Reception Yearly Overview

	Autumn 1 2026	Autumn 2 2026	Spring 1 2027	Spring 2 2027	Summer 1 2027	Summer 2 2027
	Ourselves and our world. Homes around the world. Traditional tales	**Space, light and dark Christmas Festivals/Celebrations**	**Stories from around the world**	**Superheroes/Keeping healthy and strong -fruit and vegetables**	**Growing**	**Water (Use of – irrigation and plumbing)**
Literacy	**Suggested texts:** Worry boots by Lisa Thomson A Place Called Home Goldilocks	**Suggested texts:** The Pumpkin who was afraid of the dark The blackest whole Nativity Story	**Suggested texts** Mama Panya's Pancakes: A Village Tale from Kenya Chinese New Year – The Great Race	**Suggested texts:** Super Daisy Zog and the flying doctors Supertato	**Suggested texts:** Tad and Flower Block Tadpoles Promise Benjamin Zephinar's The Nature Trail	**Suggested texts:** Somebody Swallowed Stanley Billy's bucket Mia's Brave Move
Visits R And community	Local environment Macmillan Coffee morning	Autumn Festival Local Walk Post box Christmas celebration Christmas Cake Sale	Invite in police, paramedic, firefighters etc Chinese NY celebration	Easter celebration	Park trip Sports Day Woodland Farm trip	Reception Family Picnic at Danson Park
Happy Handwriting	Pre writing Patterns		Week 1-10	Week 11-20	Week 21-30	
Little Wandle Phonics	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21 - 25	Week 26-30
Little Wandle Reading	Blending oral games Establish sharing books	Reading Phase 2.1-2.3	Reading Phase 2.4-2.5	Reading Phase 3.1	Reading Phase 3.2 **Age related 2.5**	Reading Phase 4.1 **Age related 2.5**
Communication and language	Describe events in some detail. Develop social phrases. Engage in non-fiction books. Read individual Phase 2 letters by saying the sounds for them. Blend Phase 2sounds into words, so that they can read short words made up of known letter– sound correspondences.	Listen carefully to rhymes and songs, paying attention to how they sound. Read individual Phase 2/3 letters by saying the sounds for them. Blend Phase 2/3 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme.	Connect one idea or action to another using a range of connectives orally. Read individual Phase 3 letters by saying the sounds for them. Blend Phase 3 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-	Recite rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Read individual Phase 3/4 letters by saying the sounds for them. Blend Phase 3/4 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the school's phonic programme. Write short sentences with words with known sound-letter correspondences using a full stop.	Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Read individual Phase 4 letters by saying the sounds for them. Blend Phase 4 sounds into words, so that they can read short words made up of known letter– sound correspondences. Read a few common exception words matched to the	Connect one idea or action to another using a range of connectives in writing. Re-read what they have written to check that it makes sense. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Write short sentences with words with known

	Read a few common exception words matched to the school's phonic programme. Write short sentences.	Write short sentences with words with known sound-letter correspondences introducing finger spaces.	letter correspondences using finger spaces.		school's phonic programme. Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	sound-letter correspondences using a capital letter, full stop and connective.
Mathematics	**Count objects, actions and sounds.** 0-3 focus **Subitise** Show small quantities in familiar patterns (for example, dice) and random arrangements. **Link the number symbol (numeral) with its cardinal number value.** Display numerals in order alongside dot quantities or tens frame arrangements **Compare numbers** Use vocabulary: 'more than' **Composition** Explore the composition/numbe r bonds of numbers to 5. **Automatically number bonds** for numbers 0–5. money **spatial reasoning skills** Provide high-quality pattern and building sets, including pattern blocks, tangrams, building blocks and magnetic construction tiles, as well as found materials	**Count objects, actions and sounds.** 3-5 focus **Subitise** Show small quantities in familiar patterns (for example, dice) and random arrangements. Play games which involve quickly revealing and hiding numbers of objects. **Compare numbers** Use vocabulary: 'less than', 'fewer **Composition** Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 4 **spatial reasoning skills** Investigate how shapes can be combined to make new shapes **Day/Night** Seasons Autumn	**Count objects, actions and sounds.** 5-7 focus **Subitise** Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. **Link the number symbol (numeral) with its cardinal number value.** Play card games such as snap or matching pairs with cards where some have numerals and some have dot arrangements. **Compare numbers** Use vocabulary: 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Encourage children to use these words as well. **Compare numbers** Use vocabulary: 'more than' **Composition** Explore the composition/number bonds of numbers to 8. **Automatically number bonds** for numbers 5–8. money **spatial reasoning skills** Challenge children to copy increasingly complex 2D pictures and patterns with these 3D resources, guided by knowledge of learning trajectories: Seasons Winter	**Count objects, actions and sounds.** 7-10 focus **Subitise** Put objects into five frames and then ten frames to begin to familiarise children with the tens structure of the number system. **Count beyond ten.** Count verbally beyond 11-20 Provide images such as number tracks, calendars and hundred squares indoors and out **Compare numbers** Number challenges **Composition** Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 8 **spatial reasoning skills** Find 2D shapes within 3D shapes, including through printing or shadow play. **Continue, copy and create repeating patterns.** Make patterns with varying rules **Compare length, weight and capacity.** Model comparative language using 'than' Seasons Spring	**Count objects, actions and sounds.** 10 +focus **Subitise** Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. **Link the number symbol (numeral) with its cardinal number value.** Discuss the different ways children might record quantities (for example, scores in games), such as tallies, dots and using numeral cards. **Compare numbers** Number challenges **Compare numbers** Use vocabulary: 'more than' **Composition** Explore the composition/number bonds of numbers to 10. **Automatically number bonds** for numbers 8 – 10 Money **spatial reasoning skills** Teach children to solve a range of jigsaws of increasing challenge. Days of the week	**Count objects, actions and sounds.** 10 +focus **Subitise** Prompt children to subitise first when enumerating groups of up to 4 or 5 objects: "I don't think we need to count those. They are in a square shape so there must be 4." Count to check. **Count beyond ten.** Count verbally beyond 20, pausing at each multiple of 10 Provide images such as number tracks, calendars and hundred squares indoors and out **Compare numbers** Number stories **Composition** Provide a range of visual models of numbers: for example, six as double three on dice, or the fingers on one hand and one more, or as four and two with ten frame images. Up to 10 **Continue, copy and create repeating patterns.** Make patterns with varying rules Seasons Summer

Mastering number	Week 1-5	Week 6-10	Week 11-15	Week 16-20	Week 21-25	
N-rich	**Number** socks **Shape and space** packing	**Shape and space** Shapes in a bag **Patterns** Collecting	**Number** Show me 5 **Measure** Cooking with children	**Shape and space** mapping **Number** Hidden Jewels	**Number** Baskets **Number** Voting station	**Shape and space** Obstacle course **Number** Estimation station
Physical	**Gymnastics :** **Gym in the jungle** • To develop the ability to move in a range of ways. • To increase the ability to move around and onto equipment. • To increase the ability to move under and onto equipment. • To increase the ability to move over and onto equipment. • To increase the ability to move through and onto equipment. • To combine movements together while negotiating different equipment **Zumba** **5 a day** **Cosmic yoga**	**Dance:** **Dance until you drop** • Explore and engage in music making and dance, performing solo or in groups. (EAD: Reception) • Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD: Reception) • Progress towards a more fluent style of moving, with developing control and grace. (PD: Reception) • Watch and talk about dance and performance art, expressing their feelings and responses. (EAD: Reception) **Zumba** **5 a day** **Cosmic yoga**	**Games :** **Best of Balls** • To develop the ability to control a ball in a range of ways. • To develop the ability to throw accurately at a target. • To use throwing skills in a small sided game. • To be able to use a bat or racket to move and control an object. • To develop the ability catch and bounce a ball. • To develop the ability to kick a ball. **Zumba** **5 a day** **Cosmic yoga**	**Gymnastics:** • **Jumping Jacks and rock and roll** • To develop the ability to jump in a range of ways from one space to another. • To control my body when jumping and balancing. • To create a sequence using a jump and a balance. • To develop the ability to roll in a range of ways. • To control my body when rolling in a range of ways. • To perform a sequence with confidence and control. **Zumba** **5 a day** **Cosmic yoga**	**Dance:** **Dinosaurs** • To develop the ability to create movements to music. • To join practice movements and join them together to create a motif. • To practice and improve a dance motif. • To work as a team to create a short dance. • To remember and perform a short dance. • To evaluate and improve a short dance. **Zumba** **5 a day** **Cosmic yoga**	**Games :** **The Olympic pack** • To develop the ability to throw an object. • To develop the ability to move at speed. • To adapt the body when moving at speed. • To learn how to jump safely. • To develop the ability to jump in different ways **Zumba** **5 a day** **Cosmic yoga**

Understanding the world **Expressive arts and design** **Computing**	**Hans Christian Anderson** **Traditional tales** **Ourselves** Talk about members of their immediate family and community. Name and describe people who are familiar to them. **Materials** **Harvest** Explore, use and refine a variety of artistic effects **colour mixing - hues** to express their ideas and feelings **Vincent Van Gogh** **Online safety** **Keeping ourselves safe online**	**Neil Armstrong** Comment on images of familiar situations in the past. **Space, light and dark** **Silhouettes and Shadows** **Diwali** **Christmas** **Hannukah** Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore, use and refine a variety of artistic effects **clay** to express their ideas and feelings **John Meirs** **Online safety** **Keeping ourselves safe online – introduce to the hub**	**Animals from around the world** Explore, use and refine a variety of artistic effects **collage** to express their ideas and feelings **Henri Rousseau** Compare and contrast characters from stories, including figures from the past. **Jade Emperor** Listen attentively, move to and talk about music, expressing their feelings and responses. **Chinese New Year** Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. **Coding Focus** **Bee-bots**	**Marie Curie** **Teeth, growing and change** **Easter** **Holi** Recognise that people have different beliefs and celebrate special times in different ways. Explore, use and refine a variety of artistic effects **clay/water colours** to express their ideas and feelings **Comic art** **Piet Mondrian/Andy Worhol** **Coding Focus** **Spheroballs**	**David Attenburgh** **Mary Anning** **Dinosaurs, butterflies, tadpoles,** **growing plants** **Climates around the world** **growing plants** Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. **Climates around the world** Recognise some similarities and differences between life in this country and life in other countries. Explore, use and refine a variety of artistic effects **oil pastels /ink wash** to express their ideas and feelings **Henri Matisse** **Georgia O'Keefe** **Digital Literacy** **Vocab focus** **Website**	**Archimedes** **Thomas Crapper** Compare and contrast characters from stories, including figures from the past. Explore, use and refine a variety of artistic effects **mixed media** to express their ideas and feelings **JMW turner** **Claude Monet** **Digital Literacy** **Vocab focus** **App**