Yearly Overview 2025 –26 Brixton St Marys: Reception

AUTUMN TERM 1 Transition into new class Welcome back to school	Big Question:	**What do I know about me?** WOW: Aut 1. WOW-The hall of crazy mirrors! Bring in pictures of babies and families. Can we guess who is in the photo?
	Key text/s:	**Peepo – Alan and Janet Ahlberg** **Peace at last By Janet and Allan Ahlberg** **The Great Big Book of families** **The Family Book by Todd Parr** **Harvest books – non -fiction**
	PSED:	**Jigsaw: Being me in my world** Can I talk about what it means to be unique? Piece 1 Can the children name something that they think makes them unique? Piece 1 Can I explore different feelings? Piece 2 Can I talk about how I manage my feelings? Piece 2 Can I identify and name different feelings? Piece 2 Can I work with others and consider other people's feelings? Piece 3 Can I talk about and describe different emotions? Piece 3 Can I think of different words to describe emotions? Piece 3 Can I understand why it is good to be kind and use gentle hands? Piece 4 Can I start to understand children's rights and this means we should all be allowed to learn and play? Piece 5 Can I learn what being responsible means? Piece 6
	C&L	Aut 1.-Can I make a stick puppet of myself? Can I act out a story using the stick puppets? Can I feel, smell, look at and listen to a range of objects? Can I use describing words to talk about the objects? Can I play guess who? Can I guess who they are describing? Can I share my favourite story? Listen to the stories and discuss them together. Can I talk to my friends nicely? (learn social phrases)
	PD:	**A4All PE Lessons: Fundamental Movement** Aut1-1 hour physical lesson SLO Carousels: Linked with playground games Can I explain the importance of hand washing? Can I walk and run safely in our outside area/playground? Can I use my hands in different activities? Fine motor, threading, pegging, playdough, mark making, painting etc Can I choose a healthy snack?
	Literacy:	**All about me:** **Peepo By Janet and Allan Ahlberg:** Can I listen to and talk about the story of Peepo? Can I draw pictures and talk about myself, my family and my house? Can I challenge myself to start writing initial sounds? **Harvest!** Can I find out what is harvest? Can I find out how is food harvested? Can I talk about the farm?
	EAD:	**Role Play Area: In the home** Can I make a model of my home? Can I draw myself? Can I make a puppet? Can I make stick puppets of myself? Can I use a puppet in the role play area? Can I make a photo frame to put my special photo in? Can I learn songs about my body? Can I make a collage to show my favourite things? Can I make an award for myself? Can I sing songs about myself? Can I sing my favourite songs?
	UW	**What do I know about me?** WOW- Baby photos: Can I say why I look like I do? Can we sing head, shoulders, knees and toes? (Body Parts)

		Can I say how have I changed since I was a baby?(family history) Can I look at where I live? (maps of Brixton) Can I talk about my family? Look at families from around the world? (communities around the world/ diversity) Can I say how their life looks different to mine? Can I say what makes a family? (The family book by Todd Parr) Can I say What I like best is…….? E.g.(food, hobby, colurs) Through PE/ PD: Can I say what exercise does for my body? Reflection : my special quality Harvest Week (Optional text Little Red Hen) Can I talk about why harvest is important? Link with farming & maps Can I think of ways to help people less fortunate than myself?
	Maths:	**Mastery in Number** Can I identify when a set can be subitised and when counting is needed? Can I subitise different arrangements? Can I make different arrangements of numbers within 5 and talk about what I see? Can I spot smaller numbers 'hiding' inside larger numbers? Can I connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers?
	ICT:	An introduction to ICT using Purple mash Can I use Numbots? Can I une Mini-Mash?
	RE:	**F1 – Can I explain why the word 'God' is so important to Christians?** Can I talk about and record what is important to me? Can I explain what is in my mind when I think of the word God? Can I talk about a Christian God or Gods in other religions? Harvest: Can I talk about why harvest is important to Christians? Can I learn new vocabulary linked to the church? (e.g, aisle, pulpit, vicar).
Autumn Term 2	Big Question:	**Why are there so many leaves on the ground?**
	Key text/s:	**Leaf Man By Lois Ehlert** **Percy the Park Keeper Series**
	PSED:	**Jigsaw: Celebrating Differences** Can I identify something that I am good at? Piece 1 Can I understand that being different makes us all special? Piece 2 Can I understand that we are all different but the same in some ways? Piece 3 Can I say why I think my home is special to me? Piece 4 Can I tell you how to be a kind friend? Piece 5 Can I say which words to use to stand up for myself when someone says or does something unkind? Piece 6 Can I collect and talk about autumn treasures? Can I make a house for a hedgehog? Can I care for my autumn animal for a day? Can I hide autumn toys for friend making sure that I take turns and share? Can I describe how autumn makes me feel? Autumn walk Can I stay safe on Bonfire Night? Can I explain what Christmas means to me?
	C&L	Can I describe what I see/hear/touch/smell and find on an autumn collection walk? Can I hold a conversation with back-and-forth exchanges with my peers or an adult? Can I listen to clues and guess the missing autumnal object? (memory and attention game) Can I ask questions to find out more and respond to answers appropriately? Can I listen and learn Autumn/Christmas rhymes and songs? Can I use prepositions to describe where the hedgehog or squirrel is hiding? Can I use new vocabulary in my play and in conversations with others? Can I talk in full sentences to communicate, expressing my ideas and feelings? (MINDUP) Can I listen to and talk about a non-fiction book to develop my knowledge?
	PD	**A4All PE Lessons: Object Manipulation (Gymnastics)** Aut1-1 hour physical lesson SLO Carousels: Linked with Gymnastics Can I crawl into my hibernation destination? (make a den with a tunnel) Can I move like an Autumnal animal? Can I compare my sleep routine to Isaac the hedgehog?

		Can I make an Autumn playdough animal? Can I make Autumnal playdoh with spices? Can I use my fine motor skills to trace Autumn shapes? Can I make rubbings of Autumnal leaves? Can I use Autumn leaves to make a picture?
	Literacy:	**Why are all the leaves on the ground?** **Non-fiction: Why do we celebrate Bonfire Night?** Can I find out why we celebrate bonfire night? Can I draw pictures and think of descriptive words? Can I label my picture? **Leaf Man By Lois Ehlert** Can I listen to and discuss the story? Can I follow a story map? Can I make my own leaf character and write about them? **The Jolly Christmas Postman By Janet and Allan Ahlberg** Can I follow the journey of the Jolly Christmas Postman? Can I write my own Christmas card? Can I write my own Christmas Story?
	EAD	**Role Play Area: Percy the Park Keeper/ Christmas – North Pole/post office** Can I can make an Autumn scene picture out of leaves? Can I make specific Autumn colours through mixing? Can I use these colours to paint a picture? Can I pretend we are in different weathers? Can I observe and draw leaves of different shapes? Can I make a picture of leaves that have fallen on the floor? Can I make an animal out of leaves? (hedgehogs etc) Can I make an Autumn picture to show my learning?
	UW:	**Why are there so many leaves on the ground?** **-WOW**-Walk around the village to look at the leaves and explore where we live etc. Can I name, plants and animals I see on my Autumn walk? (Or that are familiar to your environment) Can I draw a map of where we went on our Autumn walk? Where are we starting from? Where are we going? Street names, name of park. Look at Google Maps) Diwali (Mon 20th Oct) Can I talk about how and where Diwali is celebrated? Can I identify similarities and differences between how Diwali and Christmas are celebrated? - 5th Nov: Why do we celebrate fireworks night? What do I see, hear, smell and taste on bonfire night? -Can I talk about how the trees outside are changing? Can I talk about what the weather is like in Autumn? (Links with Forest School) -Can I observe how different animals behave in Autumn? (hibernation, migration) Can I talk about how to protect hedgehogs? Can I draw a picture of a hedgehog or what trees look like in Autumn? (Compare evergreen to non evergreens). -Can I find out if Autumn looks the same in other countries? Reflection: so what did we learn about Autumn? Christmas : See RE Planning
	Maths:	**Mastery Number** Can I hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number? Can I develop counting skills and knowledge, including: that the last number in the count tells us 'how many'? (cardinality); Can I be accurate in counting, each thing must be counted once and once only and in any order? Do I know that anything can be counted, including actions and sounds? Can I compare sets of objects by matching? Can I begin to develop the language of 'whole'?
	ICT:	Can I take use a camera to take a photo? Can I create Autumn Pictures using ICT? Can I use MiniMash?
	RE:	Can I retell the story of Rama and Sita? Can I explain how Hindus celebrate Diwali? **Unit F2 : Why is Christmas special for Christians?** Can I say what special stories about Jesus are in the Bible? Can I say why Christians celebrate Jesus' birthday? Can I talk about the special things that Christian do at Christmas to share God's love? Can I explain why Christmas is so special to Christians?

		Can I talk about and record what traditions my family have at Christmas?
Spring TERM 1	Big question:	Do all types of transport need wheels?
	Key text/s	**Diggers by Susan Steggall** **Non-fiction books/videos on transport**
	PSED	**Jigsaw: Dreams and Goals** Can I explain what being helpful means? Can I explain which people help us and why? Can you explain how we can be helpful at school and at home? Can I explain what we would do if someone needed help? Can I help my friends in the hospital role-play? C an I say when we need to call 999? Can I control my immediate impulses? (Sharing, turn taking etc.) (Mind Up) Can I follow instructions involving several ideas or actions? (Role play as a site manager giving instructions to workers) Can I write a list of safety rules and explain the reasons for them?
	C&L	Can I talk about Chinese New Year: How do they celebrate? (29th Jan 2025 – year of the snake) Can I think of my own questions to ask a mechanic/someone works with transport? Can I offer explanations for why things might happen? Can I compare vehicles from now and the past and use my tenses correctly? (link with UTW session) Can I use (home made) walkie talkies to talk to my friends? Can I say what I would like to be when I grow up and explain why?
	PD:	**A4All PE Lessons: Creative Movement (Dance)** 1 hour physical lesson SLO Carousels: Linked with creative movement? Can I construct buildings using construction materials? Can I write a letter to post in the post office? Can I draw chalk flames then use the hose pipe to wash them away? Can I climb like a fireman on the climbing frames? Can I complete the smoke safety crawl? Can I use bandages in the teddy bear hospital? Can I use a toothbrush to clean the dirty teeth? Can I use scissors to change materials? (make a collage to show a person who helps us) Can I write a label? Can I write a description? Can I use scissors and split pins to make a puppet?
	Literacy	**Do all types of Transport need wheels?** **The Diggers are coming By Susan Steggall** Can we listen and join in with the story? Can we sequence a story map? Can I find out which vehicles are needed to build new houses? Can we write about diggers? **Non-fiction books/videos on transport** Can I write about the journey a lorry goes on? Can we look at non-fiction books showing us emergency vehicles and the people who help us? Can we write facts about the people who help us? Can I write about the emergency worker I would like to be? Can I write a question I would ask a police officer?
	EAD:	**Role-play inside: Boats: Pirates & under the Sea** Can I act out going on a journey? Where would I go? How would I get there? What would I need to take? Can I listen and join in with songs about transport? Can I make a vehicle? Can I use instruments to accompany music? Can I learn we all live in a yellow submarine and perform it? Can I create vehicle sounds and sirens with instruments? Can I make a rocket/ hot air balloon or something else that goes in the air? Can I make a collage of different vehicles – can I explain my picture? **Local Artist:** Can I look at a Brian Pollard Painting – (one with vehicles) what vehicles can I see? Can I recreate my own Brian Pollard inspired painting? What other features does he add to his paintings e.g. lighthouse / the sea and local features etc.
	UW:	**Wow: Explore and play with a variety of vehicles – do they all have wheels?**

		- **Show & Tell:** **Ask parents to send in photos/memories of any holidays beforehand:** Can you tell me where you have been on holiday before? How did you get there? What vehicles did you travel on? Did it take a long time? What was it like when you got there? Did you travel on any different vehicles whilst you were there? - Can I think of the vehicles I see on the roads? What different vehicles do we see and what are they used for? How do these compare with similar vehicles from a long time ago? - Can I think of vehicles I see in the sea? - Why do some vehicles float on the water and others sink? Floating and sinking investigation - Can I think of vehicles that go up in the air? Ask if anyone has been in an aeroplane/helicopter or hot air balloon before? - What vehicles help people? Look at pictures of emergency vehicles (fire engine/ambulance/police car/ air ambulance/lifeboat) – what are they called and how do they help us? Why would we need each vehicle? Which vehicle do you think is the quickest? - Where would I like to go and how could I get there? **Wk 6 Reflection:** What can I tell you about different vehicles?
	Maths:	**Mastery Number** Can I continue to develop their subitising skills for numbers within and beyond 5? Can I connect quantities to numerals? Can I begin to identify missing parts for numbers within 5? Can I explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns? Can I focus on equal and unequal groups when comparing numbers?
	ICT:	Can I learn how to be safe on the internet? Can I find out about technology in my environment? Can I use Mini-Mash?
	RE:	**F3 -Why is Easter special for Christian's** What happens at the end of winter and beginning of Spring? How do 'dead' plants and trees come alive again? What do Christians believe happened to Christians? Why do Christians think it is such an important story? What do Christians do at Easter? Why do we have Easter eggs?
SPRING TERM 2	Big Question	**What journeys do characters go on in our books?**
	Key text/s:	**The Three Little Pigs (and other fairy tales)** **Supplementary texts: Handa's Surprise** **We're going on a bear hunt**
	PSED:	**Jigsaw: Healthy Me** Optional text Michael Rosen This is our house. Can I listen to stories and think about how the characters might be feeling? Can I identify how I react when I am angry/lonely/ disappointed/frustrated? Can I recognise emotions in others though their behaviours? Can I talk about why it is important to cooperate with others? Can I explain how characters have behaved, based on their feelings? (MINDUP) Can I make a list of things that I can do to support myself if I feel upset or sad? (MINDUP) Can I help my friends when they are feeling upset/ angry or sad? (MINDUP) Can I manage my feelings in other places e.g. at home, in shops etc.? (MINDUP) Can I use the chat mat to resolve conflict? (MINDUP) Can I talk about how the whale supports the snail? Can I talk about how I support my friends and family?
	C&L:	Can I describe the Whale's journey in detail? Can I retell the story as the snail? Can I tell you about my favourite character? Can I go on a wild walk and tell you what I can see/feel/smell? Can I answer comprehension questions about a story? Can I make up a new story about the 3 Billy goats? Can I describe my favourite fairy tale character for a friend to guess? Can I talk in full sentences to communicate, expressing my ideas and feelings? Can I use new vocabulary in my play and in conversations with others? Can I use past present and future tenses as I am talking? Can I talk in full sentences to communicate, expressing my ideas and feelings?

	PD:	**A4All PE Lessons: Co-operative games** Aut1-1 hour physical lesson SLO Carousels: Linked with cooperative games Can I talk about my heart and what happens during exercise? Can I keep myself while I travel? Can I use scissors and equipment to make a cape/ lift the flap picture/ map? Can I move like a fairy tale character? Can I make up a dance to match the character of a book? Can I write a character's name?
	Literacy	**The Three Little Pigs** Can I listen to and discuss the story of The Three Little Pigs? Can I follow a story map of the Three Little Pigs? Can I look at the features the Three Little Pigs see on their journey? Link to UW Can I write a descriptive sentence about the textures we find outside? (linked with the Three Little Pigs) **Easter** Can we learn an Easter song/poem for our Easter Performance? Can we write an Easter Card using our phonics skills?
	EAD:	**Role Play: Castles, Knights, princesses and dragons** Can I make a house for the three little pigs? Can I do an observational drawing of a snail or a whale (or fish?) Can I use blues and green watercolours to produce an under the sea scene? Can I make a collage of different textures? Can I draw a black and white picture of Robert Falcon Scott? Can I draw a coloured picture of David Attenborough? Can I make a lift the flap book or picture to show journeys? (Class book – one page per child) link with English?
	UW:	**S1: Wow lesson** –Three Little Pigs Day **S2:** Can I look at the features in my local environment? **S3:** Can I compare Handa's journey with the Three Little Pigs? **S4:** Science Week – Theme of 'Change and adapt' S5: Can I find different textures in my environment? Re-read the book We're going on a Bear Hunt **S6:** Can I find out about an explorer? (David Attenborough) **S7:** Can I learn about an Explorer from a very long time ago? Can I compare his to David Attenborough? How can we melt the ice?
	ICT:	Can I make films and shows using ICT? Can I use Mini-Mash?
	RE:	**Unit F4 – Being special : where do we belong?** Can I talk about different places I belong? Can I explain what belonging means? Can I explain what being unique means? Who is special to me and why?
	Maths:	**Mastery Number** Can I understand that two equal groups can be called a 'double' and connect this to finger patterns? Can I sort odd and even numbers according to their 'shape'? Can I continue to develop my understanding of the counting sequence? Can I order numbers and play track games? Can I join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers?
Summer Term 1		**Are all vegetables evil?** **WOW – Children see fruit basket tied up and a letter from the evil pea saying he has taken them hostage.**
	Key text/s	**Non - Fiction texts – Supertato -** Book by Paul Linnet and Sue Hendra **Supplementary text: Grow your own – Esther Hall?**
	PSED:	**Jigsaw: Relationships** Optional additional text – I don't want to wash my hands Tony Ross Can I write a leaflet explaining how to clean my teeth? Can I plan, write, perform and record a short film explaining how to lead a healthy life? Can I dress and undress independently? (Use P.E.) Can I write the ingredients and method for a healthy soup/salad? Can I sort healthy food unhealthy food and drinks and explain my decisions? Can I record my findings?

		Can I write a shopping list for a healthy packed lunch?
	C&L:	Can I say why the pea was rude and talk about appropriate social phrases? Can I sing a variety of minibeast songs and rhymes and perform them? Can I create a word bank that describes minibeasts? Such as wiggly, fluttering, fast, slow and tickly. Can I use positional language to describe the position of minibeasts? Can I answer minibeast riddles? (What am I? book) Can I hot-seat a minibeast using which, who, what, where why questions? Can I explain the life cycle of a butterfly to my friend? Can I use masks and costumes to create minibeast role-play? Can I talk in full sentences to communicate, expressing my ideas and feelings? Can I hold a conversation with back-and-forth exchanges with my peers or an adult? Can I use past present and future tenses as I am talking? Can I use conjunctions in my talk?
	PD:	**A4All PE Lessons: Athletics** 1 hour physical lesson SLO Carousels: Linked with Athletics Can I use tweezers to capture the Evil Pea? Can I write a letter to Supertato asking for help with efficiency? Can I keep my teeth healthy? Can I put the Evil Pea back in the freezer? (precision throwing, kicking) Can I wash a vegetable and talk about my need to wash?
	Literacy	**Supertato, Supertato veggies assemble, Supertato to the rescue -** Books by Paul Linnet and Sue Hendra Can we join in with the Story? Can we order the story to make a story map? Can I use adjectives to describe Supertato? Can I think of a new superhero and baddie for my story? Can I write a catch phrase for an evil veggie? Can I draw myself as a superhero? Can I write a superhero story that has a beginning, middle and end?
	EAD	**Role Play: Doctors – Can we save the Vegetables form the Evil Pea?** Can I print with vegetables? Can I make a sculpture out of fruit? Can I draw a fruit or vegetable that has been cut in half? Can I role play – Supertato? Can I make up/ learn a song about eating fruit and vegetable? Can I put musical instruments to it? Can I design my own evil vegetable?
	UW:	**Wow: Children see fruit basket tied up and a letter from the evil pea saying he has taken them hostage.** **1**: Can I grow vegetables and identify conditions needed for healthy growth? Can we make a digital timeline recording the process? Can I predict what the seeds will grow into? 2 Can I observe and explain the changes when celery/white flowers are placed in coloured water? **3:** Can I draw the outside and the inside of different fruits and vegetables and label them? **4:** Can I find out what fruits and vegetables my parents/ grandparents liked to eat as children? **5:** Can I find out where my fruit and vegetables come from? **6:** Can I observe my seeds and see how they have changed? **Reflection:** Can I find out about the lifecycle of a flower? What have I learnt about plants and how they grow?
	Maths:	**Mastery Number:** Can I continue to develop my counting skills, counting larger sets as well as counting actions and sounds? Can I explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame? Can I compare quantities and numbers, including sets of objects which have different attributes?
	ICT	Can I create animations? Can I develop creative artwork? Can I use Mini-Mash?
	RE	**F5 – What places are special and why?** Can I describe my special place? Can I explain why it is special? Can I record what I do in my special place? Can I talk about who I share my special place with? Can I talk about special places for Christians or Hindus?

SUMMER TERM 2 Transitions	Big Question:	**Are all minibeasts scary?**
	PSED:	**Jigsaw: Changing Me** Can I talk about how we care for minibeasts? Can I say feeling words in response to seeing and handling different minibeasts? Can I work as a group to build a home for a minibeast? Can I share and take turns? *share an ipad with a group when taking photos on a minibeast hunt.* Can I work with my group to wrap a soft toy up like a cocoon?
	CL:	Can I sing a variety of minibeast songs and rhymes and perform them? Can I create a word bank that describes minibeasts? Such as wiggly, fluttering, fast, slow and tickly. Can I use positional language to describe the position of minibeasts? Can I answer minibeast riddles? (What am I? book) Can I hot-seat a minibeast? (minibeast dress up) Which 'who', 'what', 'when' and 'how' questions can they ask? Can I explain the life cycle of a butterfly to my friend? Can I use masks and costumes to create minibeast role-play?
	PD:	**A4All PE Lessons: Striking and fielding** 1 hour physical lesson SLO Carousels: Linked with Striking and fielding Can I construct buildings using construction materials? Can I write a letter to post in the post office? Can I draw chalk flames then use the hose pipe to wash them away? Can I climb like a fireman on the climbing frames? Can I complete the smoke safety crawl? Can I use bandages in the teddy bear hospital? Can I use a toothbrush to clean the dirty teeth? Can I use scissors to change materials? (make a collage to show a person who helps us) Can I write a label? Can I write a description? Can I use scissors and split pins to make a puppet?
	Literacy	**The Hungry Caterpillar By Eric Carl** Can we share and join in with the story? Can we learn the story by heart using a story map? Can I write a sentence using adjectives about fruit and vegetables? Can I think of new fruits for the caterpillar to eat? Can I draw a caterpillar and butterfly and label them musing adjectives? **Non-fiction: Alphabetical Order & minibeasts riddles** Can I write a sentence about the letter at the start of my name? Can I research a minibeast with a partner and make notes? Can I write a fact page about minibeasts? Can I write a riddle about a minibeast?
	EAD	**Role Play: Science Lab: looking at insects** Can I turn a finger print into minibeasts? Can I make a clay minibeast? Can I make my own minibeast mask/costume/headpiece? Can I use musical instruments to create the sounds minibeasts make? Can I create a pattern for a snail shell? Can I create my own minibeast role-play?-using costumes/puppets Can I create my own small world bug city?
	UW:	**Wow (forest school) -**Minibeast hunt in the playground and on the field Text about minibeasts. Watch the lifecycle of the butterfly with live caterpillars. **S1:** Why does a spider need a web? **S2:** Where did the butterfly come from? Look at butterfly migration - maps **S3: Whole School Local Studies week – linked with the coast – were pirates really real?** **S4:** Why are bees so busy? Bee pollination experiment **S5:** Does a worm have legs? How do worms help in a compost bin? **S6:** Why does a snail carry its house around? Can we make a snailery Text: Snail themed **S7:** What were insects like when the dinosaurs were around? **Reflection:** where do we think our butterflies flew? Recap previous learning/ characters/ places from the year and plot on a world map.

	Maths:	Mastery Number Can I develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2? Can I begin to generalise about 'one more than' and 'one less than' numbers within 10? Can I continue to identify when sets can be subitised and when counting is necessary? Can I develop conceptual subitising skills including when using a rekenrek?
	ICT	Can I write a simple story? Can I use Mini-Mash?
	RE:	**F6 – What times/ stories are special and why?** Can I talk about my favourite memories so far? (MINDUP) Can I share my favourite story and explain what it means to me? Can I name and talk about a favourite Bible story? Can I show awareness of stories used in other religions and faiths?