

Dixons Marchbank Primary School Yearly Overview Plan 2023 / 2024



Year RECEPTION Mrs. Hanney & Mrs. Ahmed and Mrs Rasib

Overall theme/or chosen text OR genre	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Coming to school The Meanies come to school British Value - the rule of law</p>	<p>Hocus Pocus/Ho Ho Ho! Room on a broom Nativity practice British Value - mutual respect and tolerance</p>	<p>Where do we live? China, Bradford British Value - the rule of law, mutual respect and tolerance, Democracy</p>	<p>Bears Going on a bear hunt British Value - the rule of law, mutual respect and tolerance, Individual liberty</p>	<p>Inventors William bothers Henry Ford British Value - the rule of law, mutual respect and tolerance, Individual liberty</p>	<p>What did Jack grow? Jack/Jim and the beanstalk British Value - the rule of law, mutual respect and tolerance, Individual liberty</p>
Text books	<ul style="list-style-type: none"> Meanies came to school Meanies Meanies party 	<ul style="list-style-type: none"> Remember, remember the 5th November Room on the broom Nativity 	<ul style="list-style-type: none"> Non-fiction book on Bradford Non-fiction books on China 	<ul style="list-style-type: none"> We're going on a bear hunt Non-fiction book on Bears 	<ul style="list-style-type: none"> If I built a car The inventors secret - Henry ford Rosie Revere, Engineer Wright brothers 	<ul style="list-style-type: none"> Jack and the Beanstalk Jim and the beanstalk Stinky Jack and Beanstalk
Enrichment	Phonic sessions Stay and play Meanie party	Phonic sessions Stay and play nativity Remembrance Sunday Halloween Bonfire Christmas nativity	Phonic sessions Local environment - walk Chinese dragon workshop Stay and play Valentine's day	Phonics session Nell bank - Going on a bear hunt Stay and play Shrove Tuesday Mother's Day assembly Easter	Phonics session Media Museum Stay and play	Phonics session B&Q visit Stay and play - plant a seed Father's Day assembly Transitions - Teddy bears picnic
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
OVER ARCHING PRINCIPLES	<p>Unique Child - Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships - Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments - Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development - Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					

	<p>PLAY - We understand that play is an integral part of learning and this is at the heart of our early years' curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
<p>PRIME AREAS PSED</p> <p>Personal, Social and emotional Development</p> <p>PSHE JIGSAW SCHEME</p>	<p>Being Me In My World</p> <ul style="list-style-type: none"> • I can help others to feel welcome. • I can begin to recognise and manage my own feelings • I understand why it is good to have kind and gentle hands • I am beginning to understand what responsible means 	<p>Celebrating Difference</p> <ul style="list-style-type: none"> • I can talk about what I am good at. • I understanding that being different makes us all special • I know ways that we are different and the same • I can tell you how to be a kind friend • I can tell you why my home is special to me • I know ways to stand up for myself. 	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • I understand that if I persevere I can tackle challenges • I can tell you a time that I didn't give up • I can set a goal and work towards it • I can use kind words to encourage people • I know what it means to feel proud of myself. 	<p>Healthy Me</p> <ul style="list-style-type: none"> • I understand that I need to exercise to keep my body healthy • I understand that moving and resting are good for my body • I know which foods are healthy and not healthy • I know how to help myself go to sleep and why it is good for me • I can wash my hands thoroughly and I know why it is important to stay healthy • I know what a stranger is and how to keep safe if a stranger approach me 	<p>Relationships</p> <ul style="list-style-type: none"> • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends to stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use Calm Me time to manage my feelings • I know how to be a good friend 	<p>Changing Me</p> <ul style="list-style-type: none"> • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception <p>Transition and changes</p> <p>Visits to year 1</p>
<p>PRIME AREAS PD</p> <p>Physical Development</p>	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility</p>					
	<ul style="list-style-type: none"> • Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes. • Attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. • Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. 	<ul style="list-style-type: none"> • Further develop and refine ball skills including throwing, catching, kicking, passing, batting, and aiming. • Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. • Observes the effects of activity on their bodies and the factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. 	<ul style="list-style-type: none"> • Combine different movements with ease and fluency. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use of large equipment • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group 			
<p>PRIME AREAS C&L</p> <p>Communication and Language</p>	<ul style="list-style-type: none"> • Understand how to listen carefully and why listening is important. • Engage in story times. • Uses language to imagine and recreate roles and experiences in play situations. • Ask questions to find out more and to check they understand what has been said to them. • Develop social phrases. • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary through the day 	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Engage in non-fiction books. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary through the day 	<ul style="list-style-type: none"> • Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen • Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts • They develop their own narratives and explanations by connecting ideas or events. • Children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Learn new vocabulary 			

			<ul style="list-style-type: none"> Use new vocabulary in different contexts Use new vocabulary through the day 	
Specific areas Literacy	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Name writing- correct letter and case Pencil grip Writing initial sounds Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identifying initial and end sounds 	<ul style="list-style-type: none"> Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words Read simple phrases and sentences made up of words with known letter-sound correspondences and, a few exception words. 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to an adult 	
RWI (see RWI planning)	<ul style="list-style-type: none"> Whole teaching of set 1 sounds Grouped into ability groups from week 3/4 	<ul style="list-style-type: none"> Set 1 sounds and cvc words Ditties 	<ul style="list-style-type: none"> Consolidate set 1 sounds and introduce Set 2 sounds Captions and sentences Green books and Pink books 	<ul style="list-style-type: none"> Consolidate set 2 sounds and introduce Set 3 sounds sentences yellow books

Specific areas Mathematics	<p>(White Rose scheme)</p> <p>The image shows a curriculum map for the White Rose scheme in mathematics, organized by term and week. The topics are as follows:</p> <table border="1"> <thead> <tr> <th>Term</th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> <th>Week 9</th> <th>Week 10</th> <th>Week 11</th> <th>Week 12</th> </tr> </thead> <tbody> <tr> <td>Autumn term</td> <td>Getting to know you</td> <td></td> <td>Match, sort and compare</td> <td>Talk about measure and patterns</td> <td>It's me 1, 2, 3</td> <td></td> <td>Circles and triangles</td> <td>1, 2, 3, 4, 5</td> <td></td> <td></td> <td></td> <td>Engage with 4 sides</td> </tr> <tr> <td>Spring term</td> <td>Alive in 5</td> <td>Mass and capacity</td> <td>Growing 6, 7, 8</td> <td>Length, height and time</td> <td>Building 9 and 10</td> <td></td> <td></td> <td></td> <td></td> <td>Explore 3-D shapes</td> <td></td> <td></td> </tr> <tr> <td>Summer term</td> <td>To 20 and beyond</td> <td>How many now?</td> <td>Manipulate, compose and decompose</td> <td>Sharing and grouping</td> <td>Visualise, build and map</td> <td></td> <td></td> <td></td> <td></td> <td>Make connections</td> <td></td> <td>Consolidation</td> </tr> </tbody> </table>						Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Autumn term	Getting to know you		Match, sort and compare	Talk about measure and patterns	It's me 1, 2, 3		Circles and triangles	1, 2, 3, 4, 5				Engage with 4 sides	Spring term	Alive in 5	Mass and capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10					Explore 3-D shapes			Summer term	To 20 and beyond	How many now?	Manipulate, compose and decompose	Sharing and grouping	Visualise, build and map					Make connections		Consolidation
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Specific areas Understanding the World	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Can talk about what they do with their family and places they have been with their family. 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Listen out for and make note of children's discussion between themselves regarding 	<ul style="list-style-type: none"> ICT to retrieve information Ways of life Understand that some places are special to members of their community. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations 	<ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Habitats Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. 	<ul style="list-style-type: none"> Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Understand some important processes and changes in the natural world around them, including the seasons and changing states of 	<ul style="list-style-type: none"> Explore the natural world around them. Draw information from a simple map. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Stranger danger (based on Jack and the beanstalk).
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	<ul style="list-style-type: none"> • Navigating around our classroom and outdoor areas • Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations • Routines • Hygiene 	<p>their experience of past birthday celebrations.</p> <ul style="list-style-type: none"> • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Autumn. Provide opportunities for children to note and record the weather. 	<ul style="list-style-type: none"> • Can talk about what they have done with their families during Christmas’ in the past. <ul style="list-style-type: none"> • Show photos of how Christmas used to be celebrated in the past. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) <ul style="list-style-type: none"> • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • Listening to stories and placing events in chronological order. • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Winter. Provide 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) <ul style="list-style-type: none"> • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • What can we do here to take care of animals • Compare animals • Explore a range of animals. Learn their names and label their body parts. • Nocturnal Animals Making sense of different environments and habitats • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see • Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. • After close observation, draw pictures of the natural world, including animals and plants 	<p>matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.</p> <ul style="list-style-type: none"> • Can children make comments on the weather, culture, clothing, housing. <ul style="list-style-type: none"> • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Spring. Provide opportunities for children to note and record the weather. 	<ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) • Can name and explore their 5 senses, explaining in simple terms what their 5 senses are. • Can children make comments on the weather, culture, clothing, housing. • Change in living things – Changes in the leaves, weather, seasons, • Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.
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