

Reception planning overview	Autumn 1 Marvellous Me	Autumn 2 Twinkle, Twinkle Little Star	Spring 1 Once Upon A Time	Spring 2 People Who Help Us	Summer 1 Secret Garden	Summer 2 Wild Things
PSED	Introduce Circle Time Starting School Getting on with everyone	Dealing with feelings Fire safety linked to Bonfire Night	Money and Me	Healthy Eating	Drug Education Keeping Safe	Growing up and Relationships (Transition to Yr1)
Physical Development	Dance Have Fun Sticky Kids Movement to music	Gym Improve Confidence/ Travelling	Dance Perform Tops Dance and themed music	Gym Improve Confidence Traveling/ Balancing	Dance Creativity/ Work with others Tops Dance and themed music	Sports Day Personal best
Communication & Language Role Play	Home corner	Home corner/Birthday celebrations Santa Workshop	Castle/Cottage Fairy Tales	Police Station Hospital/Doctors/Baby Clinic	Percy's Shed Ugly Bugs Cafe Secret Garden	Jungle Explorers Vets
Literacy/ Reading	Nursery Rhymes Rhyme and Alliteration activities Titch Enormous Turnip/ Little Red Hen (Harvest)	Kipper's Birthday Owl Babies Can't You Sleep Little Bear Whatever Next A Letter to Santa The Christmas Story	Gingerbread Man Three Little Pigs Jack and the Beanstalk Three Bears Each Peach Pear Plum	The Jolly Postman Not Now Bernard Funny Bones Non-Fiction People Who Help books Oliver's Vegetables/ Oliver's Fruit Salad (linked to PSED/ Healthy Eating) Easter story	Hungry Caterpillar Bad Tempered Ladybird The Very Busy Spider Non-Fiction Mini-beast texts	Going on a Bear Hunt / Going on a Lion Hunt Dear Zoo Walking Through the Jungle Dinosaurs Roar Non-Fiction animal texts
Literacy/ Writing	Letter formation Writing own name	Letter formation Shopping Lists Write a letter for Santa	Letter formation Invitation to the ball Wanted poster for the wolf Sequencing familiar tales	Prescriptions at the doctors Speeding tickets at the police station	Who am I? / Mini Beast Riddles Story maps/ creating own mini-beast tales	Create own narratives based on familiar stories
Mathematics	<i>Numbers: counting and recognition</i>	<i>Shape, space and measures: 2D shape SSM: money Numbers: addition and subtraction</i>	Numbers: counting and recognition SSM: size, weight and capacity	Numbers: addition and subtraction (1-10) SSM: 3D shape SSM: time	Numbers: counting and recognition (1-20) Numbers: addition and subtraction (1-20) Numbers: halving, doubling, sharing	<i>SSM: position and distance Consolidation, assessments</i>
UW/ People & Communities (History/	How I have changed. Sequencing baby, toddler, now. Harvest	Celebrations Guy Fawkes/ bonfire night/ Christmas Talk about own experiences of family	Chinese new year Pancake Day	Easter Mother's Day Different communities we belong to. School, home, village, town and how they	Exploring and identify features of the school environment	Recount of own experience of school trip.

Geography)	Diwali	celebrations		are connected. Recount of own experiences, doctors, hospitals etc. People Who Help Visit.		
UW/ The World (Science/ Geography)	How I have changed. Sequencing baby, toddler, now. My Senses	Light and Dark Exploring light sources	Exploring and Investigating properties of Materials Ice, cooking, describing, sorting	Electricity Explore uses and understand dangers of	Investigate the school/local environment Investigate plants & creatures (mini-beast hunt) Life cycles	Identify features of living things (animals) Compare habitats (jungle/artic/ocean)
ICT	Draw own face using paint program Use mouse and keyboard What everyday technology do we use in our homes?	Till in role play shop Use keyboard to produce insert for Christmas card Torches	Listen to nursery rhymes and stories in listening centre and on computer .	Use programmable toys to follow a route. Identify items which use electricity People who Help cd rom	Record a range of mini-beasts using camera and compare how they move. Find out about mini-beasts using ICT based resources	Record trip using photographs and observe on IWB back at school.
Expressive Art and Design Exploring Media and Materials (music, art, D&T)	Respond to music Sing simple songs relating to topic, Head shoulders knees and toes etc Body Percussion Accompany simple songs with a steady beat Create representation of self using a range of media. Skeletons Use all senses to explore materials	Christmas Concert Stop/Start, Loud/Quiet Fast/ Slow Explore Instruments Use a variety of media to create bonfire pictures, Diwali pots, Christingles. Design & make rocket Christmas Card/Calendar Decorations	Singing songs related to topic. Loud/Soft Sort instruments by materials made from Accompany simple stories with music Make fairy tale home	Singing topic related songs High/Low Explore Long/Short sounds Easter Cards Mother's Day Cards	Singing topic related songs, Mini beasts. Environmental sounds/ reproduce using instruments, creating own sound pictures Working on a large scale to produce mini beast art, Design and make mini beast habitat Mobiles Paper Mache mini beast using a variety of media.	Singing topic related songs Music appreciation, listen to Carnival of the animals. Create own version, matching instruments to animals Recreate trip experiences in paint, collage and 3d construction. Make zoo animals/ masks/puppets.
Being Imaginative	Uses songs learnt in music and sings to self Paint pictures/ clay models of self Home Corner	Draw on own experiences using these in artwork and role play. Play alongside others in Santa's workshop and post office role play	Paint favourite fairy tale characters and landscapes Use traditional tales as a story line on which to base their role-play.	Use props and dressing up costumes to take on roles of people in the community	Communicate ideas thoughts and feelings about environment in a variety of ways.	Express ideas and feeling about zoo animals in a variety of ways, music, art, role play Use puppets of animals to create own stories.

N.B The yearly overview contains the topic for each half term and ideas for curriculum coverage which may result in these topics. Foundation Stage planning is however influenced by the children's interests and specific needs and as such the planning may change accordingly.