







Golden Hill (Short Stay) School – Reception Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Animals 	People who help us 	Families 	Growth 	Pirates 	Seaside 
Key dates	14 th Sept National Hygiene week 1 st Oct Black History Week 7 th Oct Poetry day 25 th Oct Diwali	5 th Nov Bonfire night 15 th Nov Road safety week 15 th Nov Anti-bullying week 15 th Nov world nursery rhyme week 15 th Nov national recycling day 28 th Nov start of advent 30 th Nov St Andrew's 11 th dec jumper day	16th January World Religion Day 8th February Safer Internet Day 7 th feb children's mental health awareness	1 st March St David's 2nd March Lent starts 3rd March World Book Day 11th March Healthy Eating Week 14 th March Maths day 17 th March St Patrick's 27th March Mother's Day 2nd April World Autism Awareness Day 17th April Easter Sun	22nd April Earth Day 3rd May Children's Book Week 7th May Space Day 2nd May Eid al-Fitr 2nd June Queen's Platinum Jubilee Weekend	8th June World Oceans Day 19th June Father's Day 9th July Eid al-Adha
Celebration or hook	Harvest	Bonfire night Visit from fire service	Throwing a party Pancake day	Visit to a garden centre Easter	Trip to Fairhaven Lake	Outdoors set up as a seaside
PSED	<p>Children's personal, social and emotional development is crucial for children to lead healthy and happy lives. This is fundamental to their cognitive development. It is through their personal development that important attachments shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Throughout each day, the children are supported to manage their emotions, develop a positive sense of self, set themselves simple goals, have confidence in their abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions with other children, each child has the opportunity to learn how to make good friendships, co-operate and resolve conflicts peacefully. This allows children to then achieve at school and in later life. Emotional literacy covered throughout the year by using The Colour Monster and mindfulness, together with using 1 decision storybooks.</p>					
PSED ** all stories may move across the year, depending on the cohort's needs.	1 decision Pink goes to school Pink feels sad Rainbow feels angry Orange feels worried Purple's pet bird Orange sleeps over Blue gets lost	1 decision Yellow learns about germs Green stays in hospital Green gets glasses Green's greens Orange brushes her teeth Purple is poorly Red visits the dentist	1 decision Blue learns to share Blue's best friend Red goes swimming Red needs the toilet	1 decision Pink has a new brother Green's dad moves out Orange moves house Pink misses Mummy Pink's Screentime	1 decision Rainbow's day out Yellow play fights Yellow's bedtime Orange helps out Blue explores road safety Purple the passenger	1 decision Purple watches the news Why does Purple play differently? Rainbow's food journey Red's hearing aid Red's nut allergy Rainbow helps at home

<p>PSED Self-Regulation</p>	<p>Talk about their feelings using the words like 'happy', 'sad', 'angry' or 'worried.' Develop appropriate ways of being assertive.</p>	<p>Talk with others to solve conflicts. Understand gradually how others might be feeling.</p>	<p>Express their feelings and consider the feelings of others. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested. Find solutions to conflicts and rivalries. Eg accepting not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others.</p>	<p>Show an understanding of their own feelings & those of others, & begin to regulate their behaviour accordingly. See themselves as a valuable individual.</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>PSED Managing self</p>	<p>Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.</p>	<p>Be increasingly independent in meeting their own care needs, eg brushing teeth, using the toilet, washing & drying hands.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing. Show resilience & perseverance in the face of challenge.</p>	<p>Manage their own needs - personal hygiene. Know & talk about different factors that support their overall health & wellbeing - regular exercise, healthy eating, tooth brushing, sensible amounts of 'screentime', good sleep routine, being safe outdoor</p>	<p>Be confident to try new activities & show independence, resilience & perseverance in the face of challenge.</p>	<p>Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy choices.</p>
<p>PSED Building relationships</p>	<p>Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p>	<p>Play with one or more children, extending and elaboration play ideas.</p>	<p>Build constructive and respectful relationships.</p>	<p>Work and play cooperatively and take turns with others.</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>Show sensitivity to their own and to others' needs.</p>
<p>Communication & Language Listening, attention and understanding Speaking</p>	<p>Develop social phrases. Understand how to listen carefully and why listening it important. Listen carefully to rhymes and songs. Engage in story times.</p>	<p>Develop social phrases. Understand how to listen carefully and why listening it important. Listen carefully to rhymes and song. Engage in story times.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Listen to and retell stories. Learn rhymes, poems and songs. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentence.</p>	<p>Listen to and retell stories. Learn rhymes, poems and songs. Use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives.</p>	<p>Use new vocabulary in different contexts. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>

<p>Physical Development Gross Motor Skills</p>	<p>Go noodle Yoga Skills: Use their core muscle strength to achieve good posture Develop overall body-strength, balance and co-ordination</p>	<p>Go noodle Dance Skills: Use movement to express feelings Create movements in response to music Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas & experiences</p>	<p>Go noodle Fundamental skills Skills: start to perform fundamental skills at an emerging level Travelling skills - running fast, hopping on both feet Sending skills - roll a ball, under & overarm throw, bounce a ball Receiving skills - catch a large</p>	<p>Go noodle Gymnastics Skills: Move freely & with pleasure & confidence in a range of ways - slither, shuffle, roll, crawl, walk, run, jump, skip, slide, hop Can stand on 1 foot when shown Jumps off an object & lands appropriately Travels with confidence & skill around, under, over and through balancing & climbing equipment</p>	<p>Go noodle Athletics Skills: Start to perform fundamental skills at an emerging level travelling skills - running fast sending skills - roll a ball, under & over arm throw Runs skilfully & negotiates space successfully, adjusting speed or direction to avoid obstacles & when playing racing/chasing games</p>	<p>Go noodle Games Skill: Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</p>
<p>Physical Development Fine Motor Skills</p>	<p>Finger gym Dough disco Wiggle and Squiggle Pattern making & drawing with a variety of tools</p>	<p>Finger gym Dough disco Wiggle and Squiggle Pattern making & drawing with a variety of tools</p>	<p>Finger gym Dough disco Wiggle and Squiggle Development of letter formation Painting, cutting</p>	<p>Finger gym Dough disco Wiggle and Squiggle Development of letter formation Painting, cutting</p>	<p>Finger gym Development of letter formation Variety of tools used in activities eg scissors, paintbrushes, knives, spoons, sticks</p>	<p>Finger gym Development of letter formation Accuracy and care when drawing Accuracy and care when using a variety of tools</p>
<p>Literacy Genres/ text</p>	<p>Fiction: The Hungry caterpillar Elmer Little red hen Pumpkin soup Non-fiction: Autumn/harvest Animals Poems/ Nursery rhymes: 10 in a bed 5 little elephants Harvest songs Rumble in the jungle</p>	<p>Fiction: The Nativity Dipal's Diwali Twinkl Stars in the sky The Jolly Xmas postman Non-fiction: Bonfire night safety Occupation - fire, police, doctor etc Poems/ Nursery rhymes: When Santa got stuck up the chimney Twinkle twinkle</p>	<p>Fiction: Peace at last 3 little pigs Goldilocks Kippers birthday The royal birthday Scarecrows wedding Non-fiction: Birthdays Spring Poems/ Nursery rhymes: Miss Polly had a dolly Humpty Dumpty Incy Wincy</p>	<p>Fiction: Supertato The tiny seed Olivers vegetables (& other stories) Jack and the beanstalk Jaspers beanstalk Non-fiction: Recipes Poems/ Nursery rhymes: Mary, Mary Jack and Jill Wiggly Woo</p>	<p>Fiction: Pirates love underpants We're going on a treasure hunt Pirate Pete and the parrot Night pirates Non-fiction: Materials Pirates Poems/ Nursery rhymes: I am a pirate Pirate songs</p>	<p>Fiction: The lighthouse keepers lunch (& other stories) Rainbow fish Non-fiction: Seaside Under the water Poems/ Nursery rhymes: Head, shoulders, knees and toes This little piggy Commotion in the ocean</p>
<p>Literacy Comprehension</p>	<p>Hold a book correctly, handle with care & turn pages from front to back & recognise front & back cover. Know that print carries meaning and in English, is read from left to right and top to bottom.</p>	<p>Engage in conversation & can answer questions when reading wordless fiction and non-fiction books. Respond to 'who', 'where', 'what' and 'when' questions linked to text & illustrations. Talk about events, feelings, main characters,</p>	<p>Use picture clues to help read a simple text. Predict & anticipate key events based on illustrations, story content & title. Understand the structure of a non-fiction book is different to a fiction book.</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories. Say how they feel about stories & poems, what parties of the story they liked/disliked, can identify favourite characters,</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct</p>	<p>Correctly sequence a story of event using pictures and/or captions. Respond to questions about how and why something is happening. Know the difference between different types of text (fiction, non-fiction, poems)</p>

	<p>Know the difference between text & illustrations.</p> <p>Enjoy joining in with rhyme, songs & poems.</p> <p>Join in with repeated refrains and key phrases.</p>	<p>where a story is set and recognise links to own life experiences.</p>	<p>Play is influenced by experience of books (small world, role play)</p>	<p>events, or settings and why.</p> <p>Understand the structure of a non-fiction book is different to a fiction book.</p> <p>Independently access the features of a non-fiction book.</p> <p>Play influenced by experience of books.</p> <p>Innovate a well-known story with support.</p>	<p>sequence, using own words & include new vocabulary.</p> <p>Talk about themes of simple text eg perseverance, good v evil.</p>	<p>Play influenced by experience of books – gestures and actions used to act out a story, event or rhyme from text or illustrations.</p>
<p>Literacy</p> <p>Word reading</p>	<p>Letters and Sounds Ph 1/ 2</p> <ul style="list-style-type: none"> Blend phonemes orally within VC and CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: s a t Read words, sentences and decodable texts containing the graphemes: p i n Read words, sentences and decodable texts containing the graphemes: m d g Read words: sentences and decodable texts containing the graphemes: o c k Begin to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. 	<p>Letters and Sounds Ph 2</p> <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: ck e u Read words, sentences and decodable texts containing the graphemes: r h b Read words, sentences and decodable texts containing the graphemes: f ff l Read words, sentences and decodable texts containing the graphemes: ll ss Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space. 	<p>Letters and Sounds Ph 3</p> <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: j v w Read words, sentences and decodable texts containing the graphemes: x y z zz Read words, sentences and decodable texts containing the graphemes: qu ch sh Read words, sentences and decodable texts containing the graphemes: th/th ng Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Letters and Sounds Ph 3</p> <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: ai ee Read words, sentences and decodable texts containing the graphemes: igh oa with two-syllable words Read words, sentences and decodable texts containing the graphemes: oo/oo with two-syllable words Read words, sentences and decodable texts containing the graphemes: ar or with two-syllable words Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Letters and Sounds Ph 3/4</p> <ul style="list-style-type: none"> Blend phonemes orally within CVC words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing the graphemes: ur ow Read words, sentences and decodable texts containing the graphemes: oi ear Read words, sentences and decodable texts containing the graphemes: air ure er Read words, sentences and decodable texts containing: CVCC & CCV words Recognise upper case letters of the alphabet alongside lower case to support decoding. 	<p>Letters and Sounds Ph 4</p> <ul style="list-style-type: none"> Blend phonemes orally within Phase 4 words. Recognise and correctly enunciate GPCs introduced. Read words consistent with their phonic knowledge by accurately sound blending. Read words, sentences and decodable texts containing: CCVC & CCVCC words Read words, sentences and decodable texts containing: CCCVC & CCCVCC words Read words, sentences and decodable texts containing: Polysyllabic words containing Phase 2 and 3 graphemes with adjacent consonants. Recognise upper case letters of the alphabet alongside lower case to support decoding.

<p>Literacy Writing</p>	<p>Develop listening & speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand their thoughts can be written down. Write their own name copying it from a name card or try to write it from memory. Use talk to link ideas, clarify thinking & feelings. Orally segment sounds in simple words. Know that print carries from left to right, top to bottom. Draw lines & circles.</p>	<p>Short writing opportunities in CP and adult led activities. Copies adult writing behaviour. Makes marks & drawings with increasing control. Know that there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters & strings, sometimes in clusters like words. Orally compose a sentence & hold it in memory before attempting to write it. Orally spell VC & CVC words by identifying the sounds. Write own names. Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Short writing opportunities in CP and adult led activities. Use appropriate letters for initial sounds. Orally compose a sentence & hold it in memory before attempting to write it and use simple conjunctions. Spell to write VC & CVC words independently using Phase 2 graphemes. Shows a dominant hand. Write from left to right, top to bottom. Being to form recognisable letters.</p>	<p>Short writing opportunities in CP and adult led activities. Build words using letter sounds in writing. Use talk to organise, describe events & experiences. Begin to write a simple sentence with support. Spell to write VC, CVC & CVCC words independently, using Phase 2 & 3 graphemes. Spell some irregular common (tricky) words eg the, to, no, go independently. Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p>Short writing opportunities in CP and adult led activities. Continue to build on knowledge of letters sounds to build words in writing. Use writing in play. Use familiar words in their writing. Write a simple sentence with a full stop. Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more unknown complex words. Form most lower-case letters correctly, starting and finishing in the right place. Include spaces between words.</p>	<p>Short writing opportunities in CP and adult led activities. Show awareness of the different audiences for writing. Write short sentences with words with known letter-sound correspondence using a capital letter and full stop. Write different text forms for different purposes eg list Begin to discuss features of their own writing. Spell words by drawing on knowledge of known grapheme. Make phonetically plausible attempts when writing more unknown complex words. Spell some irregular common (tricky) words eg he, she, we, independently. Use a pencil confidently to write letters that can be clearly recognised and form some capital letters.</p>
<p>Maths Number Numerical Patterns</p>	<p>Number 1 - 4</p>	<p>Number 5 - 10</p>	<p>Counting & comparing Partitioning & understanding part-whole Understand teen numbers Distance (length, height, width) Mass/weight & capacity/volume Shape & sorting</p>	<p>Addition Subtraction Halving & doubling Number sense Addition & subtraction</p>	<p>Counting, comparing & ordering Partitioning & understanding part-whole Fractions Distance and mass/weight Capacity/volume & money Shape & sorting</p>	<p>Time Space Money & sorting Number sense Addition & subtraction</p>
<p>Understand the world Past and Present</p>	<p>Changes over time in the garden Growing and changing - growing from a baby into a child Comment on images of familiar situations in the past</p>	<p>Changes over time in the garden Remembrance Day Compare and contrast characters and stories, including figures from the past eg St Andrew's Day, Guy</p>	<p>Changes over time in the garden Frequently share texts, images, & tell oral stories that help children begin to develop an understanding of the past and present</p>	<p>Changes over time in the garden Compare and contrast characters and stories, including figures from the past eg St Patrick's, St David's Day</p>	<p>Changes over time in the garden Compare & contrast characters & stories, including figures from the past eg St George's Day.</p>	<p>Changes over time in the garden Visit to local Museum</p>

					Comment on images of familiar situations in the past eg Queen's jubilee	
Understanding the world People, cultures and communities	Animals Recognise some similarities & differences between life in this country and life in other countries. Draw information from a simple map.	Name and describe people who are familiar to them. Talk about people that the children may have come across within their community, eg shop staff, hairdressers, the police, the fire service, nurses, doctors, and teachers. Diwali, bonfire night, advent	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand the effect of changing seasons on the natural world around them. Chinese New Year	Recognise that people have different beliefs & celebrate special times in different ways. Understand that some places are special to members of their community. Ramadan	Eid-al-Fitr Draw a map of the local area Know some similarities and differences between religious and cultural communities in this country	Explore the natural world around them. Recognise some environments that are different from the one in which they live. Describe what they see, hear, and feel whilst outside. Eid-al-adha
Understanding the world Natural world	Observing seasonal change Planting bulbs Harvesting apples Little acorn story Harvest	Observing seasonal change Autumn walk	Observing seasonal change Looking at the wider world, how we can look after our world. Using '10 things I can do to change my world'	Observing seasonal change Planting seeds and plants How things grow and habitats	Observing seasonal change Monitoring and caring for growth of seeds and plants	Observing seasonal change Monitoring and caring for growth of seeds and plants Eid-al-Fitr
Expressive Arts and Design Creating with materials	Learning to use the creative area. Opportunities to be creative outdoors with small parts. Patterns with natural materials.	Drawing from nature. Autumn collages using natural resources. Leaf rubbing and printing. Explore colour mixing.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Join different materials and textures.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Make use of props and materials when role playing characters in narratives and stories. Create collaboratively, sharing ideas, resources and skills.	Make use of props and materials when role playing characters in narratives and stories. Share their creations, explaining the process they have used.
Expressive Arts and Design Being Imaginative and Expressive	Listen attentively, move and talk about music, expressing their feelings and responses. Farmer's market/ harvest with songs and role play	Express themselves creatively exploring colour, design, texture, form and function eg Firework, rangoli, Christmas pictures and cards. Role play linked to Christmas. Performing in Christmas play	Develop storylines in their pretend play. Sing a range of well-known nursery rhymes and songs.	Play instruments with increasing controls to express their feelings and ideas. Perform songs, rhymes, poems and stories with others.	Explore and engage in music making and dance, performing solo or in groups	Invent, adapt and recount narratives and stories with peers and their teacher. Perform songs, rhymes, poems and stories with others

- All activities take part in the indoor and outdoor classrooms.
- All themes are subject to change, as we follow the children's interest.