

St Francis of Assisi Catholic Primary School
Reception Termly Overview of Planning 2020-2021



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novel/ Topic	All About Me Here We Are/ Peace at Last!/ The Gingerbread Man	Toys The Velveteen Rabbit/ Kipper's Toy Box/ Stanley's Stick/ The Teddy Robber/ Naughty Bus	Winter Lost and Found/ Tree/ Snowballs/ The Foggy Forest/ The Snow Lambs/ The Wind Blew/ Poems about seasons	Space Space Tortoise/ Whatever Next/ The Cave/ Zim, Zam, Zoom/ How to Catch a Star/ Space poems/ I'm a Little Alien	Transport and Travel Mr Grumpy's Outing/ Oi Get Off Our Train/ All Kinds of Cars/ All Kinds of Planes/ The Train Ride/ Cycle City/ Duck in the Truck/ The Hundred Decker Bus/ Flashing Fire Engines/ Amazing Aeroplanes	Down on the Farm Starts With a Seed/ We're Going on a Bear Hunt/ Farmer Duck/ Tremendous Tractors/ A Squash and a Squeeze/ Pig in the Pond
Theme Week						
RE	God's World Other Faith Day – Judaism (Yum Kippur)	God's Family Other Faith Day - Hinduism (Diwali)	Getting to know Jesus Other Faith Day	Sorrow & Joy Other Faith Day	New Life Other Faith Day - Islam (Ramadam)	Church Other Faith Day - Judaism – (Shavvot)
Communication & Language	Listen attentively in a range of situations. Listens to stories and anticipates key events. Follow instructions involving several ideas or actions. Express themselves effectively.	Listen attentively in a range of situations. Follow instructions involving several ideas or actions. Express themselves effectively, Showing awareness of the listeners needs.	Respond to stories with relevant comments, actions or questions. Listens to stories and anticipates key events and retell stories in the correct order. Express themselves effectively. Answer how, why questions in response to stories/events.	Give attention to what others say and respond appropriately while engaged in another activity. Answer how and why questions about their experiences and in response to stories and events. Develop their own narrative and explanations by connecting	Express themselves effectively showing awareness of others needs. Responds to stories with actions or questions. Follow instructions involving several ideas or actions. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Give attention to what others say and respond appropriately whilst engaged in another activity. Answer how and why questions in response to stories or events. Develop own narratives and explanations by connecting ideas and events.

				ideas.		
English	<p>Focus: Writing own name, and captions. Stories with familiar settings.</p> <p>Focus on letter formation (RWI) Have some favourite rhymes stories and poems. Use phonic knowledge to decode words and read them aloud (Fred Talk). Handles books carefully and turns own pages. Hear and say initial sounds in words. Joins in with repeated refrains. Give meaning to marks. Writes own name.</p>	<p>Focus: Information books, information sentences, writing captions.</p> <p>Focus on letter formation- Joins in with repeated refrains. Knows information can be retrieved from books and computers. Read and understand a simple sentence. Hears and says initial sounds in words. Use some clearly identifiable letters to communicate meaning. Knows information can be retrieved from books and computers.</p>	<p>Focus: Writing instructional sentences, Stories set in imagined worlds, setting descriptions.</p> <p>Focus on letter formation Suggest how a story might end. Shows an awareness of rhyme and alliteration. Read and understand a simple sentence. Continue a rhyming string. Attempts to write a simple sentence. Use phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Focus: Traditional stories, writing own simple story/story sentences.</p> <p>Focus on letter formation- Nelson handwriting scheme?? Describes main settings and principal characters. Use phonic knowledge to decode words and read them aloud, read some common irregular words. Write simple sentences that can be read by themselves and others.</p>	<p>Focus: Stories set in imagined worlds. Information books linked to 'Transport and Travel'</p> <p>Focus on letter formation Read and understand simple sentences and demonstrate and understanding when talking to others about what they have read. Attempts to write short sentences in meaningful contexts. Use phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Focus: Instructional texts, writing own simple story/ story sentences.</p> <p>Focus on letter formation- Decode words using phonics and read common irregular words demonstrating an understanding about what they have read. Write simple sentences including some irregular common words. Some words are spelt correctly and others are phonetically plausible. Knows information can be retrieved from books and computers.</p>
Phonics	RWI Use phonic knowledge to	RWI Use phonic knowledge to	RWI Use phonic knowledge to decode words and	RWI Use phonic knowledge to	RWI Use phonic knowledge to write words in ways	RWI Use phonic knowledge to write words in ways

	decode words and read them aloud.	decode words and read them aloud. To decode nonsense/alien words.	read them aloud. To decode nonsense/alien words	decode words and read them aloud. To decode nonsense/alien words.	which match their spoken sounds.	which match their spoken sounds.
Mathematics	To understand important times in the day. To complete the daily calendar. Recite numbers to 10, then 20. Say and use number in songs, rhymes and stories. Count up to objects to 10 in a line, or by moving them. Count out up to 10 objects from a larger set Begin to match numerals to the number in a set. Order numerals to 10. Count up to 10 objects which can't	Continue a repeating pattern with two colours/shapes/objects. Count on from any number to 10. Say the next number (i.e. say the number after a given number up to 10 without counting from 1). Read the corresponding addition. Find different ways to partition sets of five objects. Read the corresponding addition. Early subtraction – Guess how many are hiding. Compare two lengths using direct comparison; use language of longer and shorter. Use uniform non-standard units to measure items up to 10 units long. Put three lengths in order. Compare two heights using direct comparison; use language of taller and shorter. Use uniform non-standard units to	Recite numbers to 20, then 100. Count back from at least 10 to zero. Order numerals to at least 10. Count up to 20 objects Ordinal numbers. Begin to estimate quantities, e.g. choose from 5, 10 or 20. Count actions and sounds. Sort and describe 2D shapes. Symmetry. Name rectangles, squares, circles and triangles. Sort other objects using given criteria. Say the next number (without counting from 1). Add 1 to any number. Add 2 to any number up to 10. Read the corresponding addition. Continue a repeating pattern with three colours/shapes/objects. Symmetrical patterns. Find different ways to partition sets of ten objects. Read the corresponding addition. Early subtraction – Guess how many are hiding.	Find one more and two more than any number to 10. One more than numbers to 20. Begin to record the number in a set. To 5, then 10. Compare two weights using direct comparison; use language of heavier and lighter. Use uniform non-standard units to measure weights up to 10 units. Recognise cube, cuboid and sphere. Sort 3D shapes according to whether they roll or not, stack or not. Count back from 20 to 0. Compare numbers to 20. Read numbers to 20, match numerals to sets. Recognise 1p, 2p, 5p and 10p coins and know the value of each. Solve practical problems involving	Recite numbers to 100 Count in 1s and 10s to 100 Estimate from a given choice or range, e.g. 10, 20 or 100 Add 1, 2 or 3 to any number to 20 by counting on. Sort irregular shapes according to number of corners/sides. Sort objects using criteria such as colour, curved, number of corners, etc. Sort objects using their own criteria. Doubling, halving and sharing. Pairs with a total of 6 or 7 – addition and subtraction. Create and complete repeating patterns with two or three colours/shapes/objects/ actions. Count in 2s.	Find 1 more/ 1 less. Subtract 2 by counting back. Count and record number of objects to 20 Count on or back 2 or 3 Direct comparisons of capacity. More or less. Describe cube, cuboid, cylinder, sphere, cone and pyramid. Left and right. Follow directions. Recognise some coins. Very simple addition and subtraction problems involving money. Count in 5s.

	<p>be moved. To match and sort. To compare amounts. To compare size, mass and capacity. To represent 1. To compare 1. To understand the composition of 1. To use positional language for "first". To begin to use the language of money – 1p, £1. To recognise and describe a circle.</p> <p>Match numerals to the number in a set. Rehearse counting back from 10 to 0, including in songs, stories and rhymes. Count actions.</p>	<p>measure items up to 10 units high. Put three heights in order. Compare two numbers/quantities, use the language of 'more' and 'less'. Use days of the week in context, e.g. story. Recognise a minute as unit of time. Count actions carried out in a minute (less than 20).</p> <p>Describe the shape and size of shapes. Name circles, squares and triangles.</p> <p>Begin to describe 3D shapes. Use 3D shapes to print and make models. Understand zero to describe an empty set.</p>		<p>counting or role play Know how key times of day (hours only) are shown on the clock, analogue and digital. Begin to know months of the year, including important months, e.g. birthday, celebrated festivals.</p>		
--	---	--	--	--	--	--

Understanding the world (Science, History and Geography)	<p>Knows some of the things that make them unique and talk about similarities and differences in relation to family and friends.</p> <p>Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Talk about past and present events in their own lives and in lives of family members.</p>	<p>Enjoys joining in with family customs and routines.</p> <p>Know about the similarities and differences between themselves and others and among families, communities and traditions.</p> <p>Know about similarities and differences in relation to places and living things.</p> <p>Talk about how environments might vary from one another.</p>	<p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Know similarities and differences in relation to objects and materials.</p> <p>Know about similarities and differences in relation to places. Talk about how environments might vary from one another.</p>	<p>Know that other children don't always enjoy the same things and are sensitive to this.</p> <p>Know similarities and differences in relation to materials.</p> <p>Make observations of plants and explain why some things occur and talk about changes.</p>	<p>Talk about features of their own environment and how environments might vary from one another.</p> <p>Knows similarities and differences in relation to objects and materials.</p>	<p>Know about similarities and differences in relation to living things.</p> <p>Make observations of plants and animals and explain why some things occur and talk about changes.</p>
Understanding the World-Computing	<p>Recognise that a range of technology is used in places such as home and school.</p>	<p>Select and use technology for a particular purpose</p>	<p>Recognise that a range of technology is used in places such as home and school.</p>	<p>Select and use technology for a particular purpose.</p>	<p>Recognise that a range of technology is used in places such as home and school.</p>	<p>Select and use technology for a particular purpose.</p>

Expressive arts and design	Sing songs and explore different sounds of instruments. Safely explore a range of materials. Represent own ideas, thoughts and feelings through design and technology.	Sing songs and make music and dance. Use what they have learnt about media and materials in an original way thinking about uses and purposes. Represent own ideas through art and role play.	Sing songs, music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques experimenting with colour and design. Represent own ideas, feelings and purposes through art and dance.	Sing songs, music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design and texture. Represent own thoughts and feelings through music and DT.	Sing songs, music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques experimenting with colour, form and function. Use what they have learnt about media and materials in an original way thinking about uses and purposes. Represent own thoughts and feelings through role play and stories.	Sing songs, music and dance and experiment with ways of changing them. Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, form and function. Represent own thoughts and feelings through art, role play and stories.
Physical development	Group Games Move confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively. Manage own basic hygiene and personal needs successfully, including going to the toilet independently.	Dance, Multi-Skills Show good control and co-ordination in large and small movements.	Gymnastics (Key steps), Invasion games Move confidently in a range of ways, safely negotiating space.	Gymnastics, Invasion games Handle equipment and tools effectively including pencils for writing. Talk about the ways to stay healthy and safe. Manage own basic hygiene and personal needs successfully, including dressing independently.	Striking games Move confidently in a range of ways, safely negotiating space MH1Know importance for good health of physical exercise Know importance of a healthy diet and talk about ways to stay healthy. Manage own basic hygiene and personal needs including dressing independently.	Athletics Show good control and co-ordination in large and small movements. Handle equipment and tools effectively including pencils for writing. Manage own basic hygiene and personal needs including dressing and going to the toilet independently.

	<p>Football, Tennis, Multi Skills</p> <p>Know importance of a healthy diet and talk about ways to stay healthy.</p> <p>Know importance of good health and physical exercise.</p>					
<p>Personal, Social and Emotional Development</p>	<p>Weekly circle time ongoing linked to whole school recovery plan “Here We are”</p> <p>Play co-operatively, taking turns with others</p> <p>Form positive relationships with others and adults</p> <p>Confident to try new activities and say why they like some activities more than others .</p> <p>Talk about how they and others show feelings.</p> <p>Talk about their own and others’</p>	<p>Weekly circle time ongoing linked to ethos statement.</p> <p>Play co-operatively, taking turns with others/</p> <p>Confident to try new activities. Will choose own resources needed for their chosen activities.</p> <p>Say when they do or don’t need help.</p> <p>Work as part of a group or class and understand and follow the rules.</p> <p>JIGSAW resource focus day</p>	<p>Weekly circle time ongoing linked to ethos statement.</p> <p>Take account of one another’s ideas about how to organise their activity.</p> <p>Show sensitivity to other’s needs and feelings forming positive relationships.</p> <p>Confident to speak in familiar group and will talk about their ideas.</p> <p>Adjust behaviour to different situations and take changes of routine in their stride.</p> <p>JIGSAW resource focus day</p>	<p>Weekly circle time ongoing linked to ethos statement.</p> <p>Take account of one another’s ideas about how to organise their activity.</p> <p>Chose own resources they need for chosen activities and say when they do or don’t need help.</p> <p>Talk about how they and others’ show feelings and talk about own and others behaviour and its consequences.</p> <p>JIGSAW resource focus day</p>	<p>Weekly circle time ongoing linked to ethos statement.</p> <p>Play co-operatively, taking turns with others.</p> <p>Confident to try new activities, say why they like some activities and not others.</p> <p>Know consequences of behaviour.</p> <p>Adjust behaviour to different situations.</p> <p>JIGSAW resource focus day</p>	<p>Weekly circle time ongoing linked to ethos statement.</p> <p>Show sensitivity to other’s needs and feelings forming positive relationships (Link to transition).</p> <p>Confident to speak in a familiar group and talk about own ideas.</p> <p>Work as part of a class, understand and following rules.</p> <p>Take changes of routine in their stride (Link to transition) .</p> <p>JIGSAW resource focus day</p>

	behaviour and know some behaviour is unacceptable. JIGSAW resource focus day					
Educational visits/ visitors		Autumn walk around local area TBC	Winter walk around local area Library Visit TBC	Library Visit TBC	Spring Walk around the local area Library Visit TBC	Summer walk around local area Library Visit TBC