



RECEPTION AT THONGSLEY FIELDS

Growing hearts and minds all day, every day.

Reception Overview (Cycle A – 2021/2022)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	All about me & pets	Bright lights, special nights	Forests	Toys & special things	Growing	Seaside
Core Reading Texts	<p>The Colour Monster Anna Llenas</p> <p>Incredible You Rhys Brisenden</p> <p>Dogs Emily Gravett</p> <p>The Pet Catherine Emmett</p>	<p>How to Catch a Star Oliver Jeffers</p> <p>My Pet Star Corrinne Averiss</p> <p>Look Up! Nathan Bryon</p>	<p>Peter and the Wolf Ayesha L Rubio</p> <p>Lifeseize Sophy Henn</p> <p>Tidy Emily Gravett</p>	<p>Toys in Space Mini Grey</p> <p>The Everywhere Bear Julia Donaldson</p> <p>Old Bear by Jane Hissey</p>	<p>Handa's Surprise Eileen Brown</p> <p>The Enormous Turnip Tolstoy</p> <p>The Hungry Caterpillar Eric Carle</p>	<p>Snail and the Whale Julia Donaldson</p> <p>Meet the Oceans Caryl Hart</p> <p>Class Three All at Sea Julia Jarman and Lynne Chapman</p>
Additional Texts	<p>Our Very Own Dog Amanda McCardie</p>	<p>Ella's Nightlights Lucy Flemming</p> <p>Stories of the seasons Melanie Joyce</p>	<p>Trees Carme Lemniscates</p>	<p>Lost in the Toy Museum: An adventure David Lucas</p>	<p>Errol's Garden Gillian Hibbs</p>	<p>The Big Book of the Blue Yuval Zommer</p> <p>Tad Benji Davies</p> <p>Commotion in the Ocean Giles Andreae</p>
Writing	<p>Initial writing Identifying initial sounds Hearing initial sounds and scribing these.</p> <p>Verbal retelling of fictional stories.</p>	<p>Starting to blend sounds and write CVC words.</p> <p>Writing to inform Label writing</p> <p>Writing to entertain Sound out and write firework noises.</p>	<p>Writing phrases Writing short sentences</p> <p>Writing to inform Writing captions linked to seasonal changes</p> <p>Writing to entertain Descriptive settings linked to forest school experiences List making</p>	<p>Writing phrases Writing short sentences</p> <p>Writing to inform Sorting and labelling toys Writing shopping lists</p> <p>Writing to entertain Toy poems</p>	<p>Writing short sentences Writing sentences</p> <p>Writing to inform Instructions of how to plant a seed</p> <p>Writing to entertain Writing our own version of the Hungry Caterpillar</p>	<p>Writing to inform Fact files - pond, garden, African and marine</p> <p>Writing to entertain Pirate adventure story</p>

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	1	2	1	2	1	2
Oracy	<p>Films: talking about our pets/pets we would like.</p> <p>Hold conversations when engaged in back-and-forth exchanges with familiar adults and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Mathematics	<p>Number Subitise (recognise quantities without counting) up to 5.</p> <p>Exploring the stable order principle of counting, cardinality of objects.</p> <p>Counting in numerical order to 5, exploring cardinality, ordinality.</p>	<p>Number Explore the order irrelevance principle and the abstraction principle when counting to 5.</p> <p>Number bonds up to 5 (including subtraction facts)</p>	<p>Number Automatically recall (without reference to rhymes, counting or other aids)</p> <p>Explore and develop a deep understanding of number to 10, including the composition of each number.</p> <p>Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Number Investigating number bonds to 10, including double facts.</p> <p>Numerical Patterns Explore and represent patterns within numbers up to 10.</p>	<p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>
Science	<p>Animals & Humans Group animals by habitat e.g. farm, pond, jungle, sea. Identify and name the different parts of our bodies and those of different animals. Explore the effects of exercise on our bodies. Our own and our pets' basic hygiene and personal needs, including dressing, washing, going to the toilet, etc.</p>	<p>Light and Sound Exploring language such as light/dark, quiet/loud, high/low pitch through everyday objects and experiences. Investigating shadows</p>	<p>Animals & Humans Teeth – exploring types of teeth in humans and animals. Dental hygiene.</p> <p>Exploring habitats - Forests</p>	<p>Forces Exploring and investigating cause and effect - transporting different resources – pushes, pulls, twists, floating and sinking.</p>	<p>Plants Growing vegetables (not beans) – identifying lifecycles. Compare conditions i.e. what happens to a plant in the sun compared to a plant in a cupboard. Where our food comes from. Origins of our food and exploring our senses (Try Day Friday).</p>	<p>Materials Identify similarities and differences between different materials, natural or man-made, flexible or rigid, soft or hard.</p> <p>Animals & Humans Exploring habitats – marine and coastal.</p>

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Design & Technology	Design & Make Designing and creating props for puppetry performances.				Food & Nutrition Cook and try healthy foods and use a range of tools to help prepare them.	
Computing	Photographs and real life Taking digital photographs to record learning. Photos now and then.		Programmable toys and Beebots. Investigating the development of technology in relation to toys through time.			
History	Past & present events in own lives Changes within living memory. Significant historical events, people and places in their own locality/family tree		Toys: Exploring old and new Changes within living memory. Comparing items that are new and old. Ordering/sorting old and new items. Time before their birth.			
Geography	Differences & similarities (Revisited from Nursery) Different environments around school and our local area. Identify and compare features of the classroom to the playground/forest school.		Differences & similarities Different environments within & around Huntingdon Walk to local shops, the park, etc. and identify local features Identify and compare known features e.g. bedroom v park		Differences & similarities – Huntingdon vs Hunstanton Different environments in different places – coast vs town. Visit to the seaside – Identify and compare known physical and human features.	
	Weather and seasons (throughout the school year) What is the weather like today – creating weather diaries. Link different seasons with identifying principles, appropriate clothing etc. Creating weather maps - 5 days forecast for Huntingdon weather. Collect simple measurements of temperature and rainfall.					
RE	Let's Celebrate! What is a celebration? How children celebrate their birthday and that everybody does this differently – parties, food, invitations. Children could plan their own party – write an invitation – possibly to a Diwali and Christmas parties.				My Special Place Where is your happy place? e.g. The park, home, school etc. What does it mean to 'belong'? Investigate special places for religious communities.	
Art	Drawing: Self-portraits Begin to show accuracy and care when drawing a self-portrait.	Shape, Line, Colour & Pattern Developing fine motor control thorough the exploration of different shapes, lines, patterns and colour.	Whole School Artist Study			Drawing, printing and collage Explore and create repeating patterns; irregular painting patterns; simple symmetry; safely using and explore a variety of materials, tools and techniques, experimenting with colour and design. Detailed drawings of fruit, vegetables and seeds; printing with a variety of objects, etc.
	Form: Clay thumb pots/bowls Handle, feel, enjoy and manipulate materials; construct, build, take apart and destroy, shape and model. Divas linked to RE, etc.	Using Starry Night as a vehicle for exploring representations of real and imagined worlds and experiences e.g. linked to festivals and main theme.				

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Term	Autumn		Spring		Summer	
	1	2	1	2	1	2
Music	Perform songs, rhymes, poems and stories with others, and, when appropriate, move in time with music. Explore tuned and un-tuned percussion instruments: similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes) Making a range of deliberately chosen sounds in the environment.					
Drama & Performance	Christmas 'Nativity' performance.		World Book Week – poems and rhymes performance			
PSHE	Myself & My Relationships 1 Beginning and Belonging (NB, GFG) Respecting others to make the classroom a safe and happy place.	Citizenship 2 Me and My World People who can help us and what money can be used for.	Myself & My Relationships 3 My Emotions (C, R, GTBM) Different emotions and how people express emotion.	Healthy & Safer Lifestyles 3 Healthy lifestyle choices including leisure time.	Healthy & Safer Lifestyles 1 My Body and Growing Up Our growing bodies and self-care skills.	Keeping Safe (Including Drug Education) Staying safe and medicines.
Themed Study	Anti-Bullying Week Choose Kindness		World Book Week		Enterprise – whole school theme.	
Sport	Fundamental skills Ball skills – developing gross and fine motor skills. Changing independently.		Fundamental skills Ball skills – developing gross and fine motor skills Coordination e.g. throwing, catching, skipping Cooperation and team work.		Athletics – Sports Day Running, throwing, catching, jumping.	
Indoor PE	Yoga Demonstrating strength, balance and coordination. Changing independently	Dance Being expressive and moving in time to music. Changing independently	Gymnastics Negotiating space and obstacles safely, with consideration for others.	Dance Moving energetically and safely within a designated space.	Gymnastics Exploring patterns, sequences and performance qualities.	Yoga Demonstrating strength, balance and coordination.
Outdoor Learning						

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Reception Overview (Cycle B – 2022/2023)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	What makes you special?	People who can help us	Dinosaurs	Explorers	Traditional tales	Transport
Core Reading Texts	<p>Super Duper You Sophy Henn</p> <p>The Perfect Fit Naomi Jones</p> <p>The Littlest Yak Lu Fraser</p> <p>Pumpkin Soup Helen Cooper</p>	<p>Emergency! Margret Mayo</p> <p>The Jolly Postman Janet and Allen Ahlberg</p>	<p>Am I Yours? Alex Latimer</p> <p>Dinosaur Department Store Lily Murray and Richard Meritt</p> <p>Never Show a T Rex a book Rashmi Sirdeshpande</p>	<p>We're going on a bear hunt Michael Rosen</p> <p>We're going on a Lion Hunt David Axtell</p> <p>Croc and Bird Alexis Deacon</p> <p>There's a Tiger in the Garden Lizzy Stewart</p>	<p>Three Little Pigs Nicola Baxter and Jan Lewis</p> <p>Jack and the Bean Stalk</p> <p>Wolves Emily Gravett</p>	<p>The Train Ride June Crebbin</p> <p>Naughty Bus Jan and Jerry Oke</p> <p>You Can't Take an Elephant on the Bus Patricia Cleveland</p>
Additional Texts	<p>The Doorbell Rang Pat Hutchins</p>	<p>Norman the Slug Who Saved Christmas by Sue Hendra</p>	<p>Dinosaurs Love Underpants Claire Friedman</p> <p>Harry and His Bucketful of Dinosaurs Ian Whybrow</p> <p>Dinosaurs Lifesize Sophy Henn</p>	<p>Handa's Hen Eileen Brown</p> <p>The Tiger Who Came To Tea Judith Kerr</p>	<p>The Three Little Pigs and The Big Bad Book Lucy Rowland</p> <p>The Three Ninja Pigs David Bedford</p> <p>The Pea and the Princess Mini Grey</p>	<p>The Hundred Decker Bus Mike Smith</p> <p>This Bus Is For Us Michael Rosen</p>
Writing	<p>Hearing initial sounds Oral blending and segmenting Writing single sounds</p> <p>Writing to inform Labelling body parts and skeletons Sorting and labelling fruit and veg Writing shopping lists and recipes</p>	<p>Oral blending and segmenting Writing single sounds Writing cvc words</p> <p>Writing to entertain Writing our own Emergency! poem</p> <p>Writing to inform Labelling emergency vehicles Writing lists of people who help us. Writing letters to characters in the story</p>	<p>Writing cvc words Writing short phrases</p> <p>Writing to inform Drawing and labelling dinosaurs</p> <p>Writing to entertain Imagining what a dinosaur would do in school</p> <p>Writing to persuade Writing letters to SLT about the dinosaur in the library</p>	<p>Writing phrases Writing short sentences</p> <p>Writing to inform Sorting and labelling animals Writing fact sheets about animals Writing shopping lists and menus</p> <p>Writing to entertain Imagining animals in the garden</p>	<p>Writing short sentences Writing sentences</p> <p>Writing to inform Describing images from the story</p> <p>Writing to entertain Writing an alternative to the three little pigs.</p>	<p>Writing sentences/ multiple sentences. Writing a simple story</p> <p>Writing to inform Sorting and labelling different vehicles</p> <p>Writing to entertain Writing a transport poem Writing our own Naughty Bus adventure</p>

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Oracy	<p>Films: talking about our what makes them special.</p> <p>Hold conversations when engaged in back-and-forth exchanges with familiar adults and peers.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions – linked to external visitors.</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding; - exploring dinosaur vocabulary.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support.</p> <p>Performance of a well know story e.g. <i>We're going on a bear hunt.</i></p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
Mathematics	<p>Number Subitise (recognise quantities without counting) up to 5.</p> <p>Exploring the stable order principle of counting, cardinality of objects.</p> <p>Counting in numerical order to 5, exploring cardinality, ordinality.</p>	<p>Number Explore the order irrelevance principle and the abstraction principle when counting to 5.</p> <p>Number bonds up to 5 (including subtraction facts)</p>	<p>Number Automatically recall (without reference to rhymes, counting or other aids)</p> <p>Explore and develop a deep understanding of number to 10, including the composition of each number.</p> <p>Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>	<p>Number Investigating number bonds to 10, including double facts.</p> <p>Numerical Patterns Explore and represent patterns within numbers up to 10.</p>	<p>Numerical Patterns Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system.</p>
Science	<p>Animals & Humans Identify and name the different parts of our bodies and those of different animals. Explore the effects of exercise on our bodies. Learning about our own and our pets' basic hygiene and personal needs, including dressing, washing, going to the toilet, etc.</p>	<p>Light and Sound Exploring language such as light/dark, quiet/loud, high/low pitch through everyday objects and experiences. Investigating shadows</p>	<p>Animals & Humans Teeth – exploring types of teeth in humans and animals. Dental hygiene.</p>	<p>Animals & Humans Group animals by habitat e.g. farm, pond, jungle, sea. Sorting and grouping animals by attributes. Exploring habitats – Forests</p>	<p>Materials Identify similarities and differences between different materials, natural or man-made, flexible or rigid, soft or hard.</p>	<p>Forces Exploring and investigating cause and effect - transporting different resources – pushes, pulls, twists, floating and sinking.</p>
Design & Technology	<p>Food & Nutrition Exploring healthy foods and the tools used to prepare them.</p>				<p>Design & Make Designing and building houses for the pigs based upon the materials properties.</p>	

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Term	Autumn	Autumn	Spring	Spring	Summer	Summer
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Computing	Photographs and real life Taking digital photographs to record learning. Photos now and then.		There is a dinosaur in the classroom! Using green screens to create digital fact files about dinosaurs. Watching weather reports for the UK and Eastern region.			
History	Past & present events in own lives Changes within living memory. Significant historical events, people and places in their own locality/family tree Nurses over time study: Nurses as superheroes.				Homes: Exploring old and new Changes within living memory. - moving house? Comparing items that are new and old. - for example, castles, thatched cottages, new innovations etc. Ordering/sorting old and new items. Time before their birth.	
Geography	Differences & similarities (Revisited from Nursery) Different environments around school and our local area. Identify and compare features of the classroom to the playground/forest school.		Differences & similarities Different environments within & around Huntingdon. Walk to local shops, the park, etc. and identify local features Identify and compare known features e.g. bedroom v park		Journeys Explore maps as part of journeys and the different physical and human features that they can represent.	
	Weather and seasons (throughout the school year) What is the weather like today – creating weather diaries. Link different seasons with identifying principles, appropriate clothing etc. Creating weather maps - 5 days forecast for Huntingdon weather. Collect simple measurements of temperature and rainfall.					
RE	Me and My Family Discuss that all families are different and unique. Who is in your family? People who help us – religious perspective.				Christianity: Retelling parables David the shepherd boy/ David and Goliath Sowing the seeds	
Art	Drawing: Self-portraits Begin to show accuracy and care when drawing a self-portrait. Shape, Line, Colour & Pattern Developing fine motor control through the exploration of different shapes, lines, patterns and colour. Exploring colour and shape through flowers (Van Gogh, O’Keeffe, etc.) and abstract art (Kandinsky, Matisse, etc.).		Form: Clay thumb pots/bowls Handle, feel, enjoy and manipulate materials; construct, build, take apart and destroy, shape and model. Dinosaur eyes linked to main theme, etc.	Whole School Artist Study	Drawing, printing and collage Explore and create repeating patterns; irregular painting patterns; simple symmetry; safely using and explore a variety of materials, tools and techniques, experimenting with colour and design. Detailed drawings of fruit, vegetables and seeds; printing with a variety of objects, etc.	Drawing: Self-portraits Demonstrate accuracy and care when drawing a self-portrait.
Music	Perform songs, rhymes, poems and stories with others, and, when appropriate, move in time with music. Explore tuned and un-tuned percussion instruments: similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes) Making a range of deliberately chosen sounds in the environment.					
Drama & Performance	Christmas ‘Nativity’ performance.		World Book Week – poems and rhymes performance			

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Term	Autumn		Spring		Summer	
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PSHE	Myself & My Relationships Beginning and Belonging The children will learn about respecting others to make the classroom a safe and happy place.	Citizenship Me and My World The children will learn about people who can help us and what money can be used for.	Myself & My Relationships My Emotions The children will learn about emotions and how people express emotion.	Healthy & Safer Lifestyles The children will learn about healthy lifestyle choices including leisure time.	Healthy & Safer Lifestyles My Body and Growing Up The children will learn about growing bodies and self-care skills	Keeping Safe (Including Drug Education) The children will learn about how to stay safe and about the use of medicine.
Themed Study	Anti-bullying Week		Children's Mental Health Week UK Safer internet Day		Enterprise whole school theme	
Sport	Fundamental skills Ball skills – developing gross and fine motor skills. Changing independently.		Fundamental skills Ball skills – developing gross and fine motor skills Coordination e.g. throwing, catching, skipping Cooperation and team work.		Athletics – Sports Day Running, throwing, catching, jumping.	
Indoor PE	Yoga Demonstrating strength, balance and coordination. Changing independently	Dance Being expressive and moving in time to music. Changing independently	Gymnastics Negotiating space and obstacles safely, with consideration for others.	Yoga Demonstrating strength, balance and coordination. Changing independently	Dance Being expressive and moving in time to music. Changing independently	Gymnastics Negotiating space and obstacles safely, with consideration for others.
Outdoor Learning						

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