

Reception Topic Overview

Term	Theme	Books	Events/Visitors
Autumn 1	All about me 	<ul style="list-style-type: none"> I am too absolutely small for school by Lauren Child Harry and Dinosaurs go to school by Ian Whybrow Puddle's Big Step by Amber Stewart The Little Red Hen After the storm by Nick Butterworth We're going on a bear hunt by Michael Rosen 	Harvest Assembly
Autumn 2	Celebrations 	<ul style="list-style-type: none"> The story of Guy Fawkes The Rama and Sita story The very helpful hedgehog by Rosie Wellesley Stickman-Julia Donaldson Dear Santa-Rod Campbell The Christmas Story 	Diwali Fire safety officer Autumn Walk St Mary's Church Vicar Christmas performance Pantomime trip
Spring 1	Out of the woods, into the cold 	<ul style="list-style-type: none"> The Gruffalo by Julia Donaldson Lost and Found by Oliver Jeffers Arctic Life by Sean Callery Chinese New Year-The Chinese Zodiac Story. 	Arctic WOW day Visit from Higham Chinese
Spring 2	To the rescue! 	<ul style="list-style-type: none"> The Runaway Pancake Supertato by Paul Linnet and Sue Hendra The Enormous Turnip The Easter Story 	Pancake day Easter Egg rolling
Summer 1	Growing  London!	<ul style="list-style-type: none"> The Very Hungry Caterpillar by Eric Carle The Tiny Seed by Eric Carle Oliver's vegetables by Vivian French Police Officers by Rebecca Hunter Ambulance and Air Ambulance crew by Rebecca Hunter Katie in London (Two Week Block) 	Visit from Waitrose Healthy eating day Large scale London landmark making
Summer 2	On safari! 	<ul style="list-style-type: none"> Tyrannosaurus Drip by Julia Donaldson What's the time Mr Wolf by Debi Gliori The shopping Basket by John Burningham Dear Zoo by Rod Campbell 	Trip to Woburn Safari Park Sports day Reptile visit

Expectations for Reception

	Writing	Reading	Maths
Before starting Reception	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their Early Writing e.g. Writing a pretend shopping list that starts at the top of the page; write "m" for mummy • Write some or all of their name. • Write some letters accurately. 	<ul style="list-style-type: none"> • Develop their phonological awareness e.g. spot and suggest rhymes-count or clap syllables in a word-recognise words with the same initial sound, such as money and mother. • Understand the five key concepts about print:- print has meaning-the names of the different purposes-page sequencing-we read English text from left to right and from top to bottom. • Engage in conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually (subitising). • Recite numbers past 5. • Say one number for each number in order up to 5. • Show "finger numbers" up to 5. • Link numerals and amounts. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems up to 5. • Compare quantities using language such as more than and less than. • Talk about 2-D and 3-D shapes, using words such as sides, corners. • Understand position e.g. the bag is under the table. • Describe a familiar route. • Make comparisons with size, length, weight and capacity. • Use shapes within their play, such as flat surfaces for buildings. • Combine shapes to make new ones. • Talk about patterns around them e.g. stripes on a t-shirt.
End of Reception	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by themselves and others. 	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs (two letters make one sound). • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences in books. • Demonstrate understanding of what has been read to them by retelling stories. • Anticipate key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, understanding how to make each number. • Subitise numbers up to 5 (recognise quantities without counting) • Know their number bonds to 5 (including subtraction facts) and some number bonds to 10 (including doubling facts) • Verbally count beyond 20. • Compare quantities up to 10, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and shows patterns with numbers up to 10, including odds and evens, double facts.

Support and links	<ul style="list-style-type: none">• Ideas-Can they write a shopping list, labels, a letter to Grandma, post-it notes?	<ul style="list-style-type: none">• Phonics play• Oxford Owl-Floppy phonics books.• Youtube-Geraldine Mr Thorne.• Youtube-Jolly phonics songs.	<ul style="list-style-type: none">• NCETM website• NRICH website
Support for your child	<p>Please support your child with these things:</p> <ul style="list-style-type: none">• Getting them to independently zip their coat up.• Going to the toilet independently.• Recognising and writing their name.• Reading with them each day.• Using a knife and fork.• Practising social conversations.		