



# Castle View Primary School

## Yearly Overview Year Reception

	Autumn		Spring		Summer	
Topic name	This is Me!	What can I see?	Hot or Cold?	How can I look after myself?	Where am I?	What is happening here?
<b>Literacy</b>	<p>Pete the Cat rocking in his school shoes.</p> <p>Harry and the dinosaurs start school.</p> <p>Name reading and writing</p> <p>Set 1 A -teach single letter sounds, blending, spelling and reading</p>	<p>Read Write inc</p> <p>Set 1 B -teach gaps in single letter sounds, blending, spelling and reading</p> <p>Set 1 C- teach gaps in single letter sounds, blending, spelling and reading</p>	<p>Read Write inc</p> <p>Ditty -teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete a sentence and hold a sentence.</p>	<p>Read Write inc</p> <p>Red- teach Set 1 Special friends, review Set 1 single letter sounds, blending, spelling and reading. Complete and hold a sentence.</p>	<p>Read Write inc</p> <p>Green- teach Set 2 sounds, review Set 1. Blending, spelling and reading. Writing simple sentences, thought bubbles, posters, lists, descriptive sentences, commands</p>	<p>Read Write inc</p> <p>Purple- teach Set 2 sounds, continue to review Set 1 sounds. Blending, spelling and reading. Writing letters, commands, descriptive sentences, balanced text with pros and cons, labels, balanced texts.</p>
<b>Maths</b>	<p><b>Number: Match and Sort</b></p> <ul style="list-style-type: none"> <li>To be able to match a range of objects in different areas</li> <li>To be able to sort objects based on their colour, size or shape</li> </ul> <p><b>Compare Amounts</b></p> <ul style="list-style-type: none"> <li>To know that a set can have more items, fewer items or the same amount of items as another set</li> </ul> <p><b>Measure, Shape and Spatial Thinking: Compare size, mass and capacity</b></p> <ul style="list-style-type: none"> <li>To know that objects can be compared and ordered according to their size.</li> </ul>	<p><b>Number: Comparing 1, 2 and 3</b></p> <ul style="list-style-type: none"> <li>To know that when we count, each number is one more than the previous number</li> <li>To know that when we count back, each number is one less than the previous number</li> </ul> <p><b>Composition of 1, 2 and 3</b></p> <ul style="list-style-type: none"> <li>To know that all numbers are made up of smaller numbers</li> <li>To explore different compositions of 2 and 3</li> </ul> <p><b>Measure, Shape and Spatial Thinking: Circles and triangles Positional language</b></p> <ul style="list-style-type: none"> <li>To know that circles have one curved side and triangles have 3 straight sides</li> </ul>	<p><b>Number: Introducing zero Comparing numbers to 5 Composition of 4 and 5</b></p> <ul style="list-style-type: none"> <li>To know that the number name zero and numeral 0 means 'nothing there' or 'all gone'</li> <li>To understand that 0 is one less than one</li> <li>To understand that when comparing numbers to five, one quantity can be more than, the same as or fewer than another quantity</li> <li>To compare quantities to five using a variety of objects and representations</li> <li>To know that all numbers are made up of smaller numbers</li> <li>To explore different compositions of 4 and 5</li> <li>To be able to subitise numbers up to 5</li> </ul>	<p><b>Measure, Shape and Spatial Thinking: Time</b></p> <ul style="list-style-type: none"> <li>To order and sequence important times in the day</li> <li>To recognise that regular events happen on the same day each week</li> <li>To describe significant event in their lives and talk about event they are looking forward to</li> </ul> <p><b>Number: Numbers 9 and 10</b></p> <ul style="list-style-type: none"> <li>To apply counting principles when counting 9 and 10</li> <li>To represent 9 and 10 in different ways</li> <li>To arrange 9 or 10 items into small groups support subitising</li> <li>To notice that a ten frame is full when there are 10</li> </ul>	<p><b>Number: Building numbers beyond 10</b></p> <ul style="list-style-type: none"> <li>To build and identify numbers to 20 and beyond using a range of resources</li> <li>To see that larger number are composed of full 10s and the next 10</li> <li>To recognise that the numbers 1-9 repeat after every full 10</li> </ul> <p><b>Counting patterns beyond 10</b></p> <ul style="list-style-type: none"> <li>To count on and back beyond 10</li> <li>To count on or back from different starting points</li> <li>To say what comes before or after a given number</li> <li>To place sequences of number in order</li> </ul>	<p><b>Number: Doubling</b></p> <ul style="list-style-type: none"> <li>To learn that doubling means 'twice as many'</li> <li>To build doubles using real objects and mathematical equipment</li> <li>To build numbers on 10 frames to see doubles</li> <li>To be able to say doubles</li> <li>To be able to sort doubles and non-doubles</li> </ul> <p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>To be able to identify when items have not been shared fairly</li> <li>To be able to check that items are shared fairly and that everyone has the same</li> <li>To recognise and make equal groups</li> </ul>

- To use language such as big and little, large and small to describe a range of objects
  - To be able to use scales
- Exploring pattern**
- To be able to copy, continue and create simple repeating patterns
  - To explore patterns in a range of contexts including shapes, colours, sizes, actions and sounds
  - To build patterns both horizontally and vertically

**Number: Representing 1, 2 and 3**

- To identify representations of 1, 2 and 3
  - To subitise or count to make collections of 1,2 and 3 objects
- To be able to match number names to numerals and quantities

- To recognise circles and squares on everyday objects
- To build circles and triangles
- To use positional language to describe how items are positioned in relation to other items

**Number: Representing numbers to 5**

- To count on and back to 4
- To count or subitise sets of up to 4 objects
- To match number names to numerals and quantities
- To subitise up to 5 items
- To count forwards and backwards to 5
- To represent 5 objects on a 5 frame

**One more and one less**

- To explore one more and one less
- To predict how many there will be if they add one more or take one away

**Measure, Shape and Spatial Thinking: Shapes with 4 sides**

- To learn that squares and rectangles have 4 straight sides and 4 corners
- To recognise squares and rectangles on everyday objects
- To find other shapes with 4 sides

**Time**

- To order key events in the daily routine
  - To use language to describe when things happen *e.g. day, night, morning, afternoon, evening, before, after, today, tomorrow*
- To begin to measure time in simple ways

- To notice how numbers can be composed of 2 parts or more than 2 parts

**Measure, Shape and Spatial Thinking: Compare mass**

- To compare the mass of different items
- To use the language of *heavy, heavier than, light, lighter than* and *lightest* to compare items

**Compare capacity**

- To explore capacity using different materials
- To use the language of *tall, thin, narrow, wide* and *shallow* to describe containers
- To make direct comparisons by pouring from one container to another

**Number: Numbers 6, 7 and 8**

- To apply counting principles when counting to 6, 7 and 8
- To represent 6, 7 and 8 in different ways
- To arrange 6, 7 and 8 in different groups to subitise
- To order and compare representations
- To count on and back to 8

**Making pairs**

- To find and make pairs
- To arrange small quantities into pairs
- To recognise that some quantities have an odd one left over
- To play games which involve matching pairs

**Combining two groups**

- To combine two groups to find out how many altogether
- To be able to subitise where possible to find the total

**Measure, Shape and Spatial Thinking:**

**Length and height**

- To use language to describe length and height
- To make direct comparisons between two lengths
- To be able to make indirect comparisons using blocks

- To use 10 frames, fingers and beadstrings to subitise groups of 9 and 10

**Comparing numbers to 10**

- To make comparisons by lining items up using 1:1 correspondence
- To know that sets can have more items, fewer items or the same number of items as another set
- To compare 2 quantities
- To order 3 or more quantities

**Number bonds to 10**

- To explore number bonds to 10 using real objects in different contexts

**Measure, Shape and Spatial Thinking:**

**3D shape**

- To explore and manipulate 3-D shapes
- To know which shapes stack and which shapes roll and why
- To construct 3-D shapes in different ways
- To know the names of some 3-D shapes
- To explore the similarities and differences between 3-D shapes
- To sort 3-D shapes in different ways

**Pattern**

- To explore patterns which use items more than once
- To be able to say the pattern out loud
- To create patterns around the edge of shapes

**Consolidation**

- To find larger numbers on number tracks and 100 squares

**Spatial Reasoning: Match, rotate, manipulate**

- To select and rotate shapes to fill a given space
- To complete jigsaws and shape puzzles
- To explain their choices for where to place shapes
- To use positional language to explain where shapes are in relation to one another

**Number: Adding more**

- To use real objects to see that the quantity of a group can be changes by adding more
- To use 'First', 'Then' and 'Now' to explore mathematical stories
- To count how many altogether by counting on
- To represent addition number stories using 10 frames, number track and fingers

**Taking away**

- To use real objects to see that the quantity of a group can be changed by taking items away
- To use 'First', 'Then' and 'Now' to explore mathematical stories
- To subitise or re-count to see how many are left
- To represent subtraction number stories using 10 frames, number track and fingers

**Spatial Reasoning: Compare and decompose**

- To understand that shapes can be combined and separated to make new shapes
- To fit shapes together, break shapes apart and notice the new shapes they have created
- To investigate how many different ways a given shape can be built using smaller shapes
- To explore different shapes that can be made by combining a set of given shapes in different ways

- To recognise there are sometimes items left over when items are grouped or shared

**Even and odd**

- To understand that some quantities will share equally into two groups but some will not
- To notice that some quantities can be grouped into pairs and some will have one left over
- To begin to notice the odd and even structure by using 10 frames

**Spatial Reasoning: Visualise and build**

- To be able to replicate simple constructions and models
- To use positional language to describe where objects are
- To be able to give verbal instructions for a partner to follow

**Number: Deepening understanding Patterns and relationships**

- To be able to solve a range of problems
- To be able to review and discuss strategies from problem solving activities
- To explore and investigate relationships between numbers and shapes
- To be able to copy, continue and create a widening range of repeating patterns and symmetrical constructions

**Spatial Reasoning: Mapping**

- To know that maps can be used to help us to see where things are in relation to other things
- To create maps to represent models, familiar places and places in stories

<b>Communication and Language</b>	The children will develop their communication and language skills through a variety of learning that is structured and unstructured. This will include taking part in listening skills games and activities as well as story telling using prompts. The children will take turns to look after Pete the Cat and share his diary with the rest of the class, responding to questions as appropriate. The children will take part in regular rhyme time activities and modelled how to use the language required to support play in class role-play. Alongside this a Bookworm group will begin to further support children and families. The children will look at a series of pictures from 'Just Imagine' and 'You Choose' and will follow the adult's model of how to talk about the pictures and share their opinions. Word of the day will also be introduced and a curiosity cube will be placed in the room to encourage the children to talk and discuss what they can see with their peers.		The children will continue to build on the learning that has taken place in the Autumn term through guided talk groups. The children will learn oral stories to help with their story language and story telling skills. The children will also be encouraged to use talking tins to discuss their answers, listen to their sentences and to check their words are making sense. Story phones will also be used alongside the reading area to encourage language and speech development.		The children will continue to build on the learning that has taken place in the Spring term through guided talk groups as required and guided reading groups for all children. The children will learn oral stories to help with their story language and story telling skills and will use this model to make changes to an original story and then confidently retell it through the use of actions and story mapping. The children will also be encouraged to use talking tins to discuss their answers, listen to their sentences and stories and to check their words are making sense. Story phones will continue to be used alongside the reading area to encourage language and speech development. The children will continue to engage in a number of different modelled role-play experiences.	
<b>Understanding the world</b>  History, Geography, Science, RE	RE-Special Times: Children will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. Historical development - Unit 1: Local Study: The history of me and my family. Geographical development – (A1) All about me! Where do we live? What is Lancaster like? What roles do people have in Lancaster (police, fire service and ambulances)? What was it like in the past? Can you map our area – using features? Scientific development- Basic features of their body and senses (A1)- beginning to simply look at senses. Looking at the seasonal changes associated with Autumn. Looking at habitats of some animals(A2)		RE- Special Stories: Children will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. Historical development- Unit 2: Unit 2: Local Study: The history of me and my family Geographical development(Sp1) - Celebrations – Chinese New Year (Cultural Beliefs) What is similar and different between UK and China? Do we celebrate new year in the same way? What is special in our lives and those in other communities? Weather- Seasons-including Spring Scientific development- How things change when they are warmed or cooled. Food-Seeds, fruit and vegetables as part of a healthy diet. Dental hygiene.		RE- Our Special World: Children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation. Historical development - Unit 3: Celebrations: Celebrations in my family Geographical development - Our natural world What different environments are there in the UK? Woodlands, Seaside, cities etc. Where do animals live? What are the different seasons? Can you spot the features in our local area? What is manmade and natural? Scientific development- Similarities and differences in animals. Growing plants. .Push and Pull. How materials change.	
<b>Expressive Arts and Design</b>	Music- Everyone Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs.	Christmas Production with KS1	Music- Big Bear Funk! Find a funky pulse. Copy-clap 3 or 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words. Enjoy playing patterns using a combination of any of the three notes C, D and E.	Hands, Feet, Heart Find the pulse! What animal can you be finding the pulse? Copy and clap back rhythms. Playing instruments using up to three notes G or G, A + C. Which part did you play? Improvise using the notes C + D. Playing instruments using up to three notes – G or G, A + C.	The Dragon Song Play and copy back using up to 3 notes – G + A. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)	Music- Reflect Rewind Review This is a consolidation unit of all the skills and knowledge learnt in the previous units during the year. It will be based around classical music and will provide a good end of year summary of all learning that has taken place.
	<p style="text-align: center;"><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To draw pictures with a finger in a shallow tray of sand, glitter, ... etc</li> <li>To develop the correct pen or pencil grip and make marks on paper with ease</li> <li>To experiment with mark making using a range of drawing media</li> <li>To select paper of different textures, sizes and colours to work with</li> <li>To create and follow a pattern</li> <li>To be able to colour in a shape developing accuracy</li> <li>To select media to draw from memory, imagination and observation</li> </ul> <p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To experiment with using a range of fabrics and threads or yarns</li> <li>To be able to hold scissors correctly and be able to apply pressure to cut through fabric</li> <li>To join fabric pieces together or to a background to create a piece of art</li> <li>To say what they like about their work and that of others in very simple terms</li> </ul>		<p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>Investigate mark making with brushes, sponges, rags etc looking at the different marks that each tool makes</li> <li>To hold a paintbrush correctly and develop dexterity</li> <li>Investigate different textures of paint eg blowing runny paint with a straw / rolling a marble through it, mixing colours</li> <li>To select tools and paint colours to paint from memory, imagination and observation</li> </ul> <p style="text-align: center;"><b>Collage</b></p> <ul style="list-style-type: none"> <li>To learn how to hold scissors and cut through paper following lines</li> <li>To use textured paper or card eg crepe sandpaper, crumpled, corrugated etc</li> <li>To experiment with tearing, folding, cutting and sticking to create different effects</li> <li>To select objects such as fabrics, foil, cotton wool, feathers etc and arrange / stick them on backgrounds to create a simple collages</li> <li>To say what they like about their work and that of others in very simple terms</li> </ul>		<p style="text-align: center;"><b>3D / Sculpture</b></p> <ul style="list-style-type: none"> <li>To investigate malleable media using twisting, squeezing, rolling and cutting</li> <li>To make models / sculptures with malleable media such as plasticine, dough and clay</li> <li>To make models from junk materials such as cardboard boxes, yogurt pots, cartons and tubes</li> </ul> <p style="text-align: center;"><b>Printing</b></p> <ul style="list-style-type: none"> <li>To use body parts to make simple prints eg hand prints, finger prints in different colours</li> <li>To press paper onto inked surfaces to create patterns eg bubble printing or bubble wrap printing</li> <li>To experiment with a range of hard &amp; soft objects</li> <li>To put the specific colour printing block back into the same colour paint</li> <li>To make simple repeating patterns with colours or shapes</li> <li>To say what they like about their work and that of others in very simple terms</li> </ul>	

<b>PSE</b>	Lesson themes that repeat throughout the year: Getting to know each other, Getting to know each other more, Making rules, Praise and criticism, Personal Power, Choices and Consequences, Managing anger, Gentle touch and hurting touch, Telling others, Keeping secrets, Glad to be me.		
	<p>Build friendships- engage in positive interactions with adults and peers, form relationships with others, seek others to share activities and experiences, seek familiar adults and peers to engage in conversations, ask for help.</p> <p>Work together- understand and follow simple rules, share and take turns, listen to others, be considerate to the needs of others, respect the view point of others, take on ideas of others, work together in collaboration.</p> <p>Use language- to negotiate, co-operate, plan and organise play, resolve conflict.</p> <p>Social skills- observe others, initiate and understand the rules of social interaction, negotiate, resolve conflict, able to compromise, take responsibility for themselves and others.</p> <p>Communication- use gestures, non-verbal communication, facial expressions, body language, listen to others, speak to peers and adults, reflect on experiences, explain reasons why, respond to experiences and people, recall events, make suggestions.</p>	<p>Express feelings- show how they feel in response to different experiences as appropriate (happy, sad, excited, upset, angry, frustrated, worried,) show pride in their own achievements.</p> <p>Communication- make choices, communicate what they need, listen to others, recall experiences, initiate an apology when appropriate.</p> <p>Understand feelings- talk about how they feel, explain why they are experiencing particular feelings.</p> <p>Manage feelings and behaviour- understand and follow rules, share with others, work with others, change and adapt their behaviour in response to different situations, show care and concern for others, deal with anger and frustration, negotiate with others to solve simple problems.</p> <p>Understand how others feel- show sensitivity to others, show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>	<p>Self- awareness- know what they like/ do not like, talk about what they are doing and why, talk about their interests, share their ideas and interests with others, take pride in themselves and their work/achievements, share their achievements with others.</p> <p>Independence- select own resources, carry out tasks without help, will try to complete a task themselves before asking for help, can work on own and with others.</p> <p>Confidence- try new activities, make own choices and decisions, talk to others about what they need or their ideas, ask for help, initiate own ideas, seek a challenge.</p> <p>Responsibility- take care of their own belongings, take care of the belongings of others and class resource.</p> <p>Communication- listen, speak, reflect, explain, respond, recall, review.</p> <p>While there is a focus on certain elements for different themes, this learning runs throughout the whole of the year in EYFS.</p>
<b>Physical Development</b>	<p>To begin to learn the basics of the first 5 fundamental movement skills alongside different stories.</p> <p>To strengthen their fingers and hands to further support writing development.</p>	<p>To practise the skills of travelling in different ways including on feet/hands and feet.</p> <p>To move up/down, backwards/forwards and sideways</p> <p>To balance using different parts of their body and using equipment.</p> <p>To start to jump vertically.</p> <p>To practise throwing underarm and catching, rolling.</p> <p>To experiment with different types of rolls such as pencil roll, rock and roll and egg roll.</p>	<p>To move in different ways by climbing, crawling, jumping, scrabbling, sliding, shuffling and slithering.</p> <p>To move at different speeds- fast/faste and slowly/slower</p> <p>To attempt to throw at a target with some accurately.</p> <p>To rotate body parts- mixing different shapes with their body including wriggling and stretching.</p>