



Reception Yearly Overview 2026/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous me! Starting school/ my new class staying healthy/ food senses/ human body How have I changed? My family/ what makes me special? Being kind, staying safe. Oral hygiene	Magical Moments Diwali Bonfire night Remembrance day Christmas The Nativity Christmas lists Letters to Father Christmas Autumn	Superheroes What is a superhero? Everyday superheroes Our super powers	Out of this world Facts about Space Create a planet How will we get to the Moon? What will we take to the Moon?	Ready, steady, grow Farm animals Life cycles Weather Planting seeds Plants and flowers	Deep sea explorers Sea animals Habitats Caring for the oceans Seaside
Key texts	The colour Monster goes to school The Friendship Bench Super Duper You! Feel your happy	The Sun Thief Little Glow Mince Spies	Supertato Juniper Jupiter Max	Whatever Next! Aliens love underpants Non-fiction books about Space	The Bug collector Beansprout Into the Wild	Meet the oceans Commotion in the ocean Deep
Potential 'Wow' moments and celebrations	Autumn walk Harvest Dental nurse visit	Old toy workshop Bonfire Night Christmas celebrations Nativity Diwali Advent Hannukah Black history month	Lunar New Year Shrove Tuesday Valentine's Day Ramadan Everyday Superhero dress up day	Wonder Dome Spring Walk Easter	Minibeast hunt Living eggs Farm trip	Summer Walk Map work World Ocean's day

		Remembrance day Children in need Anti-Bullying Week				
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and encounter
RSE	Handmade with Love	Handmade with love	I am Me! Head, Shoulders, Knees and toes Ready Teddy	I like, you like we all like. Good feelings, bad feelings. Lets get real	Growing up	God is Love Loving God, loving others Me, You, Us
PSED	Building Relationships Initiate play, offer cues to peer to join with them. Become familiar with class routines. Checking in jars Circle Times. Golden Rules. Select and use resources with help. Explore stories about caring for one another and God's World. <u>ELG</u> Work and play cooperatively and take turns with others. BR <u>ELG</u> Form positive attachments to adults and friendships with peers BR	Feelings Be aware of own feelings and know that some actions and words can hurt others' feelings. Begin to accept the needs of others. Enjoy carrying out small tasks. Intro to Challenge cards <u>ELG</u> Show sensitivity to their own and others' needs. BR ELG Understand the importance of healthy food choices MS	Managing Self Begin to show confidence when taking part in an activity. Confident to talk to other children when playing and will talk about own home experiences. <u>ELG</u> Be confident to try new activities Know right from wrong Manage basic hygiene	Self- regulation <u>ELG</u> Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. SR <u>ELG</u> Be able to wait for what they want. SR Begin to focus and respond appropriately even when engaged in an activity, and show ability to follow instructions.	Change Begin to explain own understanding and ask appropriate questions of others. <u>ELG</u> Be confident to try new activities and show independence and resilience MS	Moving On Become confident to speak to others about own needs, wants, interests and opinions. Initiate conversations, attend to and take account of what others say. Understands that own actions affect other people (ie tries to comfort another child if they have upset them) <u>ELG</u> Explain the reasons for rules , know right from wrong and behave accordingly. MS
Physical Development	Move freely with confidence in a range of ways, such as crawling, rolling, jumping, hopping, skipping. Stand momentarily on one foot when shown. Can tell adults when hungry, tired or when they want to rest or play.		Show increasing control over an object, in pushing, patting, throwing and catching. Using simple tools, construction and malleable materials safely and with increasing control.		Begin to form recognisable letters. Using a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	

	Observe the effects of exercise on their bodies. Learn about healthy diet (visit from school dental team) Posters - Healthy foods/ not healthy foods Daily Mile Commando Club Work with PE specialist <u>ELG</u> Runs and negotiates space and obstacles safely GMS Introduction to RWI scheme Copy some letters (eg: from name) Shows a preference for a dominant hand. <u>ELG</u> Holds pencil between thumb and two fingers. Tripod grip FMS		Travels with confidence and skill around, under, over and through balancing and climbing equipment both indoors and outdoors. Exploring ways of travelling using different parts of body. (in the hall using benches and mats,) Daily Mile Work with PE specialist Discuss importance of exercise after PE Jumpstart Johnny Daily Mile <u>ELG</u> Demonstrate strength balance and coordination when playing. GMS <u>ELG</u> Use a range of small tools, scissors paintbrushes, cutlery. FMS		Shows some understanding that exercise, eating and sleeping and hygiene can contribute to good health. Daily Mile Work with PE specialist Sports Day <u>ELG</u> Move energetically, running jumping dancing climbing hopping and skipping GMS <u>ELG</u> Begin to show accuracy and care when drawing FMS	
Communication & Language Listening, Attention and Understanding Speaking	Listens to others, one to one or in small groups offering own ideas and using recently introduced vocabulary. Listens to regular story sessions with increasing attention and recall. Joins in with repeated reframes and anticipates key phrases in rhymes and stories (using story sticks and Traditional Tales) Focuses attention and can follow simple instructions Circle Times small group discussions Introduction of Talk Partners Introduction of Tales Toolkit to develop story telling Talking Tables (children look at artefacts and describe them) Introduction of DEAL activities Role Play area linked to topic Vocab of the week <u>ELG</u> Hold conversation, back and forth exchanges with their teacher and peers		Make comments about what they have heard and begin to ask questions to clarify understanding. Begin to use more complex sentences to link thoughts (using and, because) Retell simple events in the correct order. Talk about past experiences ELG Express ideas and feelings about their experiences using full sentences, including use of past present and future tenses. Offer explanations to connect ideas, explain what is happening and anticipate what might happen next, using recently introduced vocabulary. Use talk in pretending that objects stand for something else in play Use language to imagine and recreate roles and experiences in play situations. Build up a vocabulary that reflects their experiences. Role Play area linked to topic <u>ELG</u> Make comments about what they have heard and ask questions		Maintain attention and sits quietly during appropriate activity Able to follow a story without pictures or props <u>ELG</u> Listen and respond to questions and comments when being read to. Express ideas and feelings in full sentences including use of past, present and future tenses, making use of conjunctions (with modelling and support from the teacher) Role Play area linked to topic.	
Literacy	Enjoys rhyming activities	Introduction of Guided Reading sessions	Enjoy an increasing range of books.		Use and understand	

Comprehension	Shows awareness of rhyme and alliteration Recognises rhyme in spoken words Shows interest in books and print in the environment Recognise familiar words such as own name Holds a book the correct way up and turns the pages	Listen to stories with increasing recall. Anticipate key events in stories and how a story might end. Describe main story settings, events and characters. Look at books and develop a love of reading.	Know that information can be retrieved from books and computers Demonstrates understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary Anticipate key events in stories.		recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play and use of Tales Toolkit.	
	Reading RWI Introduction to the Book area and how to handle books. Know that print carries meaning and in English is read from left to right and top to bottom Introduction to RWI (see plans) ELG Say a sound for each letter of the alphabet and at least 10 diagraphs Introduction to Sound Books for Home Learning.	Introduction of Home Reading Books. Introduction of Guided reading sessions. ELG Read words consistent with their phonic knowledge through sound blending. Children encouraged to read words that are around the classroom on cards, and in the outdoor area.	Children to become familiar with the text used for topic work. Pinny Time RWI games indoor and outdoor		ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Books appropriate to the children's phonic knowledge in the Book area. Introducing a wider range of texts.	

	Introduction of Vocabulary Wall. (word of the week)					
Writing RWI	Sometimes give meaning to marks as they draw write and paint Introduce mark making areas both indoors and outdoors Introduction to RWI Correct formation of letters. Experiences of writing letters in sand, salt, paint, water Begin to write own name.	Making books Lists Letters to Father Christmas Writing cvc games (roll and write) "I can" sentences linked to topic of All about Me Making info posters about looking after our teeth and healthy eating choices. (labels) ELG Write recognisable letters, most of which are correctly formed	Writes own name and attempts things such as labels, captions. Uses some clearly identifiable letters to communicate meaning Develop Tales Toolkit for writing words linked to storytelling. ELG Can spell words by identifying sounds in them and representing the sounds with a letter.	Begin to use different formats to write words, speech bubbles, Postcards.	Begin to use phonic knowledge to write words in ways which match the spoken sounds Attempt to write short meaningful sentences Writing fact books about the planets DEAL activities- hot seating Tales Toolkit story writing	Writing fact books about sea creatures Writing a WOW sentence to include adjectives. (size, colour, amount) Tales Toolkit stories. ELG Write simple phrases and sentences which can be read by themselves and others Spell words by identifying sounds in them and representing sounds with letters.
Maths	<u>Number</u> Use some number names and language spontaneously. Realise that anything can be counted (claps jumps hops) Recite numbers in order to 10. Subitise up to 5 Begin to understand different ways to make 5, number bonds to 5		<u>Number</u> Compare two groups of objects saying which has the same, more, less. Find the total in two groups by counting them Begin to count up to 10 forwards and backwards Say the number that is one more than a given number <u>Addition and Subtraction</u>		<u>Numerical patterns</u> Counting to 20 verbally <u>Addition and subtraction</u> Adding by counting on Taking away by counting back <u>Multiplication and Division</u> Doubling	

	Introduction to 5 frames Introduction to part part whole Know that numbers identify how many objects are in a set. Begin to subitise numbers up to 5 Using the language of more and fewer to compare two sets of objects <u>Addition and subtraction</u> Comparing quantities, counting objects, sorting Numicom recognition and use for adding one more. Find one more/less from a group of 5 objects Sorting into groups..... Buttons- similar, different Begin to count objects to 5 and beyond Investigate patterns, using numbers, familiar objects and shapes. <u>Shape, shape and Measure</u> Begin to use mathematical language for 2d shapes and "solid" 3d shapes. Introduction to time using 1minute timers. My day: Order and sequence familiar events (making timeline of their day or a familiar story) Eye colour pictograms Introduction to Number blocks... ELG Subitise up to 5. N Recognise and construct patterns using numbers and objects NP Recognise when one quantity is greater, less than or the same as another. NP	Number bonds to 10 ten frame Number bonds to 10 Part-whole frame <u>Shape, space and measure</u> Describe their position such as "behind" "next to" Order two or three items by length and height weight and capacity SOCK WEEK Ordering socks Making patterns with socks Matching pairs Developing a sense of time.....using 1 minute timers Record using marks that they can explain <u>ELG</u> Recall number bonds up to 5, including subtraction facts. N Have a deep understanding of number 10, including the composition of each number. N Explore and represent patterns within numbers up to 10, evens and odds and double facts. NP	Halving and sharing amounts Odds and evens <u>Shape, space and measure</u> Introduction to money Identify the coins and begin to add simple amounts of money Estimate how many objects they can see and check them SOCKS How many cubes will fill the sock Continue to use mathematical terms to describe 3d shapes Measurement Length, height and distance Weight Capacity In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Begin to solve simple addition and subtraction problems using apparatus or number lines. ELG Recall number bonds to 10 including double facts. N
Understanding the world	Know some of the things that make them unique and talk about similarities and differences in relation to family and friends	Investigate Space- looking at the planets in detail Children use technology to gain information Making space rockets, planets. Focus on women in Space Focus on the Moon landing	Look closely at similarities, differences, patterns and changes Research Minibeast facts Minibeast Hunt in the wildlife area and Bruntwood Park Identifying minibeasts and classifying them in groups.

Past and Present People, Culture and communities The Natural World	Recognise and describe special times or events for family and friends. Introduction of class Memory Boxes for the year ahead Visit from the dentist. <u>ELG</u> Talk about the lives of the people around them and their roles in society. Curiosity Cubes- Natural world -Autumn North Pole-Animals/winter <u>ELG</u> Become familiar with their local environment, through observations, maps, non-fiction texts. Drawing a plan of the classroom and the outdoor area I can see I can hear I can touch Triangle Book St Andrews Day Facts about Scotland using Barnaby Bear		Remember and talk about significant events in their own experience Recognise special times or events with their family and friends. <u>ELG</u> Understand the past through characters and events in books read in class. PP Easter story/ celebrations Curiosity Cube Chinese New Year Facts about China/celebrations St David's Day Facts about the countries using Barnaby Bear St Patrick's Day Facts about the countries using Barnaby Bear <u>ELG</u> Know some similarities and differences between different religions and cultures in this country.		<u>ELG</u> Investigate the processes and changes in the natural world. Investigate household items from the past (library loan box) reading the story "Peepo" <u>ELG</u> Know some similarities and differences between things in the past and now. PP Investigate other countries, looking at the Environment, food, people and celebrations. St George's Day Facts about England using Barnaby Bear London week- Look at facts and buildings in London Katie goes to London/the Queens Knickers <u>ELG</u> Explain some similarities and differences between life in this country and life in other countries. Summer walk to Bruntwood park <u>ELG</u> Know some similarities and differences in contrasting environments.	
	Explore how colours can be changed Colour mixing Naming colours	Capture experiences with a range of media. Understand that they can use lines to enclose a space	Join construction pieces to build and balance.	Create simple representations of events, people and objects	Select tools and techniques needed to assemble shape and join the	Understand that different media can combine new effects Manipulate materials to achieve a planned effect

	props to support role-play (role play area) ELG Sing a range of well- known nursery rhymes and songs.					
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