbeing</li> <li>show resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>manage my own basic needs independently</li> <li>show a 'can do' attitude</li> <li>say what I do well and what I am getting better at</li> </ul>	<b>ELG: Managing Self:</b> <ul style="list-style-type: none"> <li>be confident to try new activities and show independence, resilience, and perseverance in the face of challenge</li> <li>explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>
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<b>Personal, Social and Emotional Development (Self-Regulation)</b>	<ul style="list-style-type: none"> <li>share resources</li> <li>be kind and use gentle/kind hands</li> <li>start to recognise and manage feelings</li> <li>begin to learn to take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>express my feelings and</li> <li>consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>understand that if I persevere, I can overcome challenges</li> <li>talk about occasions when I didn't give up</li> <li>set a goal and work towards it</li> <li>talk about how I feel when I achieve a goal and know what it means to feel proud</li> </ul>	<ul style="list-style-type: none"> <li>develop appropriate ways of being assertive</li> <li>think about the perspectives of others</li> <li>identify and moderate my own feelings socially and emotionally</li> <li>talk about the effect my behaviour has on others</li> </ul>	<ul style="list-style-type: none"> <li>control my emotions using a range of techniques</li> <li>set a target and reflect on progress throughout</li> </ul>	<b>ELG: Self-Regulation:</b> <ul style="list-style-type: none"> <li>show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly</li> <li>set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> <li>give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> </ul>
<b>Personal, Social and Emotional Development (Building Relationships)</b>	<ul style="list-style-type: none"> <li>begin to take turns with occasional adult support</li> <li>understand how it feels to belong and that we are similar and different</li> <li>understand that being different makes us all special</li> </ul>	<ul style="list-style-type: none"> <li>begin to extend play ideas when playing with another child</li> <li>build constructive and respectful relationships within the school community, sharing and cooperating with friends and other peers</li> </ul>	<ul style="list-style-type: none"> <li>know sometimes people need help</li> <li>use kind words to encourage people</li> <li>identify ways of being helpful to others and how this might make them feel</li> </ul>	<ul style="list-style-type: none"> <li>recognise that I belong to different communities and social groups and communicate freely about my own home and community</li> <li>develop problem -solving skills by talking through how myself and others resolved a problem or difficulty</li> </ul>	<ul style="list-style-type: none"> <li>try to resolve conflicts with others by finding a compromise</li> <li>work collaboratively as a group, responding to other's ideas</li> </ul>	<b>ELG: Building Relationships:</b> <ul style="list-style-type: none"> <li>work and play cooperatively and take turns with others</li> <li>form positive attachments to adults and friendships with peers</li> <li>show sensitivity to my own and to others' needs</li> </ul>



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<b>Physical Development</b> <b>(Gross Motor Skills)</b>	<ul style="list-style-type: none"> <li>develop gross motor skills (balancing, riding and ball skills)</li> <li>travel and balance in different ways</li> <li>move on the spot and around with some awareness of others</li> <li>know and refine fundamental movement skills already acquired</li> <li>use large muscle movements to wave flags/streamers, to paint and make marks</li> <li>draw lines and circles using gross motor movements</li> <li>take off coat and shoes without support</li> <li>say when I need the toilet</li> <li>listen to instructions and know how to stay safe</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>show confidence in putting on my own coat</li> <li>safely navigate space and develop increasingly complex ways of travelling</li> <li>progress towards a more fluent style of moving, with developing control and grace</li> <li>use core muscle strength to achieve a good posture when sitting at a table or on the floor</li> <li>develop overall body strength, co-ordination, balance and agility</li> <li>negotiate space effectively</li> <li>develop a range of ball skills including throwing, catching, kicking, passing, batting and aiming</li> <li>experiment with wider range of equipment and use with more control</li> </ul>	<ul style="list-style-type: none"> <li>combine different movements that require quick changes of speed and direction with ease and fluency</li> <li>develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines</li> <li>perform a single skill or movement with simple control</li> <li>discuss some of the changes that occur during exercise</li> <li>know good practices regarding health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>put on my own coat and fasten it</li> <li>use a pencil and hold it effectively to form recognisable letters</li> <li>handle tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>use gymnastics apparatus to balance, climb and swing</li> <li>link at least 2 movements together when performing a small range of skills</li> <li>work sensibly with others, taking turns and sharing whilst comparing movements and skills</li> <li>work in a team collaborating and problem solving</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>most letters correctly formed</li> <li>know and refine a range of ball skills</li> <li>develop confidence, competence, precision and accuracy when engaging in ball activities</li> <li>know and consolidate travelling and balancing skills through building sequences</li> <li>experiment with direction and be able to change direction and speed whilst maintaining personal space</li> <li>know what constitutes a healthy lifestyle</li> <li>use large and small apparatus safely and with some skill</li> <li>develop my small motor skills to use a range of tools competently, safely and confidently</li> <li>use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> </ul>	<b>ELG: Gross Motor Skills:</b> <ul style="list-style-type: none"> <li>negotiate space and obstacles safely, with consideration for myself and others</li> <li>demonstrate strength, balance and co-ordination when playing</li> <li>move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul>
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<b>Physical Development</b> <b>(Fine Motor Skills)</b>	<ul style="list-style-type: none"> <li>experiment with and control a wide range of small equipment</li> <li>show a dominant hand</li> <li>use a range of creative tools safely and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>develop small motor skills to use a range of tools competently</li> <li>hold pencil correctly, use scissors with some control and use a knife and fork independently</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>eat independently and begin to use a knife and fork</li> <li>know how to hold a pencil correctly and start to form some letters correctly</li> <li>handle tools, objects, construction and malleable materials with increasing control</li> <li>begin to show accuracy and care when drawing</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>develop confidence and skill in using tap hammers and screwdrivers</li> <li>safely use a wider range of food preparation tools</li> <li>take off own jumper and turn correct way, pull arms through coat</li> <li>cut and turn along outlines</li> </ul>	<ul style="list-style-type: none"> <li>join and assemble with tape and glue</li> <li>use fine mark-making tools to create texture and pattern in clay</li> <li>control printing tools to create a desired effect</li> <li>dismantle objects and mechanisms using a range of hand actions</li> </ul>	<b>ELG: Fine Motor Skills:</b> <ul style="list-style-type: none"> <li>hold a pencil effectively in preparation for fluent writing</li> <li>use the tripod grip in almost all cases</li> <li>use a range of small tools, including scissors, paint brushes and cutlery</li> <li>begin to show accuracy and care when drawing</li> </ul>





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Area of learning	HT1 – We're All Superstars	HT2 – Light Celebrations	HT3 – Frozen	HT4 – Eggstastic	HT5 – How does your garden grow?	HT6 – Rumble in the Jungle
<b>Literacy (Comprehension)</b>	<ul style="list-style-type: none"> <li>listen and enjoy sharing a range of books</li> <li>hold a book correctly, handle with care and turn pages from front to back and recognise front and back cover</li> <li>know that print carries meaning and in English, is read from left to right and top to bottom</li> <li>know the difference between text and illustrations</li> <li>enjoy joining in with rhyme, songs and poems</li> <li>join in with repeated refrains and key phrases</li> </ul>	<ul style="list-style-type: none"> <li>engage in conversation and answer questions when reading wordless fiction and non-fiction books</li> <li>respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations</li> <li>talk about events, feelings, main characters, where a story is set and recognise links to own life experiences</li> </ul>	<ul style="list-style-type: none"> <li>use picture clues to help read a simple text</li> <li>predict and anticipate key events based on illustrations, story content and title</li> <li>understand the structure of a non-fiction book is different to a fiction book</li> <li>play is influenced by experience of books</li> </ul>	<ul style="list-style-type: none"> <li>retell stories in the correct sequence, drawing on language patterns of stories</li> <li>say how I feel about stories and poems, what parts of the story I liked or disliked</li> <li>identify favourite characters, events, or settings and why</li> <li>independently access the features of a non-fiction book</li> <li>play influenced by experience of books</li> <li>innovate a well-known story with support</li> </ul>	<ul style="list-style-type: none"> <li>correctly sequence a story or event using pictures and/or caption</li> <li>respond to questions about how and why something is happening</li> <li>know the difference between different types of texts (fiction, nonfiction, poetry)</li> <li>play influenced by experience of books-gestures and actions used to act out a story, event or rhyme from text or illustrations</li> </ul>	<b>ELG: Comprehension:</b> <ul style="list-style-type: none"> <li>demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</li> <li>anticipate – where appropriate – key events in stories</li> <li>use and understand recently introduced vocabulary during role-play and discussions about stories (non-fiction, rhymes and poems)</li> </ul>
<b>Literacy (Word Reading)</b>	<ul style="list-style-type: none"> <li>hear general sound discrimination and be able to orally blend and segment</li> <li>re-read books to build up my confidence in word reading, fluency, understanding and enjoyment</li> <li>read books consistent with my phonic knowledge</li> </ul>	<ul style="list-style-type: none"> <li>read individual letters by saying the sounds for them</li> <li>blend sounds into words, so that I can read short words made up of known letter-sound correspondences</li> <li>read a few common exception words</li> </ul>	<ul style="list-style-type: none"> <li>read individual letters by saying the sounds for them</li> <li>blend sounds into words, so that I can read short words made up of known letter-sound correspondences</li> <li>read a few common exception words matched to the school's phonics programme</li> </ul>	<ul style="list-style-type: none"> <li>read some letter groups that each represent one sound and say sounds for them</li> <li>read simple phrases and sentences made up of words with known GPCs and, where necessary, a few exception words</li> </ul>	<ul style="list-style-type: none"> <li>read some letter groups that each represent one sound and say sounds for them</li> <li>read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</li> </ul>	<b>ELG: Word Reading:</b> <ul style="list-style-type: none"> <li>say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>read words consistent with my phonic knowledge by sound blending</li> <li>read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words</li> </ul>
Area of learning	HT1 – We're All Superstars	HT2 – Light Celebrations	HT3 – Frozen	HT4 – Eggstastic	HT5 – How does your garden grow?	HT6 – Rumble in the Jungle
<b>Literacy (Writing)</b>	<ul style="list-style-type: none"> <li>develop listening and speaking skills in a range of contexts</li> <li>be aware that writing communicates meaning</li> <li>give meaning to marks I make</li> <li>understand that thoughts can be written down</li> <li>write my own name, copying it from a name card or try to write it from memory</li> <li>use talk to link ideas, clarify thinking and feelings</li> <li>understand that thoughts and stories can be written down</li> <li>orally segment sounds in simple words</li> </ul>	<ul style="list-style-type: none"> <li>copy adult writing behaviour e.g. writing on a whiteboard, writing messages</li> <li>make marks and drawings using increasing control</li> <li>know there is a sound/symbol relationship</li> <li>use some recognisable letters and own symbols</li> <li>write letters and strings, sometimes in clusters like words</li> <li>orally compose a sentence and hold it in memory before attempting to write it</li> <li>orally spell VC and CVC words by identifying the sounds</li> <li>write my own name</li> </ul>	<ul style="list-style-type: none"> <li>use appropriate letters for initial sounds</li> <li>orally compose a sentence and hold it in memory before attempting to write it using simple conjunctions</li> <li>spell to write VC and CVC words independently using Phase 2 graphemes</li> <li>show a dominant hand</li> <li>write from left to right and top to bottom</li> <li>begin to form recognisable letters</li> </ul>	<ul style="list-style-type: none"> <li>build words using letter sounds in writing</li> <li>use talk to organise describe events and experience</li> <li>begin to write a simple sentence with support</li> <li>spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes</li> <li>spell some irregular common (tricky) words e.g., the, to, no, go independently</li> <li>hold a pencil effectively to form recognisable letters</li> <li>know how to form clear ascenders and descenders</li> </ul>	<ul style="list-style-type: none"> <li>continue to build on knowledge of letter sounds to build words in writing</li> <li>use writing in play</li> <li>use familiar words in my writing</li> </ul>	<b>ELG: Writing</b> <ul style="list-style-type: none"> <li>write recognisable letters, most of which are correctly formed</li> <li>spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>write simple phrases and sentences that can be read by others</li> </ul>



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	<ul style="list-style-type: none"><li>know that print carries meaning and in English, is read from left to right and top to bottom</li><li>draw lines and circles</li></ul>	<ul style="list-style-type: none"><li>form letters from my name correctly</li><li>recognise that after a word there is a space</li></ul>				
<b>Phonics</b>	<ul style="list-style-type: none"><li>Phase 2</li><li>know grapheme phoneme correspondence of 19 letters</li><li>blend with known letters reading VC and CVC words</li><li>orally segment VC and CVC words for spelling</li><li>know high-frequency common words (I, the, no, put, of, is, to, go, into, pull, as, is)</li></ul>	<ul style="list-style-type: none"><li>Phase 3</li><li>know the remaining grapheme -phoneme correspondence for j, v, w, x, z, zz, qu</li><li>know the 4 consonant digraphs-sh, th, ch, ng</li><li>know vowel digraphs-ai, ee, oa,</li><li>know trigraph igh</li><li>know tricky words, he, she, buses, we, me, be, push, was, her, my, you</li><li>write graphemes and digraphs when I hear them, using a sound mat or sound wall for support if needed</li></ul>	<ul style="list-style-type: none"><li>Phase 3</li><li>know vowel digraphs-ar, or, ur, oo, ow, oi, er</li><li>know trigraphs ear, ure, air</li><li>continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions</li><li>write more graphemes from memory and start to be able to write a simple sentence using phonic knowledge.</li><li>Know the tricky words they, all, are, ball, tall, when, what</li></ul>	<ul style="list-style-type: none"><li>Phase 3</li><li>consolidate Phase 2 and 3 skills</li><li>continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions</li><li>write more graphemes from memory and write a simple sentence using phonic knowledge.</li><li>read tricky words said, so, have, were, out, like, some, come, there, little, one, do, children, love</li></ul>	<ul style="list-style-type: none"><li>Phase 4</li><li>consolidate phase 2 and 3 skills</li><li>read CVCC words</li><li>know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</li><li>consolidate tricky words learned to date</li><li>represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling</li><li>write longer sentences using phonic knowledge, write digraphs and trigraphs.</li></ul>	<ul style="list-style-type: none"><li>Phase 5</li><li>Know digraphs – ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</li><li>Know the alternative sound for c</li><li>Read the tricky words oh, their, people, Mr, Mrs, your, ask, should, would, could, asked, house, mouse, water, want, very</li></ul>
<b>Area of learning</b>	<b>HT1 – We're All Superstars</b>	<b>HT2 – Light Celebrations</b>	<b>HT3 – Frozen</b>	<b>HT4 – Eggstastic</b>	<b>HT5 – How does your garden grow?</b>	<b>HT6 – Rumble in the Jungle</b>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>count forwards and backwards within the number sequence 1 to 10</li><li>recognise, say and identify numerals 1 to 9</li><li>count up to five objects by touching each object and saying one number name for each item</li><li>represent numbers up to five, using fingers</li><li>subitise to 3</li><li>select and name 2d and 3d shapes</li><li></li><li></li><li></li><li></li><li></li><li></li></ul>	<ul style="list-style-type: none"><li>order numbers from 1 to 9</li><li>say the number that comes after a given number</li><li>count forwards and backwards within the number sequence 1 to 20</li><li>use zero and the numeral to represent it</li><li>recognise that a shape can have other shapes in it and explore this in construction</li><li>compare lengths</li><li>compare capacity</li></ul>	<ul style="list-style-type: none"><li>order numbers across the 10 boundaries (e.g., 8 to 11).</li><li>recognise, say and identify numerals 0 to 9 and beyond</li><li>say the numbers that come before and after a given number within the number sequence 1 to 20</li><li>recognise and continue patterns linked to number more independently</li><li>begin to use the ordinal language of 'first', 'second' and 'third' in practical contexts</li><li>confidently count any arrangement of up to ten objects</li><li>make 5 in different ways using two groups of objects</li></ul>	<ul style="list-style-type: none"><li>subitise to 5</li><li>recognise, without counting, familiar patterns of up to six objects</li><li>estimate how many objects can be seen and check by counting (up to ten)</li><li>find one more or one less than a number from 1 to 10</li><li>partition and recombine small groups of up to ten objects</li><li>begin to explore doubles and halving to 10</li><li>recognise the symbols for addition and subtraction</li><li>count forwards and backwards within the number sequence 1 to 20</li></ul>	<ul style="list-style-type: none"><li>find the total number of objects in two groups by counting and begin to write the number sentence</li><li>recognise that the number of objects in a set does not change if moved around</li><li>remove objects from a small group, count how many are left and write the total</li><li>count forwards and backwards within the number sequence 0 to 30</li><li>use a number line to add simple number sentences</li><li>act out, recall and write different ways to make 5 and then 10</li><li>compare weights</li></ul>	<p><b>ELG: Number:</b></p> <ul style="list-style-type: none"><li>have a deep understanding of numbers to 10 and the composition of each number</li><li>subitise (recognise quantities without counting) up to 5</li><li>automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts), some number bonds to 10, including double facts</li><li><b>ELG: Numerical Patterns:</b></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>



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Area of learning	HT1 – We're All Superstars	HT2 – Light Celebrations	HT3 – Frozen	HT4 – Eggstastic	HT5 – How does your garden grow?	HT6 – Rumble in the Jungle
<b>Art &amp; Design</b> <b>(Creating with Materials, Being Imaginative and expressive)</b>	<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>follow drawings and curved and straight lines to create line drawings of different buildings</li> <li>detailed self-portraits using a choice of materials</li> <li>know a range of songs related to myself and my community</li> <li>Sing in a group or on my own, following the melody and increasingly matching the pitch</li> <li>copy-clap the rhythm of names</li> <li>explore high sounds and low sounds using voices</li> <li>participate in action songs which call for movement</li> <li>begin to move in response to music</li> <li>begin to use observation skills to draw things with increasing details</li> </ul>	<ul style="list-style-type: none"> <li>sing a range of well-known nursery rhymes and songs</li> <li>explore colour mixing using primary colours</li> <li>explore warm and cool colours looking at Autumn and Winter</li> <li>print or collage to create a pattern or image</li> <li>select colours appropriately for tasks</li> <li>learn about arts and crafts from different countries - Diwali lamps, Christmas cards, Hanukah cards, Rangoli</li> <li>listen to and explore the beats of different music from around the world</li> <li>know that different music is played for different celebration</li> <li>learn to play percussion instruments and listen to the sounds they make</li> <li>know that sounds can be changed by altering the way they are made</li> <li>move to musical stimuli and keep in time to the music</li> </ul>	<ul style="list-style-type: none"> <li>explore and engage in music making and have a simple understanding of a beat</li> <li>share creative ideas with peers and begin to work together, sharing skills</li> <li>start to create my own story-lines that include peers</li> <li>continue to draw and paint pictures with increasing complexity</li> <li>construct with a purpose in mind, using a variety of resources</li> <li>safely construct with a purpose and evaluate my designs</li> <li>select tools and techniques needed to shape, assemble and join materials I am using and explain the process I have used</li> <li>make observations and draw pictures of Arctic/Antarctic animals</li> <li>know that different materials can be used to create art</li> <li>explore art from different places around the world</li> <li>execute a sequence of instructions on a programming toy or app to guide a robot – bee bot, safer internet day</li> <li>know some ways to stay safe online</li> <li>use a digital camera or iPad to record images and videos</li> </ul>	<ul style="list-style-type: none"> <li>design with a purpose in mind and explain the process I have used</li> <li>make 3D models of my favourite bugs, ensuring that they have the different features</li> <li>draw an object from careful observation talking about the features that I have included</li> <li>make props to use in role play and small world play</li> <li>know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural</li> <li>imitate and create movement in response to music</li> <li>tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound</li> <li>explore high pitch and low pitch in the context of songs</li> <li>create collaboratively sharing ideas, resources and skills</li> <li>use tools and techniques with increased care and precision</li> <li>mix a range of colours needed for a purpose</li> <li>execute a sequence of instructions on a programming toy or app to guide a robot</li> <li>use a digital camera or iPad to record images and videos</li> </ul>	<ul style="list-style-type: none"> <li>create collaboratively sharing ideas, resources and skills</li> <li>change the tempo and dynamics whilst playing music</li> <li>know how to use a wide variety of instruments</li> <li>begin to understand emotion through music and can describe music in simple terms</li> <li>draw with details</li> <li>problem solve and reflect on my designs and creations</li> <li>construct with a purpose</li> <li>independently use tools and techniques with increased care and precision</li> <li>experiment with colour, design, texture, form and function</li> </ul>	<b>ELG: Creating with Materials</b> <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 my creations, explaining the process I have used</li> <li>make use of props and materials when role playing characters in narratives and stories</li> <li>ELG: Being Imaginative and Expressive</li> <li>invent, adapt and recount narratives and stories</li> <li>sing a range of well-known nursery rhymes and songs</li> <li>perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music</li> </ul>





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<b>Understanding the World (Past and Present)</b>	<ul style="list-style-type: none"> <li>understand who is older and younger than me in my family</li> <li>sequence family members by age and name (baby, child, adult)</li> <li>begin to talk about my life story and how I have changed</li> <li>look at similarities and differences between the natural world around me in the past and present (seasonal changes)</li> </ul>	<ul style="list-style-type: none"> <li>understand the terms 'before', 'now', 'today'</li> <li>talk about my own experiences of 'bonfire night'</li> <li>talk about past family holidays</li> <li>begin to look closely at pictures in books and notice similarities and differences between now and the past</li> <li>know and talk about influential figures from the past - Guy Fawkes</li> <li>talk about the soldiers, poppies, two minutes silence</li> <li>know some historical facts and stories from different religions and celebrations – Bonfire night, Guy Fawkes, Poppy Day</li> </ul>	<ul style="list-style-type: none"> <li>know about influential figures from the past and discuss historical events that have happened in the past</li> <li>use vocabulary such as in the past, the present, in the future</li> <li>comment on images of familiar situations in the past</li> <li>compare characters from stories, including figures from the past</li> <li>talk about how homes have changed</li> <li>comment on images showing homes in the past</li> </ul>	<ul style="list-style-type: none"> <li>talk confidently about my personal experiences of significant family events (e.g. weddings) using language of past and present</li> <li>know and talk about influential figures from the past</li> </ul>	<ul style="list-style-type: none"> <li>ask questions about what my grandparents/parents did when they were younger</li> <li>understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>	<b>ELG: Past and Present:</b> <ul style="list-style-type: none"> <li>talk about the lives of the people around me and their roles in society</li> <li>know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</li> <li>understand the past through settings, characters and events encountered in books read in class and through storytelling</li> </ul>
<b>Understanding the World (People, Cultures and Communities)</b>	<ul style="list-style-type: none"> <li>notice differences between people</li> <li>to know what being unique means</li> <li>talk about members of my immediate family and community</li> <li>name and describe people who are familiar to me</li> <li>recognise the differences between myself and my friends (appearance, likes/dislikes, families)</li> <li>talk about what makes me feel special</li> <li>know what groups I belong to</li> <li>understand how we show people they are welcome</li> <li>know that I have a right to learn and play, safely and happily</li> <li>know that hands can be used kindly and unkindly</li> <li>know special things about myself</li> <li>know how happiness and sadness can be expressed</li> <li>know that being kind is good</li> </ul>	<ul style="list-style-type: none"> <li>to be able to draw information from a simple map</li> <li>talk about the features of different celebrations for different faiths</li> <li>know why different people celebrate different things</li> <li>talk about special past times</li> <li>know about the Jewish celebration Hanukkah</li> <li>to know what happens at Diwali and why</li> <li>Advent/Christmas around the world</li> <li>to know what happens at Christmas, and why</li> <li>to know the names of some emotions such as happy, sad, frightened, angry</li> </ul>	<ul style="list-style-type: none"> <li>talk about Safer Internet Day</li> <li>talk about who is special to me and why?</li> <li>understand why some people are special</li> <li>talk about what a good friend is like</li> <li>understand the similarities and differences between different people's special stories</li> <li>know what a challenge is</li> <li>know that it is important to keep trying</li> <li>know what a goal is</li> <li>know how to set goals and work towards them</li> <li>know when I have achieved a goal</li> <li>know which words are kind</li> <li>know some jobs I might like to do when I am older</li> <li>know that I must work hard now in order to be able to achieve the job I want when I am older</li> </ul>	<ul style="list-style-type: none"> <li>learn about different cultures in other places in the world</li> <li>find out how the lives of people in different countries are the same and different to mine</li> <li>know that some children live in poverty</li> <li>know that people celebrate getting married in different ways</li> <li>know that some places are special to people in my community</li> </ul>	<ul style="list-style-type: none"> <li>understand why some people say the world is special</li> <li>talk about what I think is special about the world</li> <li>describe my local habitat and compare with a contrasting country</li> </ul>	<b>ELG: People, Culture and Communities:</b> <ul style="list-style-type: none"> <li>describe my immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps</li> <li>know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class</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 – when appropriate – maps</li> </ul>



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<b>Understanding the World</b> <b>(The Natural World)</b>	<ul style="list-style-type: none"> <li>explore the natural world and describe what I see, hear and feel when outside</li> <li>understand the effects of the changing seasons around me – Autumn</li> <li>talk about Harvest</li> </ul>	<ul style="list-style-type: none"> <li>begin to describe what I see, smell and feel in the natural world</li> <li>talk about Recycling – linked to Recycling week</li> <li>begin to understand the negative impact that humans can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>know the name of the road, and the name of the village where my school is located</li> <li>begin to know the difference between a map and a globe</li> <li>find and name the Arctic and Antarctic on a globe/map</li> <li>talk about why something melts or freezes and the changes that happen</li> <li>make observations of the animals that live in the Arctic/Antarctic/desert and talk about what makes them special</li> <li>compare the weather in winter to the weather in autumn</li> <li>recognise the similarities and differences between hotter and colder regions and where we live</li> <li>talk about endangered and vulnerable animals</li> <li>to begin to understand the negative impact that humans can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>talk about signs of Spring / changes from winter to spring – Spring walk.</li> <li>understand the effect of changing seasons on the natural world around me</li> <li>explore the natural world around me, making observations and drawing pictures of animals and plants</li> <li>explore non-contact forces (gravity and magnetism)</li> </ul>	<ul style="list-style-type: none"> <li>know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what I have read</li> </ul>	<b>ELG: The Natural World:</b> <ul style="list-style-type: none"> <li>explore the natural world around me, making observations and drawing pictures of animals and plants</li> <li>know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class</li> <li>understand some important processes and changes in the natural world around me, including the seasons and changing states of matter</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Questful RE – I am special (EYFS Unit 1)</li> </ul>	<ul style="list-style-type: none"> <li>Questful RE – Christmas (EYFS Unit 4)</li> </ul>	<ul style="list-style-type: none"> <li>Questful RE – Friendship (EYFS Unit 8)</li> </ul>	<ul style="list-style-type: none"> <li>Questful RE – Easter (EYFS Unit 7)</li> </ul>	<ul style="list-style-type: none"> <li>Questful RE – Stories Jesus Told (EYFS Unit 6) and Prayer (Unit 10)</li> </ul>	<ul style="list-style-type: none"> <li>Questful RE – Special Places (EYFS Unit 9)</li> </ul>