

**Reception half termly overview Autumn 2 - 2025/2026**

**Topic title- Out and About**

**Driver- Adaptation**

Week commencing	4/11/25 (4 day week) Flu sprays Bonfire Night	10/11/25 Remembrance Far Away Friday - France?	17/11/25 EYFS Open Evening 19th BWC trip 21st	24/11/25	1/12/25 5th FoS Christmas Event	8/12/25 9th Nursery Christmas Performance 10th/11th Reception Christmas Performance	15/12/25 (4 day week) 18th Christmas Jumper Day
Book	The Oak Tree- Julia Donaldson The Secret Forest - Sandra Dieckmann	Animal Homes British Wildlife Non-Fiction	British Wildlife Non-Fiction	Percy the Park Keeper Percy's The Flying Visit	Percy the Park Keeper The Bumpy Ride	Christmas (Nativity)	Variety of books: Hanukkah Christmas Festivities
Focus ideas	<b>Activity/Input:</b> Bonfire night Counting assessment after teaching  <b>Phonics:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> 1 more	<b>Activity/Input:</b> 1 more assessment  <b>Phonics:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> 2D shapes	<b>Activity/Input:</b> labelling animals and their body parts  <b>Phonics:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> 1 less	<b>Activity/Input:</b> drawing club- flying machine  <b>Phonological awareness:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> Subitising and composition to 5	<b>Activity/Input:</b> drawing club- adventure  <b>Phonological awareness:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b>	<b>Activity/Input:</b> composition of 3.4.5 in learning journals  <b>Phonological awareness:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> Patterns Subitising and composition to 5	<b>Activity/Input:</b>  <b>Phonological awareness:</b> initial, middle and final sounds/ fred fingers Oral Blending  <b>Maths:</b> Subitising and composition to 5

Communication and language + Literacy	Hears and says the initial sound in words	<ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when conversation interests them</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in a basket, etc</li> </ul>	<ul style="list-style-type: none"> <li>• Talks more extensively about things that are of particular importance to them</li> </ul>	<ul style="list-style-type: none"> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to understand why and how questions</li> </ul>
PSED	<p><b><u>Scarf Coram Life</u></b></p> <p>I'm Special, You're Special</p> <p>Introduce Harold the Giraffe and talk about what makes us unique (link to Diversity)</p>	<p><b><u>Scarf Coram Life</u></b></p> <p>Same and Different</p> <p>How are we the same? How are we different? How can we help or can others help us when sad?</p>	<p><b><u>Scarf Coram Life</u></b></p> <p>Same and Different Families</p> <p>Discuss daily routines at home - what is the same? What is different? How about our family members?</p> <p>Read "In Every House, On Every Street"</p>	<p><b><u>Scarf Coram Life</u></b></p> <p>Same and Different Homes</p> <p>Look at types of houses and discuss how they are the same or different</p> <p>Read ""Who Lives Here?" or "Come Over to My House"</p>	<p><b><u>Scarf Coram Life</u></b></p> <p>I am Caring</p> <p>Read 'Harold Shares His Scarf' Link back to school value of kindness</p> <p>Role play friendship situations such as a child feeling left out using toy animals</p> <p>Introduce 'Friend Finder'</p>	<p><b><u>Scarf Coram Life</u></b></p> <p>I am a Friend</p> <p>Discuss: What is a friend? What makes a good friend? How should a friend behave? Teacher scribe some ideas Play some bonding games, asking children to find a new friend each time Recap 'Friend Finder'</p>	<p><b><u>Online Safety</u></b></p> <p>Discuss what it means to go online - how do we do it/ Why do we do it? What do we need to be aware of? <a href="#">Child Focus 'E-safety'</a> Discuss who we can talk to if we see something that makes us uncomfortable Read "You're All Animals!" <b>Hanukkah Christmas</b></p>

<p>Maths</p>	<p><b>NCETM</b>, begin to investigate the composition of 3 and 4.</p> <p>Composing and de-composing numbers involves children investigating part-whole relations,</p>	<p><b>NCETM</b> will build on their subitising skills. They will continue to use 'perceptual' subitising</p> <p>children may also begin to develop their skills of 'conceptual' subitising. They will begin to notice the sub-groups that can be perceived within a larger set, and recognise the whole at the same time</p>	<p><b>NCETM</b> use the language of comparison to describe sets of objects that they can see.</p> <p>think carefully about the objects that you choose to use with the children: consider what is the same and what is different.</p>	<p><b>NCETM</b> underline the purpose of counting – to find out 'how many' objects there are altogether.</p> <p>deepening their understanding of 5 as a quantity</p>	<p><b>NCETM</b> children will be encouraged to compare the number of objects in 2 sets by matching them 1:1. Seeing that objects in some sets can be matched without any being left over will draw the children's attention to instances when the quantities of objects are equal.</p>	<p><b>NCETM</b> children will begin to explore composition by focusing on the preliminary skills: the concept of 'wholes' and 'parts'.</p>	<p><b>NCETM</b> Through practical experience, they will consolidate their understanding of a whole being made up of smaller parts.</p>
<p>PD  Sports Coaches (Christmas performance)</p>	<p>* can sometimes use a tripod grip when using mark making tools.</p> <ul style="list-style-type: none"> <li>• <i>To develop the ability to create movements to music.</i></li> </ul>	<p>*creates lines and circles pivoting from the shoulder and elbow.</p> <ul style="list-style-type: none"> <li>• <i>To practise movements and join them together to create a motif.</i></li> </ul>	<p>*Handles tools, objects, construction and malleable materials safely and with increasing control and intention.</p> <p>*Begins to form recognisable letters independently.</p> <ul style="list-style-type: none"> <li>• <i>To practise and improve a dance motif.</i></li> </ul>	<p>*Begins to form recognisable letters independently.</p> <ul style="list-style-type: none"> <li>• <i>To work as a team to create a short dance.</i></li> </ul>	<p>*Begins to form recognisable letters independently.</p> <ul style="list-style-type: none"> <li>• <i>To remember and perform a short dance.</i></li> </ul>	<p>*Begins to form recognisable letters independently.</p> <ul style="list-style-type: none"> <li>• <i>To evaluate and improve a short dance.</i></li> </ul>	<p>*Begins to form recognisable letters independently.</p> <ul style="list-style-type: none"> <li>• <i>To evaluate and improve a short dance.</i></li> </ul>
<p>Understanding the world</p>	<p>*Looks closely and similarities, differences, patterns and changes in nature.</p>	<p>*Comments and ask questions about aspects of their familiar world such as the place</p>	<p>*Makes observations of animals and plants and explains why some things</p>	<p>*Knows about similarities and differences in relation to places, objects,</p>	<p>*In pretend play, imitates everyday actions and events from own families and cultural</p>	<p>*In pretend play, imitates everyday actions and events from own families and cultural</p>	<p>*Recognises and describes special times or events for family or friends.</p>

		where they live or the natural world.	occur, and talks about changes.	materials and living things.	backgrounds eg. going to the post office,	backgrounds eg. going to the post office,/ giving and receiving presents.  *Recognise each child's social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love.	*Recognise each child's social and cultural context by talking about the places children go to, celebrations they enjoy and the people they love.
EAD	<p>Uses tools for a purpose</p> <p><b>Activity Idea:</b> Playdough/saltdough Hedgehogs</p> <p>Habitat creations</p>	<ul style="list-style-type: none"> <li>Continues to explore colour and how colours can be changed</li> </ul> <p>*Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience</p> <p><b>Activity Idea:</b> Autumn Trees / Observational drawing</p>	<p>*Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p><b>Activity Idea:</b> Stick stacking for habitat creation</p>	<ul style="list-style-type: none"> <li>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <p><b>Activity Idea:</b></p>	<ul style="list-style-type: none"> <li>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> </ul> <p><b>Activity Idea:</b></p>	<p>*Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</p> <p><b>Activity Idea:</b></p>	<ul style="list-style-type: none"> <li>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> </ul> <p><b>Activity Idea:</b></p>