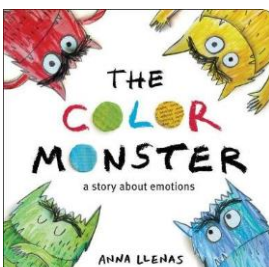
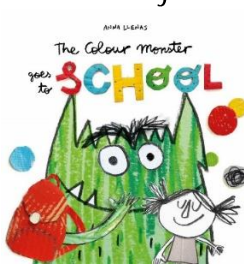
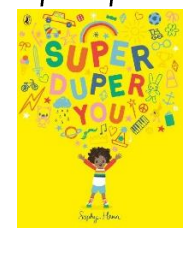
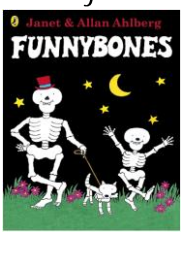


Reception class Autumn term 1 overview

All about Me!

| Book<br>Two week<br>block                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                              |                                                                                                                             |  |                                         |  |                                       |  |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
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| Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Baseline<br>Baseline LWP writing<br>My Name my family<br>baseline piece.<br>Ongoing throughout the<br>term.<br>Letter formation<br>Name practice<br>Pencil control activities | Painting and drawing<br>colour monster.                                                                                     | What do you like at<br>our school?<br>What would you like<br>to do at school?      | What would you like<br>to do at school? | What are you good<br>at?                                                            | What would you<br>like to be good at? | Story mapping<br>Labelling a<br>skeleton (sticking)                                 | Story retelling<br>Story changing. |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Baseline                                                                                                                                                                      | Unit 1 counting 5                                                                                                           |                                                                                    |                                         | Unit 2 counting 6                                                                   |                                       | Unit 3 Counting 7                                                                   |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| Computing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Computing systems and networks (Basic Online safety)                                                                                                                          |                                                                                                                             |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| <table><tr><th>Objective</th><th>Sticky Knowledge</th><th>Key Vocabulary and Definitions</th></tr><tr><td>To learn what a keyboard is and how to locate relevant keys</td><td>A keyboard can be used to write words</td><td>Keyboard- equipment you can use to type with.</td></tr><tr><td>To learn how to log in and log out.<br/>To understand why we need to log in and out.</td><td>You need to log in with passwords to keep information safe on the computer.</td><td>Log on- to make a connection with a computer or system</td></tr><tr><td>To learn what a mouse is and to develop basic mouse skills such as moving and clicking.</td><td>A mouse moves a cursor round the screen</td><td>Mouse- a pieces of equipment attached to a computer that controls the cursor.</td></tr><tr><td>To use a simple online paint tool to create digital art</td><td>You can use a mouse to draw a picture</td><td>Click- pressing a button on a control device (such as a mouse)</td></tr><tr><td>To learn what a mouse is and to develop basic mouse skills such as moving and clicking</td><td>You can use a mouse to click and open files and links.</td><td>Drag- to move something across the screen</td></tr><tr><td>Assessment Tasks</td><td>Assessing Sticky Knowledge:<br/>Children to use an art programme to create a picture using a mouse.</td><td>Assessing Key Vocabulary:<br/>Children to use the correct words while creating their work. T and TA to observe and question.</td></tr></table> |                                                                                                                                                                               |                                                                                                                             |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    | Objective | Sticky Knowledge | Key Vocabulary and Definitions | To learn what a keyboard is and how to locate relevant keys | A keyboard can be used to write words | Keyboard- equipment you can use to type with. | To learn how to log in and log out.<br>To understand why we need to log in and out. | You need to log in with passwords to keep information safe on the computer. | Log on- to make a connection with a computer or system | To learn what a mouse is and to develop basic mouse skills such as moving and clicking. | A mouse moves a cursor round the screen | Mouse- a pieces of equipment attached to a computer that controls the cursor. | To use a simple online paint tool to create digital art | You can use a mouse to draw a picture | Click- pressing a button on a control device (such as a mouse) | To learn what a mouse is and to develop basic mouse skills such as moving and clicking | You can use a mouse to click and open files and links. | Drag- to move something across the screen | Assessment Tasks | Assessing Sticky Knowledge:<br>Children to use an art programme to create a picture using a mouse. | Assessing Key Vocabulary:<br>Children to use the correct words while creating their work. T and TA to observe and question. |
| Objective                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Sticky Knowledge                                                                                                                                                              | Key Vocabulary and Definitions                                                                                              |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| To learn what a keyboard is and how to locate relevant keys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | A keyboard can be used to write words                                                                                                                                         | Keyboard- equipment you can use to type with.                                                                               |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| To learn how to log in and log out.<br>To understand why we need to log in and out.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | You need to log in with passwords to keep information safe on the computer.                                                                                                   | Log on- to make a connection with a computer or system                                                                      |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| To learn what a mouse is and to develop basic mouse skills such as moving and clicking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A mouse moves a cursor round the screen                                                                                                                                       | Mouse- a pieces of equipment attached to a computer that controls the cursor.                                               |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| To use a simple online paint tool to create digital art                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | You can use a mouse to draw a picture                                                                                                                                         | Click- pressing a button on a control device (such as a mouse)                                                              |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| To learn what a mouse is and to develop basic mouse skills such as moving and clicking                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | You can use a mouse to click and open files and links.                                                                                                                        | Drag- to move something across the screen                                                                                   |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |
| Assessment Tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assessing Sticky Knowledge:<br>Children to use an art programme to create a picture using a mouse.                                                                            | Assessing Key Vocabulary:<br>Children to use the correct words while creating their work. T and TA to observe and question. |                                                                                    |                                         |                                                                                     |                                       |                                                                                     |                                    |           |                  |                                |                                                             |                                       |                                               |                                                                                     |                                                                             |                                                        |                                                                                         |                                         |                                                                               |                                                         |                                       |                                                                |                                                                                        |                                                        |                                           |                  |                                                                                                    |                                                                                                                             |

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| <p><b>KUW</b></p> | <p><b>Peak into the past: lesson 1</b><br/> <i>To describe changes over time.</i></p> <p><i>Time moves forward but we look backwards to the past and now as the present</i><br/> Vocab:<br/> Change- to become different<br/> Time- how long it takes for things to happen.<br/> They also use time to describe how long ago things happened in the past. Time helps to describe when things may happen in the future as well.<br/> History- is the study of the past</p> | <p><b>Peak into the past: lesson 3</b><br/> <i>To begin to recognise the order events happen</i></p> <p><i>We change as we grow older, from baby to toddler to child</i><br/> Vocab:<br/> Event - something that happens (memorable)<br/> Before- means earlier than the time or event mentioned<br/> After- following in time</p> | <p><b>Peak into the past: lesson 4</b><br/> <i>To identify toys from the past</i></p> <p><i>Toys change as we get older to meet our needs.</i><br/> Vocab:<br/> Old- having existed for a specified period of time<br/> New- having recently come into existence</p> | <p><b>Adventures through time lesson 1</b><br/> <i>To begin to understand the concept of generations.</i></p> <p><i>We all come from a family with different generations</i><br/> Vocab:<br/> Family- a group of two or more persons related by birth, marriage, or adoption<br/> Generations- a group of people born and living during the same time</p> |
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|-----------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| Creative<br>(Art and Music) | Unit: Marvellous Marks                                                                               |                                                                                                                  |                                                                                                                            |
|                             | Objective                                                                                            | Sticky Knowledge                                                                                                 | Key Vocabulary and Definitions                                                                                             |
|                             | To investigate the marks and patterns made by different textures.                                    | When I hold a writing tool I use a pincher grip                                                                  | Mark - can take the form of lines, dots, shapes                                                                            |
|                             | To explore making marks                                                                              | I use different writing tools to explore making marks.                                                           | Line - is a mark made using a drawing tool or brush                                                                        |
|                             | To make controlled large and small movements.                                                        | When I use writing tools you can use different sizes and shapes                                                  | Size - the measurement of an object                                                                                        |
|                             | To compare different ways of making marks and drawing.                                               | Marks can be the same or different ie size/shape                                                                 | Compare - we look to see what is the same/different about the two things                                                   |
|                             | To create a simple observational drawing.                                                            | Observational drawing is drawing what I see                                                                      | Portrait - a picture of a face                                                                                             |
|                             | Assessment Tasks                                                                                     | Assessing Sticky Knowledge:<br>Children demonstrate their knowledge by using them to create shapes and pictures. | Assessing Key Vocabulary:<br>Children observed using the vocabulary during task and questioned about what it means by T/TA |
|                             | Unit: Exploring sound                                                                                |                                                                                                                  |                                                                                                                            |
|                             | Lesson                                                                                               | Sticky Knowledge                                                                                                 | Key Vocabulary and Definitions                                                                                             |
|                             | 1. <b>Vocal Sounds</b><br>Exploring using voices to make a variety of sounds, with relevant symbols. | I can use my voice to make different sounds                                                                      | Sound: created when something vibrates and sends waves of energy (vibration) into our ears                                 |
|                             | 2. <b>Body sounds</b><br>Exploring using body parts to make a variety of sounds.                     | I can use body parts to make sounds.                                                                             | Rhythm: the duration, or length, of musical sounds                                                                         |
|                             | 3. <b>Instrumental sounds</b><br>Exploring using instruments to make a variety of sounds.            | I can use instruments to make sounds                                                                             | Tempo: the speed at which a piece is played                                                                                |
|                             | ○ <b>Environmental sounds</b><br>Exploring sounds within the environment.                            | I can make sounds using things around me                                                                         | Low: in pitch<br>High: raised in pitch                                                                                     |
|                             | ○ <b>Nature sounds</b><br>Listening to sounds in nature and recreating them.                         | Nature sounds can be recreated using a variety of objects.                                                       | Pitch: how high or low the sound is                                                                                        |
|                             | Assessment Tasks                                                                                     | Assessing Sticky Knowledge:<br>Verbal sounds quiz                                                                | Assessing Key Vocabulary and Definition:<br>Children use appropriate words to describe their work.                         |
| Physical                    | FUNdamentals of movement                                                                             |                                                                                                                  |                                                                                                                            |

|                                   |                                                                                                                                               |                                                                    |                                                                      |                                                                                                                  |                                                          |                                                                                                                            |                                                      |
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| DT                                | Unit: Structures: Junk Modelling (ongoing each term building on the skills and knowledge, adding new resources each time to keep it engaging) |                                                                    |                                                                      |                                                                                                                  |                                                          |                                                                                                                            |                                                      |
|                                   | Objective                                                                                                                                     |                                                                    |                                                                      | Sticky Knowledge                                                                                                 |                                                          | Key Vocabulary and Definitions                                                                                             |                                                      |
|                                   | To investigate the marks and patterns made by different textures.                                                                             |                                                                    |                                                                      | When I hold a writing tool I use a pincher grip                                                                  |                                                          | Mark - can take the form of lines, dots, shapes                                                                            |                                                      |
|                                   | To explore making marks                                                                                                                       |                                                                    |                                                                      | I use different writing tools to explore making marks.                                                           |                                                          | Line - is a mark made using a drawing tool or brush                                                                        |                                                      |
|                                   | To make controlled large and small movements.                                                                                                 |                                                                    |                                                                      | When I use writing tools you can use different sizes and shapes                                                  |                                                          | Size - the measurement of an object                                                                                        |                                                      |
|                                   | To compare different ways of making marks and drawing.                                                                                        |                                                                    |                                                                      | Marks can be the same or different ie size/shape                                                                 |                                                          | Compare - we look to see what is the same/different about the two things                                                   |                                                      |
|                                   | To create a simple observational drawing.                                                                                                     |                                                                    |                                                                      | Observational drawing is drawing what I see                                                                      |                                                          | Portrait - a picture of a face                                                                                             |                                                      |
| RE<br>Creation<br>and<br>Covenant | Assessment Tasks                                                                                                                              |                                                                    |                                                                      | Assessing Sticky Knowledge:<br>Children demonstrate their knowledge by using them to create shapes and pictures. |                                                          | Assessing Key Vocabulary:<br>Children observed using the vocabulary during task and questioned about what it means by T/TA |                                                      |
|                                   | Objective 1<br>I know God made me                                                                                                             | Objective 2<br>I know God loves me<br>and I am part of a<br>family | Objective 3<br>I know we should look<br>after ourselves and<br>other | Objective 4<br>I know that God made<br>our world                                                                 | Objective 5<br>I know we should<br>look after Gods world | Objective 6<br>I know we are all<br>invited to be part of<br>Gods family                                                   | Assessment and creative work linked to<br>this unit. |