



Reception - Yearly Overview – 2026/27



Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Marvellous Me Starting school Getting to know each other Buddy Assembly My Family How I have Grown We are all Special	Celebrations /Christmas Bonfire night Road safety Stranger Danger Hibernation Christmas Traditions Nativity	Poles Apart New Year Chinese New Year Valentine's Day Different habitats Animals around the world	Spring/New Life Planting Seeds Where does our food come from? Life cycles World Book Day Mother's Day Easter time	All Creatures Great and Small Minibeasts Habitats Healthy eating	Our Wonderful World How can we look after our earth? Celebrating the end of the year Buddy Assembly Father's Day Transition with Y1 Beach Safety
Communication and Language (Listening and attention, understanding and speaking)	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their	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. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and	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. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

			experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	
	Speech and Language assessments carried out on children who have moved up and new children who have joined our school Learn new vocabulary Use new vocabulary through the day. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn thymes, poems and songs.					
Personal, Social and Emotional Development	School rules and routines. Deciding class rules after discussion with class. What are rules for? Who do we go to for help? How do people help us? Establish routines and boundaries. Reinforce snack routines Modelling play indoor and outdoor areas. Making new friends;	School rules, routines. What are rules for? Who is in your class? Who do we go to for help? Keeping friends. What makes a good friend? Why is it important to share? Feelings-what makes you happy? What are you scared of? How do we wash our hands properly?	Recap the school rules. Discussion about how we can resolve conflict in and out of the school environment. Discussion about how their learning has grown and developed since starting school. What they like and dislike about school and how they can improve it. Discussion about the Christmas holiday.	How can we share? How can we maintain our good friendships? How do you feel when...? Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why?	Play co-operatively taking turns with others. Confident to speak. in a familiar group Able to say when they do or don't need help. Independent child initiated choices, working in a group, asking for help if they need. What activities do you like to do and why?	Maintaining good friendships. Getting ready for change. Moving up. Transition to Year 1 expectations How do you feel about going to Year 1? How do you need to behave? Describing ourselves in positive ways Discuss different cultures and religious beliefs Managing feelings

	sharing & getting along with each other.	What is good hygiene? Healthy eating choices Making choices Turn taking Vote for monitors Listening to others	Circle Time Turn taking Role play – dealing with situations Talk about own ideas Trying new activities Keeping safe			Resolving conflicts Confident to try new activities Caring for our world
Physical Development	Fundamental movements Explore different ways to move. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Fundamental movements Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Fundamental movements Develop throwing, catching, kicking, passing, batting, and aiming using beanbags and balls etc. Dance Combine different movements with ease and fluency.	Multi-Skills	Ball skills/ Team Games Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Athletics and Outdoor Sports Practise races/activities for Sports Day
	Develop fine motor skills-holding pencil correctly, using scissors etc. Becoming increasing independent using the toilet and getting dressed and undressed, for example, putting on jumpers/coats and doing up zips etc. Know and talk about the different 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. Help to develop good personal hygiene. Provide regular reminders about thorough hand washing and toileting.					
Literacy Comprehension, word reading, Writing	Little Wandle Phonic Sounds: s a t p i n m d g o c k c k e u r h b f l Tricky	Little Wandle Phonic Sounds: ff ll ss j v w x y z zz qu ch sh th ng nk Tricky words: put* pull*	Little Wandle Phonic Sounds: ai ee igh oa oo oo ar or ur ow oi ear air er Tricky words: was you they my by all are sure	Little Wandle Phonic Sounds Review Phase 3 Tricky words: review	Little Wandle Phonic learning: phase 4 Short vowels with adjacent consonants •	Little Wandle Phonic learning: Phase 4 long vowel graphemes with adjacent consonants • CVCC

Mathematics	Explore numbers 1, 2, 3 and 4 Recognise small quantities without counting (subitising) Count objects using 1:1 correspondence Understand that the last number counted tells us how many Recognise numerals 1-4 Represent numbers using: Fingers Objects Pictures Marks Numerals Explore the composition of 2 Explore the composition of 3 Explore the composition of 4 Begin to understand Whole and Parts Compare and order numbers Begin to count beyond 5 Explore and name common 2D and 3D shapes Positional Language Explore Patterns Baseline Assessments	Secure numbers 1-5 Recognise numerals 1-5 Subitise to 5 Count objects accurately Explore different ways of making 5 Explore whole and parts Compare quantities – more, fewer, same Compare and order numbers 1-5 Explore 1 more and 1 less Count forwards and backwards within 5 Begin counting beyond 5 Solve simple practical number problems Recognise and name common 2D and 3D shapes Explore shape properties Use positional language Compare length, height, weight and capacity Use vocabulary such as longer, shorter, taller, heavier, lighter, full and empty Explore time through daily routines Explore/notice patterns Autumn Assessments	Consolidate numbers 1-5 Subitise to 5 Explore different ways of making 5 Develop understanding of whole and parts Explore 1 more and 1 less Compare and order numbers Find missing parts of a number Count forwards and backwards Develop counting beyond 10 Use fingers, objects and 5-frames to represent numbers Solve simple practical number problems Explore and describe 2D and 3D shapes Investigate shape properties Compare length and height Explore weight and capacity Develop understanding of time and daily routines Copy, continue and create repeating patterns Identify the part of a pattern that repeats Find mistakes in patterns	Secure numbers 1-5 Explore composition and decomposition Develop 1 more and 1 less Compare quantities and numbers Explore equal quantities Count forwards and backwards Count beyond 20 Begin applying addition and subtraction practically Find missing parts Use fingers, objects and 10-frames Solve simple number problems Explore and describe 2D and 3D shapes Build and create using shapes Explore position and routes Compare length, height, weight and capacity Develop understanding of time Use mathematical language to compare objects Create and continue repeating patterns Identify what comes next Recognise the repeating part Spring Assessments	Develop numbers 1-10 Subitise to 5 and beyond Explore composition of 6-10 Use 5-frames and 10-frames Explore number bonds to 10 Develop 1 more and 1 less Explore doubles Begin to explore odd and even Compare and order numbers to 10 Count forwards and backwards Solve simple addition and subtraction problems Explore properties of 2D and 3D shapes Build and create using shapes Explore length, height, weight and capacity Develop understanding of time Compare and order objects by size and measure Create, copy and continue repeating patterns Explore patterns with shapes, colours and objects Explore patterns in numbers Use patterns in songs, rhymes and movement	Secure numbers 0-10 Subitise confidently Secure composition of numbers to 10 Recall and use number bonds to 10 Explore 1 more and 1 less Develop understanding of doubles Explore odd and even numbers Compare and order numbers to 10 Count forwards and backwards Apply addition and subtraction to practical problems Find missing parts Solve simple number problems independently Develop number fluency ready for Year 1 Consolidate 2D and 3D shapes Describe shape properties Explore position, direction and routes Compare length, height, weight and capacity Develop understanding of time Create, copy and continue repeating patterns Explore patterns in numbers, shapes and objects Create their own patterns Recognise patterns in everyday
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						life and the environment Summer Assessments
Understanding the World	Explore the natural world around them. To know that changes occur in autumn. Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Talk about their own experiences with people who are familiar to them. To discuss how they have grown. To know that adults were children in the past. To compare homes from the past. Describe what they see, hear and feel whilst outside.	Explore the natural world around them. Recognise that people have different beliefs and celebrate special times in different ways. To know that different countries around the world celebrate Christmas in a different way to us. Understand the past through settings, characters and events encountered in books read in class and storytelling. Look at how we have grown over time. How have we changed from when we were babies? Road Safety Keeping safe in the darker evenings. Objects making shadows. Light traveling through transparent materials.	Explore the natural world around them. To know that changes occur in spring. Recognise some environments that are different to the one in which they live. Look at two contrasting countries and compare discussing the similarities and differences between the two places. To know and to list some animals that lives in hot and cold countries. Recognise that people have different beliefs and celebrate special times in different ways. To identify old and new from pictures. To discuss how transport	Explore the natural world around them. Plant sunflower seeds and watch them grow. To know what a plant needs to survive. To experiment with light, water and soil. Learn about the life cycle of different animals – Butterflies/frogs. Explore different occupations. Farmer, Vets, etc.	Explore the natural world around them. To know that changes occur in summer. Explore/find minibeasts in our garden area. How do mini-beasts help the environment? Discuss the different habitats for insects / birds / animals to live in. Understand that some places are special to members of their community. Compare and contrast characters from stories, including figures from the past. To name a famous person from History. To discuss the importance of healthy eating.	Explore the natural world around them. Explore materials. Floating and sinking. Similarities and differences between the natural world around them and contrasting environments. Draw information from a simple map. Explain similarities and differences between life in this country and life in other countries. To know that manmade rubbish can be dangerous to wildlife.

	Linked to Our Senses A sound causing a vibration.		and toys have changed over time.			
	Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. – Links with Time (Months/Days/Morning/Evening) Use class computer and iPad-games. Bee-Bots E-safety – Links to Ten Ten Resources Forest School					
Expressive Arts and Design	Develop storylines in their pretend play. Write Dance Drawing skills assessment. Creating and exploring natural resources to create art. To draw/paint self-portraits. To draw familiar people from memory. To use construction kits to design and build houses.	Enjoy learning new songs and singing together. Firework pictures – pastels and chalks. Rangoli designs Learn new Christmas songs and carols. To act out the Christmas story. Enjoy watching the Christmas pantomime. To enjoy making their own	Listen attentively, move to and talk about music, expressing their feelings and responses. To begin to show accuracy and care when drawing. To mix and create new colours. To paint their own spring pictures. To make / paint baby animal pictures. Make Chinese lanterns.	Create collaboratively sharing ideas, resources, and skills. To know the importance of eating healthy food. To make a healthy fruit salad. To build animal carriers for the vet's area. To make caterpillars.	Listen attentively, move to and talk about music, expressing their feelings and responses. Encourage children and model to them how to make their own music. To make minibeasts using the reclaimed materials. To make symmetrical butterfly pictures. Observational drawings of plants and flowers.	Watch and talk about dance and performance art, expressing their feelings and responses. Encourage children and model to them how to make their own music. To explore materials. The children will design and make their own boat. To make their own summer pictures. Design and make / paint sea creatures.

	To paint and make their own autumn pictures. Sing Up – I've Got a Grumpy Face The Sorcerer's Apprentice	Christmas decorations. Creating and exploring natural resources to create art. To experiment with colours and textures. Sing Up Witch, Witch Row, Row, Row your Boat	Sing Up Cuckoo Polka Shake my Sillies Out	Sing Up Up and Down Five Fine Bumblebees	Sing Up It's Oh So Quiet Snap Clap Clap	Sing Up Down there Under the Sea Bow, Bow, Bow Belinda
	Create collaboratively, sharing ideas, resources and skills. Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Observation drawing					
Religion	Branch 1 & 2 The Way Creation and Covenant Prophecy and Promise Ten:Ten Resources Handmade with Love I Am Me Head, Shoulders, Knees and Toes		Branch 3 & 4 The Way Galilee to Jerusalem Desert to Garden Ten:Ten Resources Ready Teddy? I Like, You Like, We All Like! Good Feelings, Bad Feelings Let's Get Real		Branch 5 & 6 The Way To the Ends of the Earth Dialogue and Encounter Ten:Ten Resources God is Love Loving God, Loving Others Me, You, Us	
Key Books	No Elmer Not Now Bernard Dem Bones Funny Bones	The Gingerbread Little Red Riding Hood Ravi's Roar Each Peach Pear Plum Room on a Broom	Lost and Found Penguin Small Cuddly Dudley Penguin The Emperor's Egg	Jack and the Beanstalk The Little Red Hen The Very Hungry Caterpillar The Crunching Munching	Supertato Superworm The Very Ugly Bug The Bad-Tempered Ladybird	The Snail and the Whale Sharing a Shell Tiddler The Troll What will you dream of

	Ruby's Worry The Colour Monster Peepo! Goldilocks The Three Little Pigs The Leaf Thief	The Christmas Story	Hot Hippo Chinese New Year Perfectly Norman	Caterpillar The Odd Egg Jasper's Beanstalk How to Grow a Sunflower	What the Ladybird Heard The Crunching Munching Caterpillar The Rainbow Fish The Queen's Knickers Three Billy Goats Gruff	tonight? The Great Explorer The Night Pirates Pirate Pete Mouse Count
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