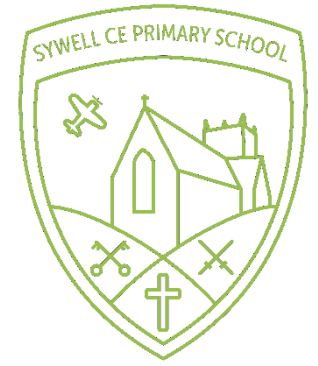


Reception Overview 2025-26



Main Theme	Autumn 1 'All About Me'	Autumn 2 'Let's Celebrate!'	Spring 1 'What a Wonderful World'	Spring 2 'Ahoy There!'	Summer 1 'Into the Woods'	Summer 2 'All Creatures Great and Small'
Weekly Themes	Starting School/New beginnings Settling in (Rules and routines - forming friendships) Feelings and emotions Healthy me My senses – sight, sound, smell, touch, taste My body – changes from birth (UW Science) My Family	Diwali (UW RE) Bonfire Night- Gunpowder plot (UW History) Remembrance (UW History) Celebrations- birthdays, weddings, christenings <i>(church visit possibly)</i> (UW RE) Autumn/Winter seasonal changes (UW Science) Christmas past and present (UW History)	Hot and cold places (UW Geog) Antarctica/Arctic (UW Geog) India (UW Geog) Australia (UW Geog) King Charles III & King Charles head of the church (UW History & RE) Transport past and present (UW History) Space (UW Science)	The UK (UW Geog) British seaside (UW Geog) Explorers (UW History)	Day animals and night animals (UW Science) Animal homes/habitats (UW Science) Animals that hibernate (UW Science) Animals and their babies (UW Science) Woodland visits - animal homes Local environment – our school/village etc (UW Geog)	Life cycle of a caterpillar (UW Science) Life cycle of a frog (UW Science) Minibeasts (UW Science) Part of an insect (UW Science)
Literacy Key Texts	<i>Brown Bear, Brown Bear Peace at Last Big Smelly Bear We're Going on a Bear Hunt I Will Never Not Eat a Tomato The Colour Monster goes to school All are Welcome Super Duper You!</i>	<i>Binny's Diwali Umrigar & Nidhi Chanani Little Glow Kipper's Birthday</i>	<i>Handa's Surprise Whatever Next! Aliens Love Underpants</i>	<i>The Snail and the Whale The Night Pirates Rainbow Fish Commotion in the Ocean</i>	<i>Jack and the Beanstalk Three Billy Goats Gruff Little Red Riding Hood The Gruffalo Owl Babies The Wild Wild Wood Percy the park keeper</i>	<i>The Very Hungry Caterpillar The Teeny Tiny Tadpole Tadpole's Promise What the Ladybird Heard Superworm</i>
Literacy	Reception focusing on a story each week.	Talk about Fireworks/fire safety and make a set of rules to follow.	Observe and look at a variety of different fruits from the story. Describe		Story sequencing Story map/mountain	Labelling pictures Describing minibeasts

	All about me passport. Identifying and forming letters in your name in different media – sand, paint, chalk, glitter, foam. Emotion words. Retell stories using puppets/story props/masks/small world. Labelling parts of the face/body. Make class information books about the 5 senses. Name games – syllables, initial sounds, robot talk. Give meaning to marks in drawings – label with initial sounds and adults to model scribing sentences Name writing Sing a song, to the tune of tommy thumb. Teacher - Hello (name) hello (name) where are you? Child – Here I am, Here I am Teacher – We welcome you. (repeat with other children)	What facts did we remember about how people celebrate Diwali? Write them up. Write own invitations to festivals to family and friends. Key words given to copy or on paper. Writing name independently Blending cvc words begin to record sounds in cvc words	the fruits using adjectives. Look at and name the animals in the story. Write a list of our favourite fruits. Write a story map. Make predictions as to what might happen in the story Make chapati - write instructions. Write own versions of the story and change the runaway item and the character. QH- Speech bubbles for the characters		Character descriptions Write own version of the story 'We're going on a crocodile hunt' Speech bubbles Writing instructions to build a hedgehog house	Minibeast factfile Rhyming words Retelling of a story
Language and Communication	Show and tell – photos as a baby, family members, favourite things etc.	Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and	Discuss going to new places. Explain some places are hot and some are cold. Do we think		Describe a woodland setting- go up to the woods and map out a short journey	

	Role play – using familiar language in a home/family setting. Circle time topics as above. Talking about personal experiences. Discuss how different characters might feel in stories and what they might say. List describing words we might use to talk about each other. Talking about healthy/unhealthy foods, how to look after ourselves (washing, brushing teeth etc.).	developing vocabulary. Good listening skills. Sharing weekend news. Share the story as a whole class. Give all the children a battery-operated candle. Where in the classroom will it glow most? Can you try it out? Why is that?	Africa/India are hot places or cold places? Identify where the cold places are. What would it be like to be a king or queen?		Story Maps	
Phonics	See separate RWI Planning Masdtpingockubfelhr Set 1	See separate RWI Planning Jvyzxshchthqungnk Set1 Ditties	See separate RWI Planning Ay ee igh ow oo oo Set 2 Ditties Red books Green books	See separate RWI Planning Ar or ir oy ou air Set 2 Ditties Red books Green books Purple books	See separate RWI Planning Revise set 2 introduce set 3 Red books Green books Purple books Pink books	See separate RWI Planning Introduce set 3 Red books Green books Purple books Pink books
Mathematics	See separate White Rose Maths Planning Measuring - How tall are you? Who is tallest/shortest? Biggest/smallest hands and feet. Line them up in size order. Weight – How heavy are you? Introduce scales. Counting using fingers and toes. Body features – 2 eyes/ears/arms/hands/legs/	See separate White Rose Maths Planning This is me, 123! Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	See separate White Rose Maths Planning Weighing fruit Measuring ingredients for making chapatis	See separate White Rose Maths Planning Capacity – water and liquids	See separate White Rose Maths Planning	See separate White Rose Maths Planning Doubling and halving butterflies-symmetrical patterns Measuring worms/caterpillars

	feet, 1 head/nose/mouth etc. How many letters in your name?					
Knowledge and Understanding the word	Looking at our baby photo's – how have we changed? Labelling body parts. Explore our different senses. Talk about special occasions within our family. Identify and discuss differences within our families – do we all celebrate birthdays/Christmas the same way? Ask and respond to questions about our familiar world, e.g., about close family and where we live. Identify and recognise the name of the town that they live in. (Our school, our town, our community) -Talk about local and daily weather changes in the town that they live in (daily calendar) -Explore and describe what they can see, hear, feel and smell outside. (Autumn explorations, outside area, local area) Wash, dress, and undress baby dolls. Sort clothes suitable for hot and cold weather and why we wear these different types of materials.	Seasonal changes- go on an autumn walk Talk about how different people celebrate. (Learn about and share experiences of below celebrations) -Talk about some special places for people in our, and others, communities and countries and identify how life is different. -Begin to talk about the past e.g. no TV, different toys/clothes using photos and physical artefacts. (Christmas in the past: chronological order) -Understand the difference between past and present and builds knowledge of key historical events. -Have an awareness of the past linked to themselves and their family and how it has changed. -Recognise that seasons have different weather patterns. - Compare the seasons of Autumn and Winter. -Follow a simple map (map of classroom, school) -Identify the physical features of their local environment	Seasonal changes- go on a winter walk Find out about the animals in the story- where do they live? What is Africa like compared to where we live? Look at the clothing people wear in Africa- compare. Look at the different types of homes. Find places on the globe Look at famous landmarks in the UK Have they been to London? What did they see? What was it like? Freezing and melting investigations Floating and sinking? Ice play Research animals that camouflage in the snow and in other places, polar regions, North and South pole, research and find out more about colder climates and keeping warm Freezing objects and observing changes – recording these in simple sentences and pictorially		Model using Beebot, positional language, maps, Google Earth and maps, local area, journeys, maps and globes Model how to listen to instructions, moving through positional language- Journeys The World, maps Places of interest around the world Personal adventures/holidays	Life cycles Grow a butterfly from a caterpillar Naming body parts/senses Human lifecycle- health and hygiene Brushing teeth/ healthy eating

	Keeping Clean- brushing teeth		Look at the life of the King Charles III- create a timeline- Past and present celebrations Valentines			
Personal, Social and Emotional Development	Circle time – My name is.....and my favourite colour/smell/sound is.... I am special because..... My friend is special because..... Likes/dislikes. Talk about our families – are they all the same? Pets? Listening/guessing game - ‘Who is it?’ describing different people in the class. Getting to know you games, name games. Talking about what makes us different – eye/hair colour, height, sizes of feet/hands, emotions. Changes – compare photos of children as babies to now.	Enquiry/Hook: Children find an unopened present in the classroom. Prompt for discussion – Who is it from? Who is it for? How did it get here? When do we give/receive presents? Why do we give presents? It is usually a time for celebration. What is a celebration? What is Diwali? What does ‘Diwali’ mean? How do Hindus celebrate Diwali? Discuss our experiences of attending different celebrations. · Discuss emotions linked to celebrations. Talk about how we celebrate Christmas- Is it the same in everyone’s houses? What do they eat? Explore Christmas around the world	What kind things would you do for a friend? Healthy eating- balanced diets People Who Help Us- who helps us at home, school, in an emergency? What do we do in an emergency? Children explore how they are similar and how they are different to the people around them by looking at likes and dislikes, skills and hobbies Looking after others and what it means to be a good friend – encourage children to take part in random acts of kindness Recognising others’ feelings – how can they help someone who is feeling sad, lonely, hurt at school?		Feelings of Woodland Animals Discuss how animals might feel in different situations (e.g., scared like a hedgehog hiding, happy like a rabbit finding food). Use role-play to explore different emotions through woodland animal characters. Caring for Others Talk about how we can take care of woodland animals and relate this to how we take care of friends. Activity: Create a "caring chart" where children can record acts of kindness, inspired by looking after animals. Personal Responsibility: Looking After the Woodland Discuss littering and caring for nature. Activity: Take a nature walk and do a pretend woodland clean-up using toy litter.	Empathy & Caring for Others: Minibeast Friends Activity: Create a role-play corner with costumes of different minibeasts (e.g., bees, butterflies, spiders). Discuss how each creature might feel if they were hurt or needed help. Encourage children to practice kindness by pretending to care for the minibeasts. PSHE Focus: Recognizing emotions Empathy and helping others 2. Teamwork & Cooperation: Building an Ant Colony Activity: Set up a large floor puzzle or construction activity where children have to work together to "build" an ant colony. Assign different roles like workers, diggers, and gatherers. PSHE Focus: Working together

					Healthy Eating – Woodland Animal Snack Time Explore healthy foods that woodland animals might eat (e.g., berries, nuts). Woodland Animal Families Talk about how different animals have different families (e.g., foxes have cubs, deer have fawns). Relate this to children's own families. Activity: Create a family tree for a woodland animal. Hibernation and Rest Talk about how some animals hibernate and relate this to the importance of rest and sleep for well-being.	Understanding roles in a team Respect for Nature: Bug Hunt with a Twist Activity: Take children on a bug hunt in the outdoor area. Provide magnifying glasses and bug pots. Afterward, discuss why it's important to return the bugs to their habitat safely. PSHE Focus: Respect for living things Responsibility
Expressive Arts and Design	Sing action songs about the body e.g., 'Heads, shoulders, knees and toes, '1 finger, 1 thumb', "Tommy Thumb', 'If you're happy and you know it clap your hands'. Explore different ways of making sounds with body parts and voices. Collage names using different textured materials. Handprints, fingerprints, footprints pictures. Self-portraits using mirrors, mixing skin colours.	Possible activities/ classroom enhancements: Clay divas Firework pictures Leaf pictures Colour mixing powder paint outdoors Colour mixing in shaving foam Have a range of instruments available in CP In Small World Area have available: material, natural resources Use natural resources to make artwork	Fruit printing-observational drawing of fruit. African animal art/animal print Ice paintings Colour mixing Make a hat for the King Make and design a crown		Design and make animal homes in the woodlands Make a hedgehog box	Symmetrical pictures minibeast songs and rhymes clay minibeast sculptures collages life cycle mobile observational drawings bug hotels

	Observational drawings of eyes using magnifying glasses. Healthy and unhealthy meals collage on paper plates. Draw members of our family. Draw our house and then make a model of it. Split pin bodies.					
Physical Development	Dough Disco Fine motor development Action songs, e.g., heads, shoulders, knees, and toes. Face playdough mats - add features. Discuss healthy foods and how we look after our bodies. Make plates of dough food (healthy/unhealthy). Using space safely. Explore ways of travelling using different body parts (feet only, hands/feet, tummies, etc.). Do exercise to music and explore changes to bodies afterwards. Sort out pictures/menus of healthy and unhealthy foods. Toothbrushing	Dough Disco Fine motor development To use a knife and fork To begin to use a tripod grip Range of cutting activities Have a range of balls available in the outdoor area Throwing/ catching games e.g. Piggy in the middle, throw the ball without dropping it Look at videos of fireworks and move as a firework in circles, zooming, zigzagging etc. Fine motor skills: modelling clay candle holders, folding paper, painting Keeping safe around fireworks, fire and candles. Trying new foods from different festivals.	Dough Disco Fine motor development Move like different animals in the story. Role play what happens in the story Ice chipping with hammer and pick (child friendly version) Build and igloo (sugar cubes)- fine motor development	Dough Disco Fine motor development	Dough Disco Fine motor development	Dough Disco Fine motor development