



Broadwood Primary School  
Yearly Overview  
Year Group - Reception



	<b>Autumn Term</b> <i>Explore</i>	<b>Spring Term</b> <i>Discover</i>	<b>Summer Term</b> <i>Create</i>
	<b>Key Concepts</b> Belonging, love, dreams	<b>Key Concepts</b> Care, diversity, responsibility	<b>Key Concepts</b> Creativity, resilience, bravery
<b>Enquiry Question:</b>	<i>What makes you, you?</i>	<i>Do things look the same wherever you are?</i>	<i>How can we express how we feel?</i>
<b>English (Texts)</b>	 Super Duper You	 My cat likes to hide in boxes All are Welcome	 The Colour Monster Ruby's Worry 
<b>Literacy skills</b>	Phonics (phase 2) 1. s a t p 2. i n m d 3. g o c k 4. ck e u r 5. h b f ff l ll ss  Read a simple phrase Write a word or caption to match their phonics	Phonics (stage 3 and 4) 6. j v w x 7. y z zz qu Consonant digraphs ch sh th ng Vowel digraphs ai ee igh oa oo ar or ur ow oi ear air ure er  Read a simple phrase/sentence Write short sentences using known phonics using a full stop	Review and consolidate all graphemes taught Read aloud simple sentences and books that are consistent with their phonic knowledge, including c and exc words Write short sentences using phonics including a capital letter and full stop Write letters, most of which are correctly formed Spell phonetically Write simple phrases and sentences that can be read by others
<b>Science Knowledge and Skills</b>	Explore the natural world around them - materials and changes Describe what we see, hear and feel whilst outside(talk) Floating and sinking Cooking <b>Planning an enquiry</b> Suggest an idea to investigate with help. <b>Designing tests</b> Follow short demo and spoken instructions (help). Use a range of everyday items to investigate.	Explore the natural world around them (plants and animals) (shadows) Draw in preparation for maps Understand the key features of the life cycle of a plant or an animal Understand the effect of changing seasons on the world around them Describe what they see, hear and feel whilst outside (talk) Understand the effect of changing seasons on the world around them Talk about the differences between materials and changes they notice (snow/ice)(talk)	Explore the natural world around them - explore and talk about forces Describe what they see, hear and feel whilst outside (talk) Understand the effect of changing seasons on the world around them <b>Planning an enquiry</b> Suggest an idea to investigate with help. Suggest what might be the 'best' or 'worst'. <b>Designing tests</b> Follow short demo and spoken instructions (help).



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	<p><b>Gathering and recording data</b> Position numbers on a number track to 10. Use non-standard units to measure and compare. Use prepared pictograms to record my observations. Use a simple table by recording in pictures &amp; words. Add to pictograms by counting up.</p> <p><b>Reporting findings and evaluating</b> Recognise, create &amp; describe simple patterns (e.g. size). Begin to use 'more' or 'less', etc. to compare observations Talk about changes that I observe during activities</p>	<p><b>Planning an enquiry</b> Suggest an idea to investigate with help. Suggest what might be the 'best' or 'worst'.</p> <p><b>Designing tests</b> Follow short demo and spoken instructions (help). Aware that factors change in an investigation. Use a range of everyday items to investigate.</p> <p><b>Gathering and recording data</b> Position numbers on a number track to 15. Use non-standard units to measure and compare. Use prepared pictograms to record my observations. Use a simple table by recording in pictures &amp; words. add to pictograms by counting up.</p> <p><b>Reporting findings and evaluating</b> Recognise, create &amp; describe simple patterns (e.g. size). Begin to use 'more' or 'less', etc. to compare observations Talk about changes that I observe during activities</p>	<p>Aware that factors change in an investigation. Use a range of everyday items to investigate. Work safely when given instructions (some supervision).</p> <p><b>Gathering and recording data</b> Can position numbers on a number track to 20. Use non-standard units to measure and compare. Use prepared pictograms to record my observations. Use a simple table by recording in pictures &amp; words. Add to pictograms by counting up.</p> <p><b>Reporting findings and evaluating</b> Recognise, create &amp; describe simple patterns (e.g. size). Begin to use 'more' or 'less', etc. to compare observations Talk about changes that I observe during activities</p>
<p><b>History Knowledge and Skills</b></p>	<p><b>Me and My Family/When I was a baby</b> Family photos Looking at clues in a muddled bag <b>Nursery Rhymes</b> – Jack and Jill and others - vocabulary <b>Chronology</b> Sequence three photos of their life (baby, nursery, school) <b>Cause and effect</b> Comment on images/photos of familiar situations in the past <b>Interpretation</b> Use stories, songs, poems and themes to talk about fictional and non-fictional characters from the past</p>	<p>By using nursery rhymes and other media The school day (what we use)/ Washday now and then Compare and contrast characters from stories, including figures from the past <b>Chronology</b> Group artefacts into now and then using basic chronology <b>Cause and effect</b> Comment on images/photos of familiar situations in the past</p>	<p>Compare and contrast characters from stories, including figures from the past (for example Neil Armstrong) <b>Sources</b> Use a range of sources to find out about the past <b>Cause and effect</b> Comment on how the actions of story characters lead to the events that follow.</p>



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<p><b>Geography Knowledge and Skills</b></p>	<p>Draw information from a simple map          What jobs do people in the community do?          Introduce different occupations – vocabulary of occupations and the world of adult work          Interpret a simple map (eg, route from classroom to gate at hometime)          Create a map using real objects.          Recognise that adults do different jobs in the community.          Use appropriate vocabulary when role-playing for different occupations / jobs</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos          Recognise some similarities and differences between life in this country and life in other countries (eg through stories such as Handa’s Surprise, Wombat Stew))          Recognise some environments that are different to the one in which they live          Describe the effect of changing seasons on the natural world around them          Talk about a world map or globe, knowing that different countries are represented by the different coloured shapes.          Talk about similarities and differences between different countries / environments in relation to the stories we have read          Know the names of the seasons and be able to describe what happens in each.</p>	<p>Draw information from a simple map          Making maps          Describe the effect of changing seasons on the natural world around them          Draw and interpret maps of familiar routes, and those from stories.          Know the names of the seasons and be able to describe what happens in each.          Talk about activities which are more appropriate to a particular season.</p>
<p><b>Personal, Social, Emotional Development Knowledge and Skills</b></p>	<p>Early Years Framework characteristics of effective learning – three strands:          Playing and Exploring; Active Learning; Creativity and Critical Thinking  <b>Aspects of PSED Area of Learning:</b>          Self-regulation          Managing self          Building relationship          Talk about members of their family and community          What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies          Who is special to us? Ourselves and others; people who care for us; groups we belong to; families  <b>SRE</b>          Understand the routines and patterns in a typical day.          Self-care e.g. dressing and undressing.</p>	<p style="text-align: center;"></p> <p>Exploring how people, families, communities and cultures can be the same or different. Exploring similarities and differences from around the world.  <b>SRE</b>          Understand the importance of hygiene and keeping clean.          Identify and moderate their own feelings socially and emotionally.          Think about the perspectives of others.</p>	<p>Name and describe people who are familiar to them (people who help us)  <b>SRE</b>          Understand the similarities and differences between families          Understand the roles of family members.          Express their feelings and consider the feelings of others.</p>



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	<p><b>Other skills learned:</b>          Take part in pretend play (for example, being 'mummy' or 'daddy'?)          Take part in other pretend play with different roles – being the Gruffalo, for example?          Generally, negotiate solutions to conflicts in their play?          Build constructive and respectful relationships.          Manage their own needs.</p>		<p>Show resilience and perseverance in the face of challenge.</p>
<p><b>Art Knowledge and Skills</b></p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings – illustrating stories, rhymes and songs          Jasper Johns – “Numbers” as inspiration -          Use pencils, pens, crayons or paintbrushes effectively to create a variety of lines and closed shapes          Create simple representations of people, animals or objects that are important to them          Explore shape through printing with a variety of objects          Describe shapes and sizes in their own art and that of others          Mix secondary colours from primary, and use white to create paler shades</p>	<p>Explore use and refine a variety of artistic effects to express their ideas and feelings          Colour mixing - Storybook “Mixed” -          Create paintings inspired by Molly Upton          Create observational drawing and painting from real-life objects (eg Spring flowers, blossom)          Mix white with other colours to create pastel shades          Mix primary colours          Begin to vary thickness of brushstrokes          Begin to add detail to drawings and paintings          Use drawing for a particular purpose (to record the life cycle of an animal or the growth of a plant))          Describe and create pattern and texture using a variety of tools          Begin to use modelling clay to create 3D forms with imprinted detail</p>	<p>Catching what we see – by painting, drawing and sculpture (The world outside – Monet/ visit to Laing)          Return to and build on their previous learning, refining ideas and developing their ability to represent them          Create collaboratively, sharing ideas, resources and skills          Man-made and Natural materials          Create observational drawings and paintings from images of other artwork          Mix colours to match original artwork using a combination of primary colours and white          Add detail to dry paintings using other media (pens, pencils, collage)          Combine media to create a planned effect          Use drawing for a particular purpose (maps)          Share creations, explaining the processes used</p>



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<p><b>Design and Technology Knowledge and Skills</b></p>	<p>Different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Explore a range of joining materials using glue and tape Considering materials and which is the best joining technique for the job</p>	<p>Different techniques for joining materials, such as how to use split pins and hole punches, string and paper clips Through a project approach (for example a science week activity – building a boat) learn to plan what /how something can be created. Learning to join using split pins, hole punches, string and paper clips Considering materials and which is the best joining technique Being able to plan what is to be made. Being able to choose appropriate materials and consider how they can be used.</p>	<p>Opportunities to work together to develop and realise creative ideas. Learn to plan what /how something can be created. Learn how to evaluate what has been created. Create collaboratively, sharing ideas, resources and skills. Being able to plan what is to be made. Being able to choose appropriate materials and consider how they can be used. Be able to talk about what has been created and how effective it is: 'fit for purpose'.</p>
<p><b>Music Knowledge and Skills</b></p>	<p>Listen attentively, move to and talk about music, expressing their feelings Performing in the Christmas Nativity Listen attentively, move and march to and talk about music, expressing their feelings and responses. Recognise the sounds of guitar, percussion and trumpet. Discuss likes and dislikes of music listened to Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	<p>Sing in a group or on their own, including matching the pitch and following the melody Performance Watch and talk about dance and performance art, expressing their feelings and responses. Be able to recognise old (baroque) music and contemporary (disco) music. Play percussion instruments to the beat and a rhythm.</p>	<p>End of year production Explore and engage in music making and dance, performing solo or in groups. Perform to an audience.</p>
<p><b>Religious Education Knowledge and Skills</b></p>	<p><b>The importance of belonging</b> That belonging is an important element in the life of faith communities <b>Concept Progression: Self</b> – belonging and how to say thank you Recognise that people have different beliefs and celebrate special times in different ways <b>Concept Progression: Christmas</b> – nativity play Understand the concept of belonging within their own experience Retell what happens at a baptism, explaining some of the reasons why this is done and what it means</p>	<p><b>Harvest Festivals</b> That saying 'thank you' to God is an important element of some religious celebrations including harvest festivals Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year) <b>Concept Progression: Easter</b> - eggs Know about the main features of Christian and Jewish harvest festivals Understand that a harvest festival is about giving thanks to God and a time for sharing with those in need.</p>	<p><b>Friends of Jesus</b> That Jesus was a real human being who had a family and friends Concept Progression: God - Bible stories from the Old Testament: e.g. Jonah, Noah <b>Concept Progression:</b> The Bible – stories from the New Testament: e.g. Lost Sheep, the Lost Coin Know that Jesus was a real human being who had a family and friends;</p>



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			<p>that Jesus chose special friends - disciples - to help him</p> <p>Retell simple stories about Jesus and his disciples and about his meetings with children</p> <p>Know that Jesus offered friendship to all people.</p>
<p><b>Physical Development Knowledge and Skills</b></p>	<p><b>Gymnastics</b></p> <p>Using environment and equipment (indoors and outdoors) to develop core strength and key skills as seen below.</p> <p>Show more control when:          rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in gymnastics.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> <li>- toothbrushing</li> <li>- sensible amounts of 'screen time'</li> <li>- having a good sleep routine</li> <li>- being a safe pedestrian</li> </ul>	<p><b>Dance</b></p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in dance.</p> <p>Combine different movements with ease and fluency.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p><b>Athletics</b></p> <p>Sports Day</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in sport/athletics.</p> <p>Combine different movements with ease and fluency.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>
	<p><b>Modern Foreign</b></p>	<p>Spanish is not taught as a discrete subject in EYFS. Children build on the language conventions begun in Nursery in the context of daily routines (eg registration) and throughout the school day. Children are introduced to songs and rhymes in Spanish.</p>	



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<b>Languages Knowledge and Skills</b>	Listening Children to listen to key vocabulary Speaking Pupils recall vocabulary learned in Nursery and learn a few new words relevant to their school day.	Listening Learn to match the language with images and words they have been taught Speaking Children build up a bank of core vocabulary that can be used during daily routines.	Listening Listen attentively and show understanding by joining in and responding Appreciate stories, songs, poems and rhymes in the language Speaking Say some common words confidently and with increasingly accurate pronunciation.
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