



Severne Primary School

Reception Overview

Respect • Succeed • Celebrate





Literacy

Reception Skills

Reception Knowledge

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>Listening to and identifying sounds in the environments.</p> <p>Listening to and hearing initial sounds in familiar words.</p> <p>To identify sounds on a sound mat.</p> <p>Listens to familiar stories and able to recall some facts.</p>	<p>Listening to and hearing sounds in CVC words.</p> <p>To identify sounds on a sound mat and to use this when writing.</p> <p>Listens to familiar stories and able to recall facts.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p> <p>Listens to stories and is beginning to anticipate what may happen next.</p>	<p>To think of and write a short, simple sentence.</p> <p>Listening to and hearing sounds in CVC and CVCC words.</p> <p>Identifying sounds, including phonemes and other digraphs on a sound mat.</p> <p>Checking written work and making any changes where necessary.</p>
		Knowing that words can be written.	Knowing that words can be written.	Knowing that words can be written.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.	Knowing the sounds that the taught phonemes make.

		<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters look like.</p> <p>Knowing how to write the taught letters.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to sequence familiar stories.</p>	<p>Knowing the sounds that the taught letters make.</p> <p>Knowing what the taught letters looks like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words.</p>	<p>Knowing what the taught phonemes look like.</p> <p>Knowing how to write the taught letters.</p> <p>Recognising taught HFW in text.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop.</p> <p>Knowing that sentences can be extended by using a connective.</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p>
	Phonics	<p>Phase 2</p> <p>Know grapheme phoneme correspondence of 19 letters.</p>	<p>Phase 2</p> <p>Consolidate skills as in Autumn 2.</p> <p>Recognise digraphs - ck + consonant endings - ff, ll, ss</p>	<p>Phase 2/3</p> <p>Consolidate Phase 2 skills.</p> <p>Begin Phase 3 skills –</p> <p>Know the remaining grapheme -phoneme</p>	<p>Phase 3</p> <p>Consolidate phase 2 and 3 skills.</p> <p>Know trigraphs ear, ure, air</p>	<p>Phase 3</p> <p>Consolidate phase 2 and 3 skills.</p> <p>Know trigraphs ear, ure, air</p>	<p>Phase 3/4</p> <p>Consolidate phase 2 and 3 skills.</p> <p>Read CVCC words</p> <p>Know adjacent consonants – sk, cr,</p>

		<p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know high-frequency common words (the, to, no, go).</p>	<p>Know tricky words - the, to, and, no, go, l</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p>	<p>correspondence for j, v, w, x, z, zz, qu</p> <p>Know the 4 consonant digraphs – sh, th, ch, ng</p> <p>Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi</p> <p>Know trigraph igh</p> <p>Know tricky words, the, to, he, she, we, me, be, was, my</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p>	<p>Know vowel digraph er</p> <p>Read tricky words they, her, all, are</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>Know vowel digraph er</p> <p>Read tricky words they, her, all, are</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p>	<p>sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</p> <p>Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
	Areas of learning covered.	<p>1:1 counting. Recognising and ordering numbers to 10. Formation of written numbers. Subitising. Counting groups of objects. 2D Shapes. Pattern.</p>		<p>Weight and Capacity. Length. Money. Number bonds to 5. Counting to 20. Addition and subtraction. 3D Shapes.</p>		<p>Addition and subtraction. Time. Units of measurement. More/less. Recognising and ordering numbers to 20.</p>	
	Reception Skills	<p>To count up to 10 objects with 1:1 correspondence.</p> <p>To match quantities to numeral.</p>	<p>To find the total of 2 groups of objects. To order numbers to 10.</p>	<p>To use non-standard units to measure length, weight and capacity.</p>	<p>To use objects to solve addition and subtraction problems.</p> <p>To share objects between a group of people equally.</p>	<p>To know that addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p>	<p>To know addition and subtraction problems can be solved by counting forwards or backwards on a number line.</p>

Maths

Reception Knowledge

<p>To begin to recognise numbers automatically on a dice/card to 5.</p>	<p>To identify 2D shapes and talk about their properties.</p> <p>To begin to recognise numbers automatically on a dice/card to 5.</p> <p>To be able to count to 10 independently.</p>	<p>To use money during role play activities to buy items.</p> <p>To begin to explore number bonds to 5.</p> <p>To be able to count to 20 independently.</p>	<p>To explore number bonds to 5.</p>	<p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To read the time to O'Clock on a digital and analogue clock.</p>	<p>To use rulers to measure length, scales to measure weight and jugs/containers to measure capacity.</p> <p>To make observations of and compare length, weight and capacity.</p>
<p>To say the number names to 10 in order.</p> <p>To recognise number to 10.</p> <p>To write numbers to 10, forming them correctly.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To begin to read addition number sentences.</p> <p>To say number names to 10 in order.</p> <p>To know the names of 2D shapes.</p> <p>To know that 2D shapes can have sides and corners.</p> <p>To say the days of the week in order.</p> <p>To begin to say the months of the year in order.</p>	<p>To know the names of basic 2D shapes.</p> <p>To know the names of basic 3D shapes.</p> <p>To know that 2D shapes can have corners and side.</p> <p>To know that length, capacity and weight can all be measured.</p> <p>To know that money can be used to buy items.</p> <p>To understand and use a range of prepositions in everyday contexts.</p> <p>To know the difference between odd and even.</p>	<p>To know that addition involves combining two or more groups of objects.</p> <p>To read addition number sentences.</p> <p>To know that subtraction involves removing an object from a group.</p> <p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes have faces, vertices and edges.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To use a number line to help solve simple</p>	<p>To know that the word 'more' indicates that the group is getting larger.</p> <p>To know that the word 'less' indicates that a group is getting smaller.</p> <p>To be able to count, order and recognise numbers to 20.</p> <p>To count forwards and backwards to 20.</p> <p>To know that length, weight and capacity can be measured using standard units.</p> <p>To know that halving means splitting a quantity in two and doubling means</p>	<p>To know the names of some 3D shapes.</p> <p>To know that 3D shapes can have faces, vertices and edges.</p> <p>To know that addition involves combining groups of objects.</p> <p>To read number addition sentences.</p> <p>To be able to count, order and recognise numbers to 20.</p>

			To know that patterns are repeated designs.		addition and subtraction number problems	having two quantities of the same amounts. To know that sharing equally means everyone has the same amount of an object. To know that the long hand represents the minutes and the short hand represents hours.	
Physical Development	Reception Skills	<p>To use a dominant hand.</p> <p>To begin to form recognisable letters which are formed mostly correctly.</p> <p>To use climbing equipment safely and competently.</p> <p>To begin to negotiate space effectively.</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To use climbing equipment safely and competently.</p> <p>To negotiate space effectively.</p>	<p>To show good practice with regard to exercise, eating, sleeping and hygiene.</p> <p>To be able to balance and coordinate safely.</p> <p>To negotiate space effectively.</p>	To handle tools, objects, construction and malleable materials safely and with increasing control.	To use a pencil effectively to form recognisable letters, most of which are formed correctly.	To show good control and co-ordination in large and small movements.

Communication and Language.

	Reception Knowledge	<p>To know which hand to write with. To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to make anticlockwise movement and retrace vertical lines.</p> <p>To know how to use the trim trail safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how good practice with regard to exercise, eating sleeping and hygiene can contribute to good health.</p> <p>To know how to use scissors effectively.</p>	<p>To know why it is important to handle different apparatus safely.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to form letters correctly.</p> <p>To know how to use scissors effectively.</p>	<p>To know how to handle a range of equipment and tools effectively.</p> <p>To know how to use scissors effectively.</p>
	Reception Skills	<p>To talk about themselves and others.</p> <p>To sing songs. To speak about a range of texts.</p>	<p>To compare different festivals.</p> <p>To make comments about their observations.</p>	<p>To describe features of traditional stories.</p> <p>To talk about the role of healthy food and exercise in staying healthy.</p>	<p>To describe familiar texts with detail and using full sentences.</p> <p>To begin to ask questions about familiar aspects of their environment and their learning.</p>	<p>To label and sort living things.</p> <p>To begin to research using a search engine.</p> <p>To describe habitats.</p>	<p>To be able to order a range of life cycles.</p> <p>To be able to give facts about a specified subject.</p>
	Reception Knowledge	<p>To know about others.</p> <p>To know familiar songs.</p> <p>To describe different story and non-fiction texts.</p>	<p>To know about different festivals.</p> <p>To be able to talk about how different people help us.</p> <p>To begin to talk about why things happen using new vocabulary learnt.</p>	<p>To know different traditional stories.</p> <p>To know a range of healthy food and exercise.</p> <p>Express their ideas and feelings about their experiences.</p>	<p>To know different features of texts.</p> <p>To talk confidently about why things happen using new vocabulary learnt.</p> <p>To engage in meaningful conversations with others.</p>	<p>To name and sort a range of living things.</p> <p>To be able to talk about different habitats.</p> <p>To engage in meaningful conversations with others.</p>	<p>To know different life cycles.</p> <p>To know a range of facts.</p> <p>To engage in meaningful conversations with others.</p>

Personal, Social and Emotional Development.

Reception Skills	To describe a friend. To know and demonstrate friendly behaviour. To understand how to be a good friend. To learn to join in with whole group activities. To choose an activity independently.	To learn about a range of different festivals. To learn about important dates in their lives.	To learn right from wrong. To understand how to make the right choices and the consequences of not making the right ones.	To understand that people need help. To identify ways of being helpful to others and how this will make them feel.	To describe a range of different habitats around the world.	To learn about the different family structures.
	Reception Knowledge	To describe and show friendly behaviour. To begin taking turns with their friends.	To be able to talk about different festivals. To understand why different people, celebrate different things.	To be able to talk about why a character has made a poor choice and what the consequences are. To be able to talk about how the character could have made a better choice.	To talk about the effect my behaviour has on others. To talk about the world that we live in and how there are similarities and differences when looking at different aspects.	To be able to talk about the relationships they have at home with their family and friends.
PSHE	<u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking	<u>Valuing Difference</u> I'm special you're special Same and different families Same and different homes I am caring Kind and caring	<u>Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe	<u>Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend	<u>Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise	<u>Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger

<h1 style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding of the World.</h1>		<p>about how to feel with 'not so good feelings', know some self-care techniques)</p> <p>Know that some actions and words can hurt others feelings.</p> <p>Oral hygiene: teeth cleaning linked to the dental nurse</p> <p>Handwashing</p> <p>Class rules:</p> <p>Behavioural expectations in the class/boundaries set</p> <p>Class rules</p>	<p>I know what it means to be respectful and to be treated with respect</p> <p>Independence: putting own socks and shoes on</p>		<p>Being helpful at home and caring for our classroom</p> <p>Caring for our world</p> <p>Looking after money</p>	<p>Being kind to living creatures</p> <p>Taking care of animals (frogs/butterflies)</p>	<p>Me and my body, girls and boys</p> <p>Transition into Year 1</p> <p>Year 1 readiness</p>
	Religious education						
	<p>History</p> <p>Science</p> <p>Geography</p>	<p>Discussion about families and their similarities and differences</p> <p>Family- same and different- books about families from the past e.g. Peepo, etc. Bonfire night and Guy Fawkes</p> <p>Mythical creatures and their links to ancient Greece</p> <p>Materials and their properties, reactions and changes</p> <p>Make observations of the changes in seasons Autumn to winter, and the effects on animals.</p> <p>Basic anatomy – parts of the body</p> <p>Describe the local environment, using all their senses to explore the natural and urban world</p> <p>Describe and compare the North Pole.</p> <p>Look at and create maps of the local area</p>	<p>Activities are flexible and will depend on children's interests and their desire on what they would like to learn about.</p>				

Expressive Arts and Design.

How Christmas is different around the world

Christmas- changes linked to toys

Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.

Reception Skills

To remember the words to a range of songs.

To give meaning to the marks that are made.

To design different patterns.

To use role play

Uses simple tools and techniques competently and appropriately.

To explore and recreate famous Art.
To draw a range of objects
To use resources to create own props.

Constructs with a purpose in mind, using a variety of resources.

To use a range of resources to create own props to aid role play.

To plan, carry out and evaluate and change where necessary.

Manipulates materials to achieve a planned effect.

To use what they have learnt about media and materials in an original way and be able to explain their choices.

Selects appropriate resources and adapts work where necessary.

They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Reception Knowledge

To learn a range of songs from around the world.

To know that people from different countries may have different traditions.

For children to be able to safely construct with a

To learn the names of different tools and techniques that can be used to create Art.

To experiment with creating different things and to be able to talk about their uses.

To understand that pictures can be created by making observations or by using imagination.

To use paints, pastels and other resources to create observational drawings.

To use a range of props to support and enhance role play.

To identify and select resources and tools to achieve a particular outcome.

To know the different uses and purposes of a range of media and materials.

For children to be able to safely construct with a purpose and evaluate their designs.

To describe ways of safely using and exploring a variety of materials.

Selects tools and techniques needed to shape, assemble and join materials they are using.

		purpose and evaluate their designs.		For children to be able to safely construct with a purpose and evaluate their designs.			
	Artist Study						
	Enhancements	<p>Weekly Star of the Week Weekly magic moments Weekly Stars Celebration</p> <p>Sep 11 First Aid Day Sep 22 National fitness day. Oct 1 world smile day Oct 4 Grandparent's day</p>	<p>Weekly Star of the Week Weekly magic moments Weekly Star Celebration</p> <p>Trip to the Cinema</p> <p>Nativity Elf school</p> <p>Nov 4 Diwali Nov 5 Bonfire Night Nov 10 world Science day Nov 11 Remembrance day. Nov 13 Children in need Nov 15 Anti Bullying Nov 29 Hanukkah Dec 1 Christingle</p>	<p>Weekly Star of the Week Weekly magic moments Weekly star Celebration</p> <p>Jan30 story telling week Feb 1 Chinese new year Feb 8 safer internet day Feb 14 valentines day random acts kindness week 22 Feb World thinking day</p>	<p>Weekly Star of the Week Weekly magic moments Weekly star Celebration</p> <p>Trip to the Dingles</p> <p>Talent Show</p> <p>March 2 Lent begins March 8 Women's day March 22 world water day March 27 Mother's day Easter April 2 Ramadan April 2 Autism awareness day</p>	<p>Weekly Star of the Week Weekly magic moments Weekly star Celebration</p> <p>2 May Eid-Al-Fitr Father's day</p> <p>8 June- world ocean day 17 June- Father's day 5 July anniversary NHS</p>	<p>Weekly Star of the Week Weekly magic moments Weekly star Celebration</p> <p>Star of the year</p> <p>Trip to All things Wild</p> <p>Sports Day Graduation</p> <p>7 July world chocolate day 17 July world emoji day 20 July anniversary moon landing</p>
	British Values	<p>Mutual respect</p> <p>We are all unique.</p> <p>We respect differences between different people and their beliefs in our</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views.</p>	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great</p>

		community, in this country and all around the world. All cultures are learned, respected, and celebrated	share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
	Severne School Values	Respect Succeed Celebrate					
	Parent partnership	Welcome meeting Evidence me involvement Parents picnic Christmas celebrations Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy Share in my learning	Evidence me involvement Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy	Evidence me involvement Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy Share in my learning	Evidence me involvement Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy	Evidence me involvement Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy Share in my learning	Evidence me involvement Information evening for next year. Invited to half termly EYFS assembly Magic moments Wonder wall Open door policy
	Support offered for parents Open door Parents can request training	New eyfs meeting Phonics information eve Reading information evening Sharing of next steps	Maths information evening	Sharing of next steps		Sharing of next steps	

on any area
which we will
always
accommodate.

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